

Restraint Reduction Strategies

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PRESSLEY RIDGE

Serving Children & Families Since 1832

Grant Gardens



- 40 bed facility in Ona, WV
 - Level II and III Youth
- Who We Serve
 - Male and Female
 - Ages 13 – 17
 - In Legal Custody of the State
 - Current DSM-V Diagnosis

Laurel Park

- 30 bed facility in Clarksburg, WV
 - Level II Youth
- Who We Serve
 - Male and Female
 - Ages 13 – 17
 - In Legal Custody of the State
 - Current DSM-V Diagnosis
- 6 bed Specialized Cottage
 - Level III+
 - Male Only

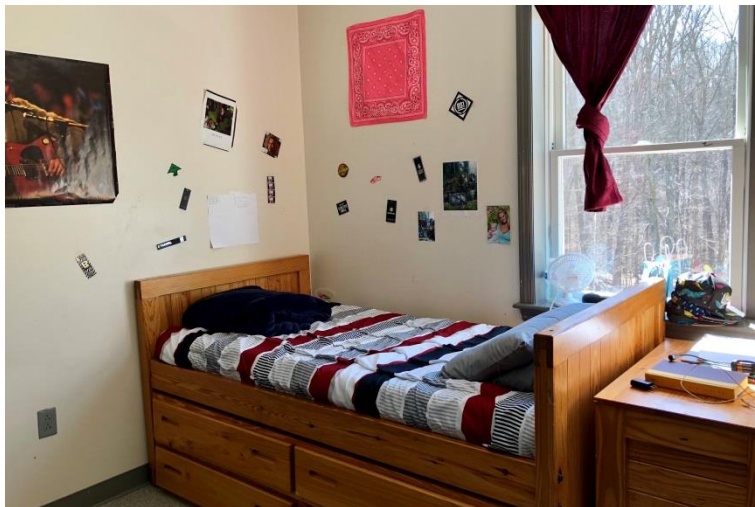


Morgantown Residential



Odyssey and Richwood

- 10 and 3 bed facilities
- Level II Youth, female/male only
- Ages 13-17/15 – 17
- Identified as sex offender, treatment completed (RW)
- In Legal Custody of the State
- Current DSM-V Diagnosis



Pressley Ridge School for the Deaf

Residential Component in Pittsburgh, PA

– Who We Serve

- Youth who are:
 - diagnosed as deaf or hard of hearing
 - have serious problems functioning within the classroom, home, and/or community
- Male and Female
- Ages 6 – 21



Restraint Reduction Goals



2007

10% Reduction Org Wide
Not met.



2019

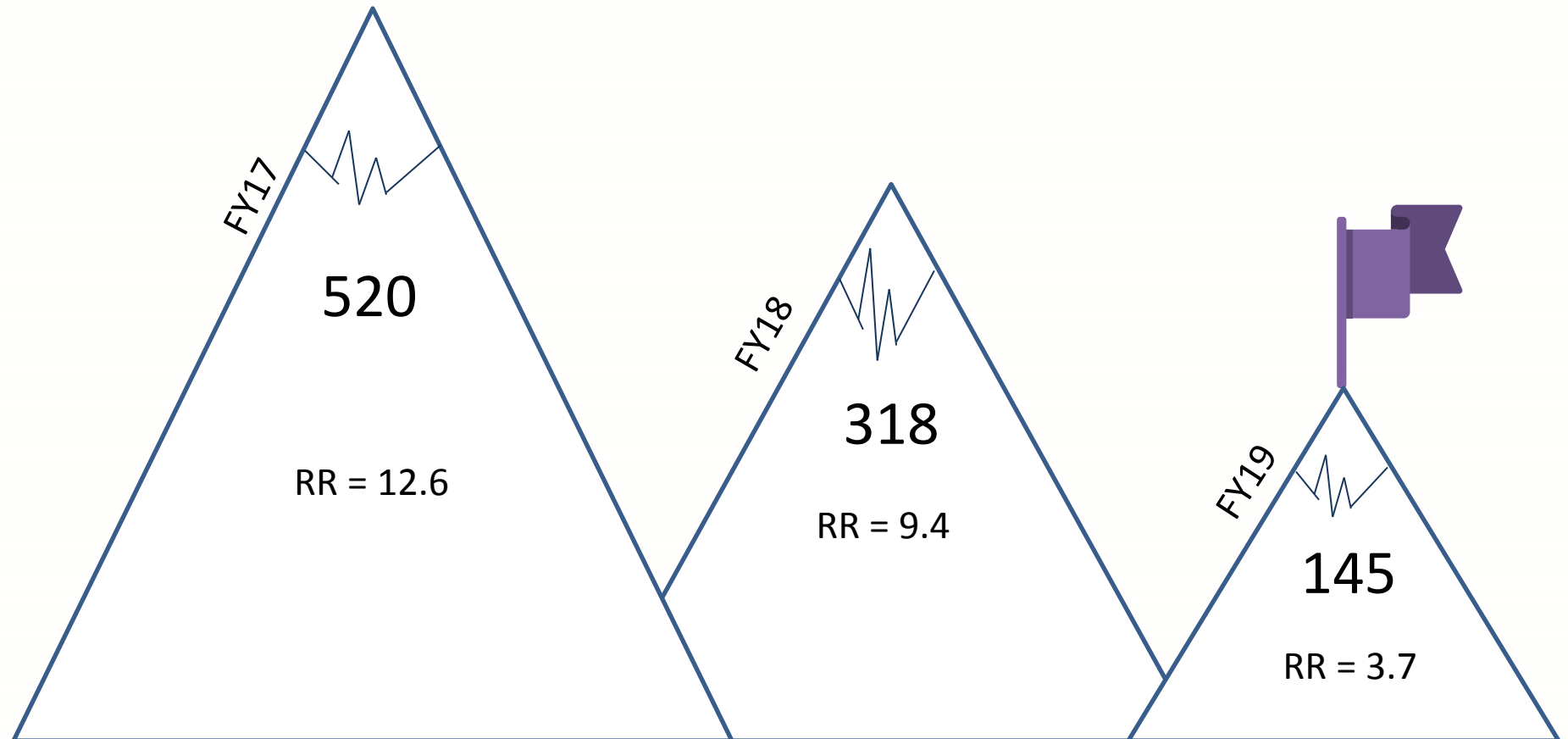
50% Reduction Org Wide
Exceeded!

Restraint Rates

$$\frac{\text{Number of restraints}}{\text{Number of service days}} \times 1,000$$

$$(38 \div 3,000) \times 1,000 = 12.7$$

Restraint Reduction



What Did We Do?

Organization-Wide Initiative

- Established Restraint Reduction Committee
 - Multi-disciplinary
 - Assist with and reinforce implementation
- Buy-in
 - Staff
 - Youth
- Initiate Restraint “Prevention” Campaign

Restraint Prevention Campaign

- Assess Organization Readiness
- Establish Beliefs and Goals
- Prescribe Program Delivery

Cultural Shift

Restraint = Treatment Failure

Elimination → Reduction/Prevention

Balance Support/Accountability

Establishing a Tagline

- Restraint free is the way to be
- Regulation not agitation
- #stophandson
- Do no harm
- Respond with compassion
- Self-control is a choice you make



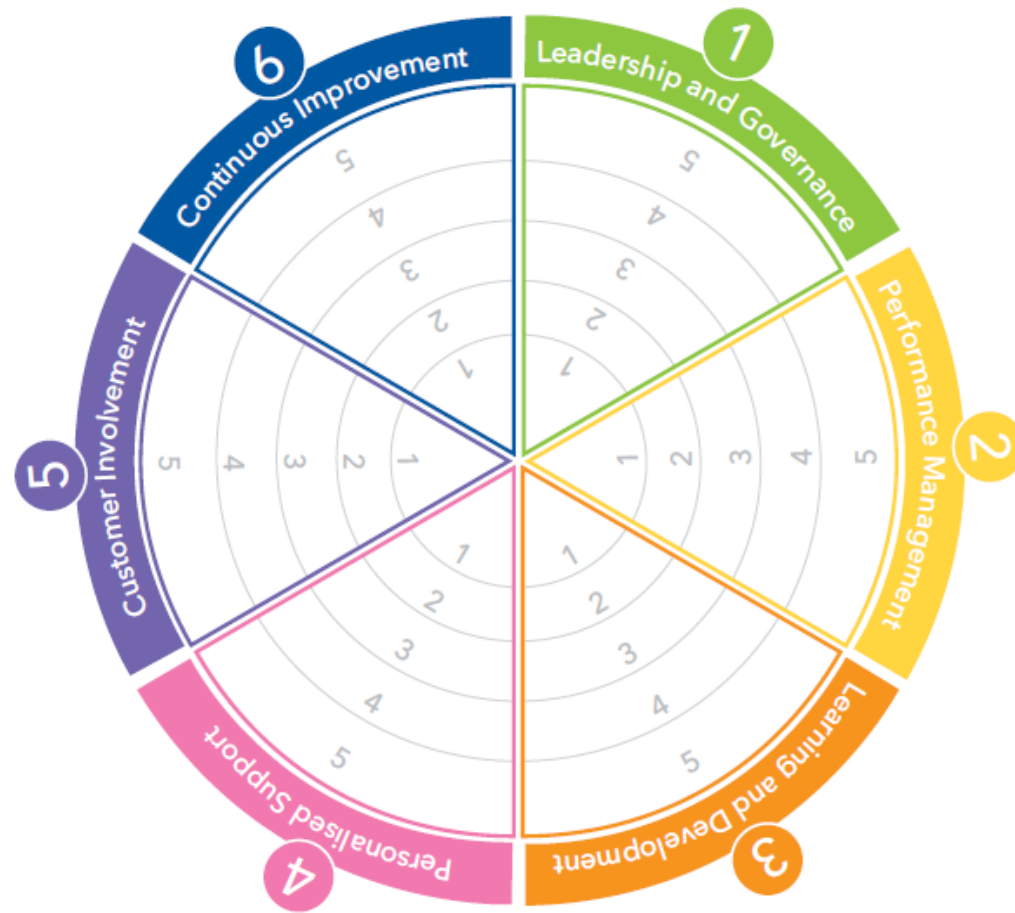
Universal Pledge

- **Staff:** I pledge to be trauma-informed, to respond to crisis with compassion, and to prevent restraints by learning and implementing tools that de-escalate, teach skills, and solve crisis situations safely.
- **Youth:** I pledge to use safe ways to solve problems and to express what is unfair or unjust. I will develop a plan with staff to prevent restraints for myself, my peers, and my staff.
- **Parents:** I pledge to be a partner with my program to help prevent restraints. I can be a resource to keep safety a priority and to teach, listen and learn about restraint prevention.

Organization Self-Assessment

Reducing Restrictive Practices Checklist

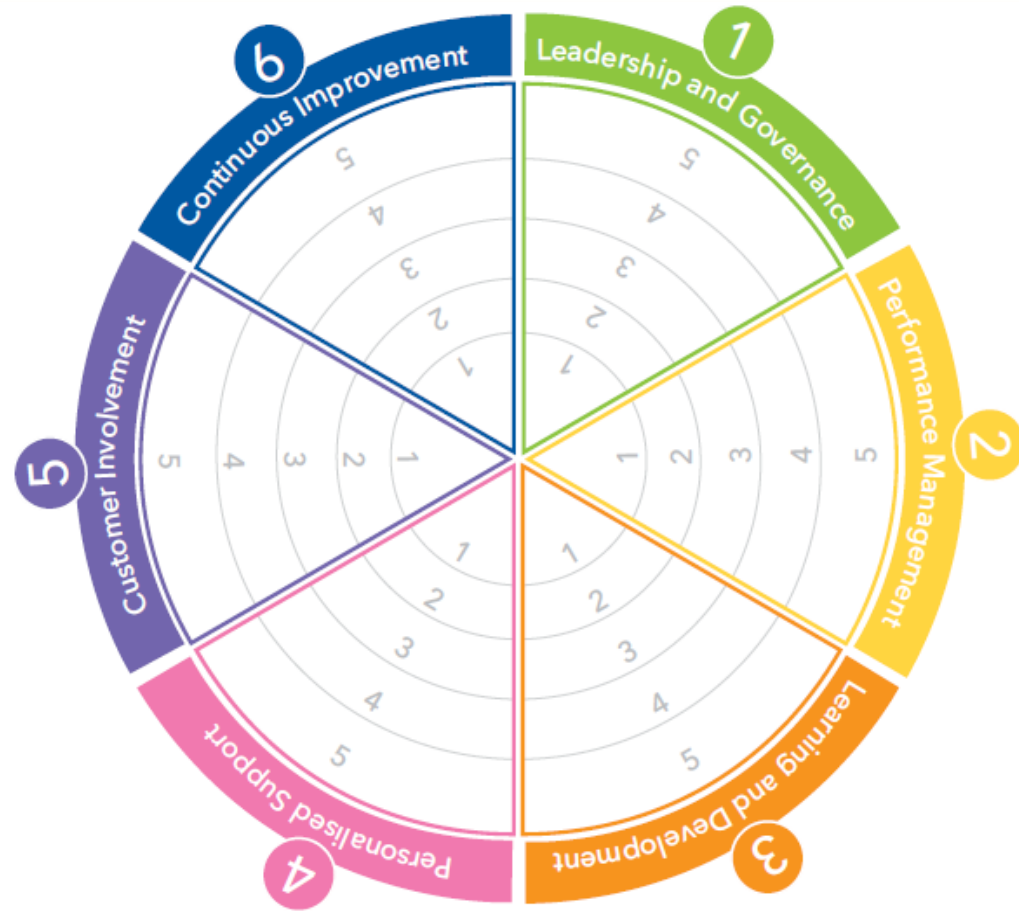
- Six domains
- Identify organizational strengths
- Understand performance roles that may be weak or not fully implemented



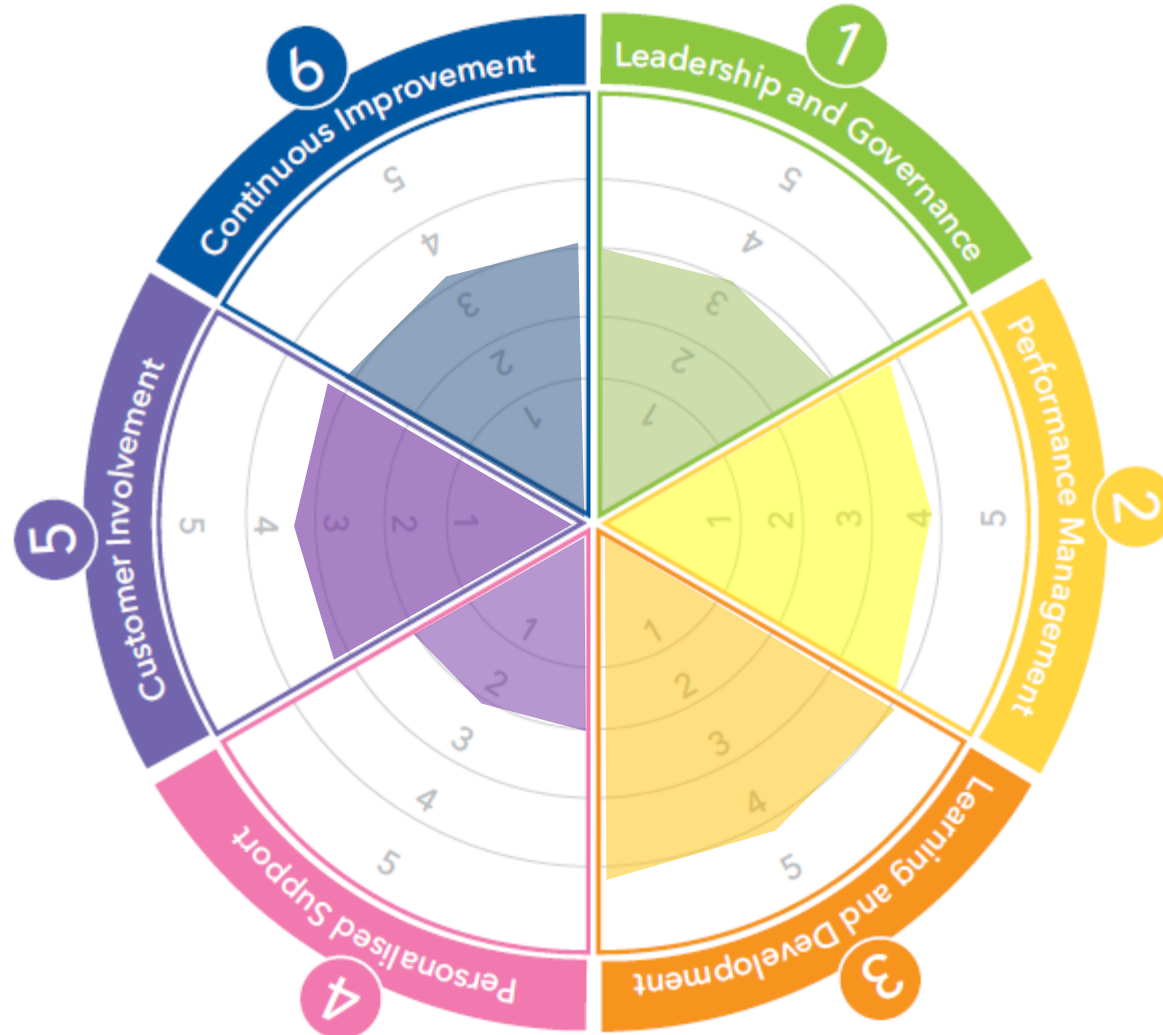
Organization Self-Assessment

Reducing Restrictive Practices Checklist

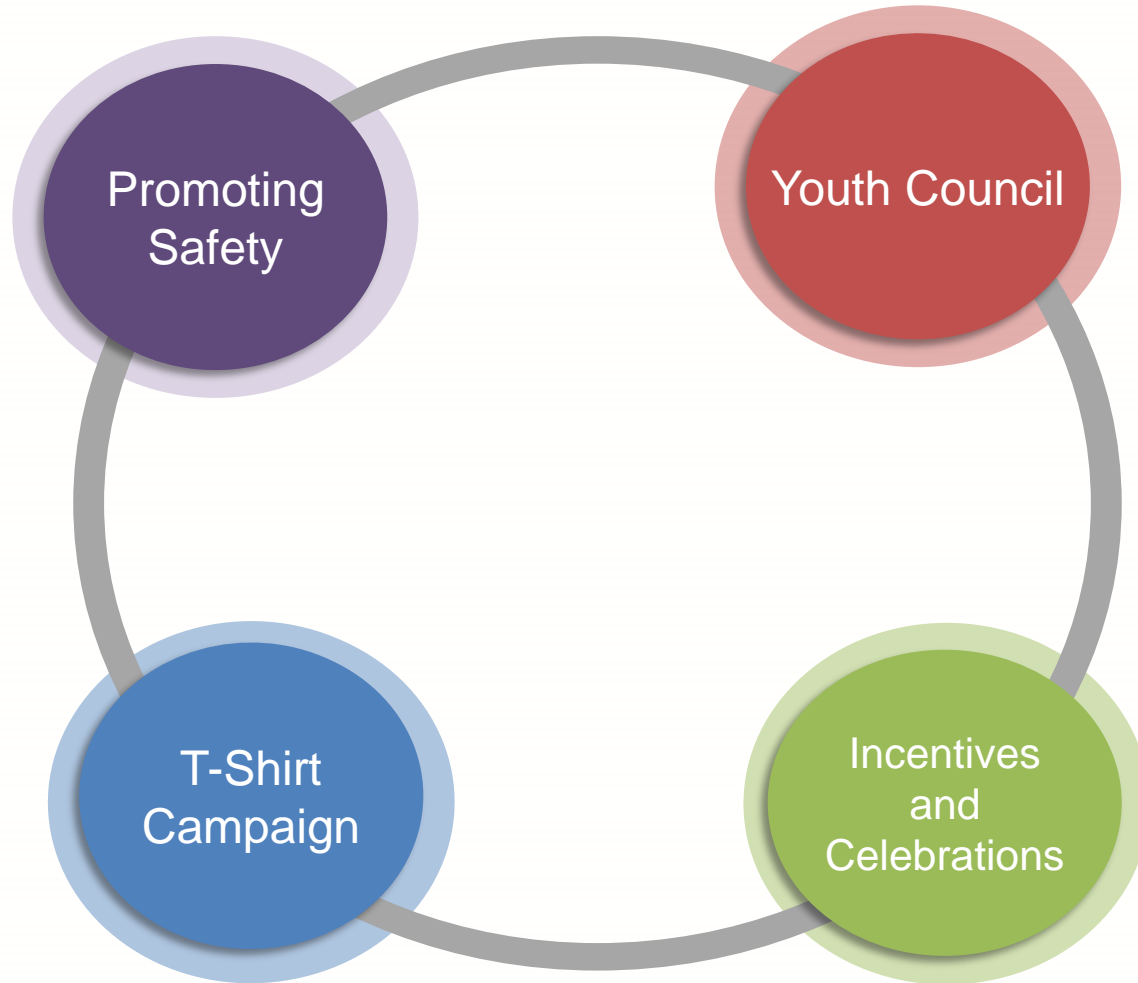
Ranking	Score
YES	5
PARTLY	3
NO	1
N/A	0



Organization Self-Assessment



Youth-Centered Strategies



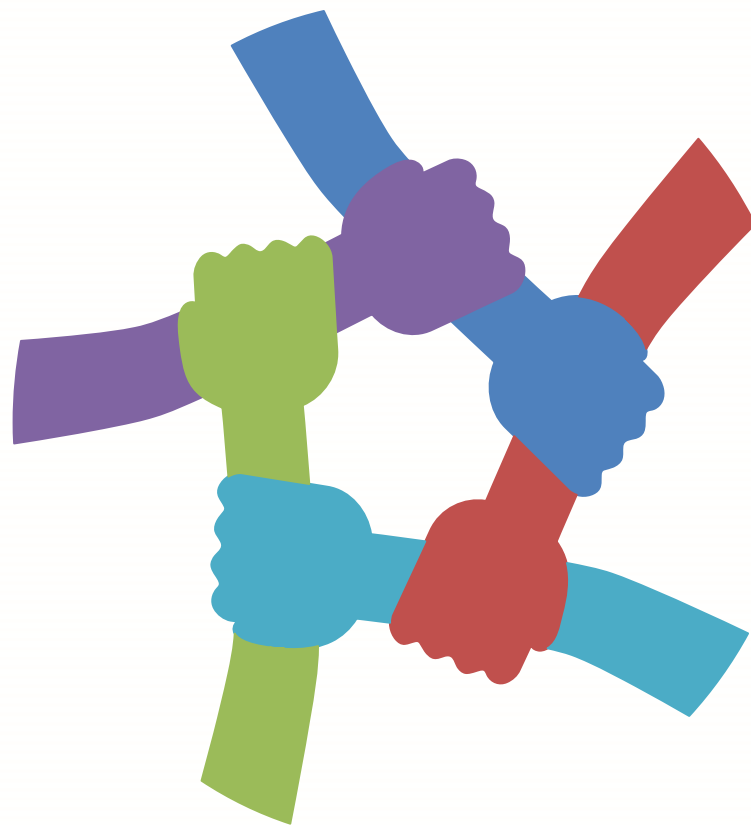


Youth Council

Provide a voice

Ownership

Accountability





Promoting Safety

Campus-Wide Push

Banners and signs

Hey folks! I'm a proud youth at one of Pressley Bridge's programs.

Pressley Bridge residential & education programs have utilized restraints to address aggressive or unsafe behavior through its lifetime. Since 1982 Pressley Bridge has required all staff to be trained in the techniques of crisis de-escalation using Cornell University's standard. Restraints are sometimes necessary to reduce possible injury, & are used only when a youth endangers him/herself or others. Pressley

Incentives
and
Celebrations

Group Rewards



Celebrations



T-Shirt Campaign

Design a Catchphrase

Questions to ask youth:

- Why is it important to develop skills that prevent restraints?
- What are some of the behaviors that lead to restraints?
- What could be different if restraints were eliminated?
- What could we do to prevent restraints?



AND STILL NO

RESTRAINTS
7 MONTHS
1 SHAMOL
2 G N I
0

HEARTS
ON
HANDS
OFF

Calm
Use Words
Self-Control
Coping Skills
Practice
Relationship
Joy
Relax
Empathy
Patience

RESTRAINT PREVENTION

Ceremony
Walk
Waiting
Time is an Ally
Music
Trainings
Compassion
Sensory
Nurtured Feelings
Trust
Help
Calming

Therapeutic Crisis Intervention

TCI



Clinical Participation

Assist in plan development and implementation.

Leadership and Program Support

Policies, Procedures, and Guidelines clearly communicated.

Supervision and Post Crisis Response

Reflective and supportive supervision.
Support and debriefing for youth and staff.

Leadership &
Program
Support

Supervision &
Post Crisis
Response

Training and
Competency
Standards

Incident
Monitoring and
Feedback

Clinical
Participation

Incident Monitoring and Feedback

Data monitoring.

Training and Competency Standards

Core and specialized training, refreshers.

TCl Fidelity

- Internal Survey
 - 94% believe TCl supports the agency's mission
 - 99% attend TCl refreshers
 - 95% of direct care supervisors are trained

Life Space Crisis Intervention

- Trauma-Informed
- Brain-Based
- Build Relationships
- Self-awareness and Skills to manage feelings
- LSCI Fidelity

Ukeru

- Restraint free crisis intervention
- Culture of Comfort, not Control
- Custom, safe blocking tools
- Specialized sensory equipment

Barriers to Sustainability

- Staff Turnover
- Fatigue
 - Residential staff compassion fatigue (ProQOL)
- Family First (WV)-
increasing behaviors;
less flexibility



Questions?

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Organizational Performance

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