

My name is Janette Keil. I am here to support the Seclusion and Restraint Bill. I came to talk about why this bill is so important. My husband and I with our four children live at 5347 NW Lincoln Street in north Topeka, KS. Three of the children are biological siblings we adopted from the State of Kansas SRS System. The oldest of our adopted children has special needs and requires extra care, resulting from the lack of care in his first years of life.

Jeremy has been diagnosed with Complex PTSD (also known as Developmental Trauma Disorder), ADHD, ADD, Tic Disorders, Sensory Integration Issues and anxiety difficulties. Jeremy was also exposed to substance abuse in utero which has impacted his development in many ways. He struggles with emotional, self-concept and identity. He has many relationship problems with family and peers. It is important to understand that his biggest fear is that of abandonment and isolation. Since Jeremy was neglected and abandoned by his birth mother, he assumes people he cares about will abandon him. Jeremy's fear is expressed thru anxiety. Examples of his anxiety are clowning around, not doing homework, being disruptive, impulsive illnesses, incessant chatter and disappearing into his own little world.

Jeremy has such severe mental illness he is served through the Home and Community Based Services Waiver for Children with SED. The waiver is reserved for children who without extensive community services would be in psychiatric residential facilities. With waiver services through Family Service and Guidance Center and intensive family and individual therapy, Jeremy is able to live at home, attend a local public school, learn in school, and spend quality time with family and friends.

Jeremy really struggles in school. A few years ago, he could not make it a day in the normal classroom setting because of the symptoms of all his diagnoses. School became a place he feared—and not a place for him to learn. He did not want to go to school. Many times I drove to the school because they had called me to come and get him. They could not manage him. They were isolating him and holding him repeatedly. He would come home with bruises. We did not know what to do. The impact of the extensive mental health treatment was seriously set back every day at school. Desperate, we met with Keys staff on a Sunday morning at McDonalds to ask for help. Dr. Adams said this is fixable.

With the help of Keys for Networking we started over with the school. We secured a functional behavioral assessment so we could begin to figure out what prompted his explosions. We developed an IEP that addressed his academic and social needs. We designed a behavior intervention plan that describes interventions to lesson Jeremy's anxiety, described calming techniques for the teachers to use and agreed to in writing, the reward system that helps shape desired school behaviors. We worked with the school to engage Dr. Mindy Higgins-Kessler to teach all the people who worked with our son about how to meet those needs. Dr. Mindy helped the school understand that his mental health needs could not be addressed as long as he was re-traumatized at school with isolation and holding techniques.

We did all this through the IEP process. We redo the Individual Education Plan every year and tweak it every couple of months to offer a team shaped consistent positive reinforcement system that is now used by all his teachers.

School is working right now for Jeremy. We are beginning now to notice problems with his younger siblings. We need regulations around seclusion and restraint so this process will not take so long and we do not have to simply beg his teachers not to hurt him. We know Jeremy will have life long emotional and behavioral needs. We expect the school to – if not help us to at least not hurt his treatment and his development.

Thank you for allowing me to testify today.

### **Immediate Consequences When Anxiety Frustration Leads to Non-compliance and Acting Out**

- 1) When Jeremy does not comply to a directive, he will be given the directive again after a 30 second wait time.
- 2) If he does not comply, provide him two preventative prompts. The preventative prompt reminds him of calming techniques. Example (not limited to): Start using The "PLACE" Attitude
- 3) If Jeremy is passively refusing or shutting down, he may remain in class.
- 4) When Jeremy calms down give him verbal praise, a high five, and tell that you will write a note telling his mom and dad how well he did calming down on his own.
- 5) Presence of aggressive behavior: Aggressive behavior refers to the presence of, but is not limited to any of the following behaviors: spitting, hitting, kicking, scratching, throwing things, clearing off desk/dumping things on the floor when he is frustrated or angry. Continue The "PLACE" Attitude encouraging Jeremy to exit the classroom with you to take a walk, go to the resource room or other unoccupied area where matching may be tried.
  - a) 2 staff members will be present
  - b) Parents will be called and provide written documentation
  - c) If in general education, Jeremy will be asked to go to the resource room to work on calming techniques with special education staff. A staff member will guide him by touching him on the shoulder or taking him by the hand walking with him to the resource room.
  - d) Other students will be removed from the classroom (if Jeremy refuses to walk with staff to the resource room) or resource room (if students are in resource).
  - e) Jeremy will be reminded and encouraged to engage in his calming techniques.
- 6) Upon returning to his routine the adults involved will ensure that Jeremy understands that things are good between him and those adults.

### **Evaluation**

School staff will collect data daily. STAY will return to do observations and provide input as per the effectiveness of the behavior plan as requested by the school.

### **Criteria for Review of this Behavior Plan:**

1. If Jeremy's class is removed from the classroom multiple times in a day.
2. If Jeremy's class is removed from the classroom at least 1 day a week for 2 consecutive weeks.
3. Data collected by school staff or Project STAY indicate Jeremy's level of compliance decreases to baseline levels approximating what they were during the Project Stay evaluation.

## **Behavior Intervention Plan**

**Student: Jeremy Keil**

### **Target Behavior:**

Increase compliance (following directions, decrease refusals, talking out, and yelling)  
Compliance: Begins to follow directions within 10 seconds of being given a prompt to do something.

Non-Compliance: Did not start to comply with verbal request within 10 seconds. This is mutually exclusive with verbal refusal.

Verbal Refusal: Jeremy says, "no", "I won't do it", "you can't make me", etc. following a direction given by an adult. This is mutually exclusive with non-compliance.

### **Interventions to Lessen Jeremy's Anxiety and Increase Social Skills**

- 1) Circle of Friends: social skill group (Jeremy and small group of peers)
- 2) "Talk time" with adults: 3 each day (full typical school day) immediate needs will guide talk times. (practice calming, etc.)
- 3) School counselor will meet with Jeremy. (1 times per typical week) The counselor will communicate with his therapist.
- 4) Staff working with Jeremy will be trained on the behavior plan and calming techniques. *Dr. Higgins trained staff on Friday, January 9, 2009.*

### **Calming Techniques**

**General education and/or special education classrooms:** The "PLACE" Attitude (see attached)

**Matching:** may be used if other students are not observing

**Matching:** The adult matches the tone and intensity of Jeremy acknowledging what he is really saying. The adult gradually changes tone and intensity to the appropriate place.

### **Individual Counseling sessions, general education, and special education:**

Connection games (see attached)

- 5) Jeremy will be removed from high stress learning situations.
- 6) Visual schedule allowing him to monitor his day, and provides his parents information about his day.
- 7) **Reward System:** reinforce appropriate behavior and increase academic performance.

### **Reward System**

Jeremy is provided a sticker chart. He chooses 4 boxes on the chart and puts a mark such as an X in those boxes. He places a sticker on the chart when he completes academic tasks and makes good behavior choices. Stickers are given at the end of each academic session. Teachers also give him extra stickers for randomly observed good choices and academic successes. He puts the stickers on in order of the boxes going across. When he puts a sticker on a box with his mark (X), he chooses from his reward list. Jeremy created a list of items and activities he would like to choose as rewards for stickers earned. The list is on going, so he can add items to the list. This reward process is used in the general education classroom and resource room. He also earns rewards through the classroom management system set up by the general education teacher and used with all students in the class.