

Pro-ACT - Another Way Safety, Dignity and Respect

District Trainers:

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The Pro-ACT Philosophy

Pro-ACT is based upon a set of principles that focus on maintaining client dignity while keeping clients and staff safe. With a focus on offering professionals the skills needed to reduce or avoid restraint, the Pro-ACT curriculum teaches:

- Respect client rights;
- Build a non-coercive treatment environment;
- Minimize the risks associated with emergency response to assaultive behavior;
- Emphasize the role of supervision of employee behavior;
- Support continuous upgrading of skills and knowledge;
- Be free of gender bias;
- Emphasize team skills;
- Provide experience in problem solving.



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Principles, Not Techniques

While specific, consistent techniques can be re-assuring in the training room, they are not consistently effective. No two violent emergencies are exactly alike. Similarly, no two clients are alike. Why then would there be an expectation that a single consistent technique would work in such varied settings. There can be no *single* right answer.

Because simple techniques aren't effective, the Pro-ACT curriculum builds a framework of principles that guide critical thinking and establish parameters within which to problem-solve. These principles incorporate issues of professionalism, preparedness, de-escalation, teamwork, risk assessment, and crisis communication into a framework for decision-making.



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Pro-ACT Principles and Restraint

Development and implementation of an individualized primary, intervention, or treatment plan is the most important tool for maintaining safety. The need for restraint, then, can be viewed as a break down in the primary plan. When the primary plan breaks down and assault occurs it is considered a treatment failure. In such instances, restraint may be the determined choice, but only as a last resort. Guidelines for restraint include specific principles, each of which requires careful assessment and critical thinking prior to, during, and following application.



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Seclusion and Restraints

Debunking the Myths of Restraint and Seclusion



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Behavioral Evidence Based Practices:

*Going Greene, Trauma-Informed
Schools, PBIS, Restorative Practices,
Educational Neuroscience*



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Terminology

Self-control plan

Primary plan

Systematic approach

Problem solving framework

Meets individual differences

Teamwork

Human rights and dignity



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Principles

1. Purpose
2. Professionalism
3. Preparation
4. Stress & the Assault Cycle
5. Identifying Triggers and Alternatives
6. Response Framework
7. Response: Crisis Communication
8. Documentation
9. Response: Evasion
10. Debriefing
11. Evaluation
12. Principles of Restraint
13. Seclusion



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Documentation

Restraint and Seclusion Form



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Can we still use NCI techniques?

As of May 2017, no one is certified in NCI.



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