

ALIGNMENT



New Jersey Senate Bill 1163

Alignment to Crisis Prevention Institute, Inc. (CPI)
Nonviolent Crisis Intervention® training program



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For more than 30 years, CPI has supported schools and school districts that strive to provide the safest environment for staff, students, and visitors. Not only will the *Nonviolent Crisis Intervention*® training program meet the expectations outlined in New Jersey Senate Bill 1163, CPI's train-the-trainer program and its family of advanced programs also offer a comprehensive array of curriculums that can meet all the needs an organization has for supporting a violence-free workplace with an emphasis on crisis intervention and de-escalation techniques to better assist staff with achieving this goal.

Additionally, by participating in the *Nonviolent Crisis Intervention*® program, staff will gain the skills and confidence necessary to handle crises with minimal anxiety and maximum security. The training will help staff intervene more safely when behaviors become dangerous, and most importantly, it won't damage the educational bond teaching staff have worked so hard to establish with their students.

The following chart is designed to assist you in identifying some of the ways in which CPI's *Nonviolent Crisis Intervention*® training program can help school organizations in the state of New Jersey comply with the above New Jersey restraint and seclusion law. It may also assist you in identifying areas that may require a review and/or revision in your school's policies and procedures.

New Jersey SB 1163 (1): Definitions

Sec. 1163 (1). As used in this act:

"Seclusion technique" means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, but does not include a timeout.

"Timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.

| NJ SB1163 | Correlation With <i>Nonviolent Crisis Intervention</i> ® Training |
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| <p>NJ SB 1163 Intent of Legislation:</p> <p>It is the intent of the legislation to establish certain requirements for use of restraint and seclusion on students with disabilities in school districts and approved private schools for students with disabilities; requires DOE to collect and report data regarding restraint and seclusion.</p> <p>An Act concerning the use of physical restraint and seclusion techniques on students with disabilities and supplementing chapter 46 of Title 18A of the New Jersey Statutes.</p> | <p>As part of a comprehensive violence prevention initiative, CPI recommends that organizations adopt policies and procedures that reflect the philosophy and strategies taught in the <i>Nonviolent Crisis Intervention</i>® program. CPI offers a variety of resources, tools, and services that support organizations seeking to update their policies and procedures.</p> <p>CPI provides support to organizations looking to review existing policies and has the expertise to provide support and consultation around the effective implementation of any workplace violence prevention plan. Continual review of your organization’s policies and procedures are an integral part of CPI’s ongoing Training Process and are discussed as part of all Instructor Certification Programs. Once policies are implemented, staff should be educated regularly on the policies and procedures. These policies and procedures should be updated as needed.</p> <p>The <i>Nonviolent Crisis Intervention</i>® curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. It is the core belief of the <i>Nonviolent Crisis Intervention</i>® training program that every effort should be made to prevent the need for the use of physical intervention.</p> <p>You’ll find that CPI training is all about practice, role-playing real-life scenarios, problem solving, and ongoing education to ensure the best solutions for your staff.</p> |
| <p>1163 (2) Restraint Techniques: A school district or an approved private school for students with disabilities that utilizes physical restraint on students with disabilities shall ensure that:</p> | <p>Correlation With <i>Nonviolent Crisis Intervention</i>® Training</p> |
| <p>A school district or an approved private school for students with disabilities that utilizes physical restraint on students with disabilities shall ensure that:</p> | <p>The <i>Nonviolent Crisis Intervention</i>® training program teaches that restraint should be used only when the danger being presented by the person’s behavior outweighs the risks associated with the use of restraint.</p> <p>The same content teaches staff about the signs of aggression, how to handle them, and how to read a situation for indicators of violence.</p> |

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| <p>¹[a.] (1) physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;</p> | <p>CPI training involves personal disengagement skills to keep staff physically safe from strikes, grabs, and other injuries and assaults—without hurting others.</p> <p>It is the core belief of the <i>Nonviolent Crisis Intervention</i>[®] training program that every effort should be made to prevent the need for the use of physical restraint.</p> <p>At the Crisis Prevention Institute, we teach that physical restraint should only be used as a very last resort when all nonphysical options have been exhausted. For last-resort circumstances, we teach safer, nonharmful restraint techniques that are the most adaptable in the industry.</p> <p><i>The Nonviolent Crisis Intervention</i>[®] training program emphasizes that physical interventions should be used only as a last resort when the danger presented by the person’s behavior outweighs the risks of physical restraint use.</p> |
| <p>(2)¹ a student is not restrained in the prone position, unless the student’s primary care physician authorizes the use of this restraint technique;</p> | <p>CPI does not teach the utilization of prone restraints as they have the potential to restrict breathing of the student.</p> |
| <p>[b.] (3)¹ staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint and that the training is updated at least annually;</p> | <p>CPI encourages refresher training on a regular basis making it easy to provide policy updates to staff in a timely manner.</p> |
| <p>[c.] (4)¹ the parent or guardian of a student is immediately notified when physical restraint is used on that student, which notification may be by telephone or electronic communication. A full written report of the incident of physical restraint shall be provided to the parent or guardian within ¹[24] 48¹ hours of the occurrence of the incident¹;</p> | <p>CPI recommends documenting all incidences of violence with all relevant information as part of a workplace violence prevention plan. It is recommended that staff document the student’s actions that occurred before, during, and after the incident and that staff document their own responses to the observed behavior including responses that occurred before, during, and after the incident. CPI recommends that each incident of violence also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>[®] training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis.</p> |
| <p>(5) each incident in which a physical restraint is used is carefully and continuously visually monitored to ensure the appropriateness of its use and the safety of the child; and</p> | <p>CPI teaches staff to constantly engage in a risk assessment throughout the crisis. This assessment is focused on evaluating the risks and likelihood of specific behaviors and weighing them against the potential risks of intervention.</p> <p>CPI’s trauma-informed, person-centered training will help you with what to look for and how to assess the crisis situation.</p> |

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| <p>(6) each incident in which physical restraint is used is documented in writing in sufficient detail to enable the staff to understand the student’s behavior over time and use this information to develop or improve the behavior intervention plan.</p> | <p>The <i>Nonviolent Crisis Intervention</i>® training program provides a model for assessing and gathering incident data to aid staff in performing this important evaluation process.</p> <p>CPI recommends documenting all incidences of violence with all relevant information as part of a school seclusion and restraint prevention plan. It is recommended that staff document the student’s actions that occurred before, during, and after the incident and that staff document their own responses to the observed behavior including responses that occurred before, during, and after the incident. CPI recommends that each incident of violence also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>® training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis.</p> |
| <p>b. A school district and an approved private school for students with disabilities shall attempt to minimize the use of physical restraints through the development and implementation of individualized, comprehensive, positive behavior intervention plans¹.</p> | <p>In CPI training, the <i>Crisis Development Model</i>SM describes recognizable behavior levels that an escalating person might go through during a crisis. It also describes corresponding staff attitudes and approaches to de-escalate challenging behaviors.</p> <p>The <i>Nonviolent Crisis Intervention</i>® course offers risk assessment criteria to be used by staff during any perceived threat as a means of assessing the potential danger presented by the situation and appropriate responses to the situation to ensure the greatest level of safety.</p> <p>CPI training teaches staff to consider the potential psychological, physiological, and social-emotional effects that physical restraint or physical violence can have on an individual. In the training program, staff learn ways to minimize or eliminate these effects whenever possible throughout their prevention, intervention and Postvention efforts.</p> |
| <p>1163 (3) Seclusion: A school district or an approved private school for students with disabilities</p> | <p>Correlation With <i>Nonviolent Crisis Intervention</i>® Training</p> |
| <p>(1)¹ a seclusion technique is used on a student with disabilities only with the prior written consent of the student’s primary care physician ¹ or in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;</p> | <p>It is the core belief of the <i>Nonviolent Crisis Intervention</i>® training program that every effort should be made to prevent the need for the use of physical intervention.</p> <p>The <i>Nonviolent Crisis Intervention</i>® curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills.</p> |

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| <p>(2) each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure the appropriateness of its use and the safety of the child; and</p> | <p>CPI teaches staff to constantly engage in a risk assessment throughout the crisis. This assessment is focused on evaluating the risks and likelihood of specific behaviors and weighing them against the potential risks of intervention.</p> <p>CPI's trauma-informed, person-centered training will help you with what to look for and how to assess the crisis situation.</p> |
| <p>(3) each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to understand the student's behavior over time and use this information to develop or improve the behavior intervention plan.</p> | <p>The <i>Nonviolent Crisis Intervention</i>® training program provides a model for assessing and gathering incident data to aid staff in performing this important evaluation process.</p> <p>CPI recommends documenting all incidences of violence with all relevant information as part of a school seclusion and restraint prevention plan. It is recommended that staff document the student's actions that occurred before, during, and after the incident and that staff document their own responses to the observed behavior including responses that occurred before, during, and after the incident. CPI recommends that each incident of violence also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>® training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis.</p> |
| <p>b. A school district and an approved private school for students with disabilities shall attempt to minimize the use of seclusion techniques through the development and implementation of individualized, comprehensive, positive behavior intervention plans¹ .</p> | <p>In CPI training, the <i>Crisis Development Model</i>SM describes recognizable behavior levels that an escalating person might go through during a crisis. It also describes corresponding staff attitudes and approaches to de-escalate challenging behaviors.</p> <p>The <i>Nonviolent Crisis Intervention</i>® course offers risk assessment criteria to be used by staff during any perceived threat as a means of assessing the potential danger presented by the situation and appropriate responses to the situation to ensure the greatest level of safety.</p> <p>CPI training teaches staff to consider the potential psychological, physiological, and social-emotional effects that physical restraint or physical violence can have on an individual. In the training program, staff learn ways to minimize or eliminate these effects whenever possible throughout their prevention, intervention, and Postvention efforts.</p> |

| 1163 (4) Data Collection and Review | Correlation With <i>Nonviolent Crisis Intervention</i> ® Training |
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| <p>4.1a.1 The Department of Education shall annually collect data from school districts and approved private schools for students with disabilities on the number of times a physical restraint or a seclusion technique was utilized on a student and the type and duration of the physical restraint or seclusion technique that was utilized, and the number of students on which a physical restraint or a seclusion technique was utilized. The department shall publish the data annually on its website in a manner that protects student privacy. The data published on the website shall be disaggregated by county and by the race, gender, and age of the student.</p> | <p>CPI recommends documenting all incidences of violence with all relevant information as part of a workplace violence prevention plan. It is recommended that staff document the student's actions that occurred before, during, and after the incident and that staff document their own responses to the observed behavior including responses that occurred before, during, and after the incident. CPI recommends that each incident of violence also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>® training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis.</p> <p>The <i>Nonviolent Crisis Intervention</i>® training program provides a model for assessing and gathering incident data to aid staff in performing the important evaluation process. In addition, CPI offers a comprehensive means of documenting and recording staff training and provides verifiable certification records for each staff trained in CPI courses.</p> |
| <p>b. The department shall review the data annually and shall provide assistance to those school districts and approved private schools for students with disabilities for which the data indicate a high incidence of the use of physical restraint or seclusion techniques, on recommended methods for reducing the use of physical restraint or seclusion techniques.</p> <p>c. The department shall establish guidelines for school districts and approved private schools for students with disabilities to ensure that a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the school district or approved private school for students with disabilities may, as deemed appropriate, determine to revise a behavior intervention plan, classroom supports, or a staff member's professional development plan.</p> | <p>CPI's train-the-trainer model ensures that the training and the related materials are easily customizable to meet the needs of the staff engaged in the training and provides practice, role-playing real-life scenarios and problem solving activities to ensure that staff remain engaged in learning. In addition, CPI's eLearning offerings are designed to be highly interactive and engaging and incorporate numerous learning strategies effective with adult learners. CPI's train-the-trainer model, coupled with either highly customizable classroom materials or the interactive eLearning offering, makes it easy to roll out training to a large number of staff.</p> |