Reactive Strategies Checklist

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All reactive strategies for problem behavior must select intervention(s) that are:

- **Legal**
  Check state education code; (e.g., California education code prohibits prone, four-limb restraint under most circumstances and prohibits locked seclusion in educational settings)

- **Ethical**
  Does not violate professional standards and is acceptable to uninformed observers

- **Safe for the student, staff and peers**
  Uses techniques proven to be safe, reducing potential harm to the student and others

- **Individualized**
  Builds on the student’s prior successful resolution of the problem

- **Respectfully implemented and socially acceptable** to the student, peers and adult observers
  Voice tone, body language and techniques demonstrate respect, care and concern for all

- **Chronologically and developmentally appropriate**
  Selects intervention is comprehensible for the student’s developmental functioning and appropriate for the student’s chronological age

- **Least restrictive for the situation**
  Selected intervention matches the level of dangerousness of the behavior. Physical interventions or removals are selected only when redirection, prompting to a functionally equivalent replacement behavior, planned ignoring or other lesser interventions do not address the problem. For example, non-compliance to a staff request never justifies a physical intervention unless the student is in a dangerous situation requiring immediate physical response from staff (e.g., refusing to move out of the street with cars approaching.)

**Discussion Points:** for staff review during a behavior plan development meeting, or following a reactive strategy implementation:

✅ Would we be comfortable using this in a general education environment with students of the same age who do not have disabilities?

✅ Would an uninformed, reasonable person and the student’s peers observing this intervention believe this is a respectful response to the student’s problem behavior that all maintains safety for all? (Check implementers’ voice tone and body language and how safety is provided, as needed, for observers.)

✅ Is this the least restrictive intervention to assure safety for all? (Check whether redirection or prompting the student to use a replacement behavior would suffice.)

✅ Would we be comfortable with parents observing this intervention?

✅ Did we give the student time to respond, and use relationship and rapport to address the problem?

✅ Did we consider what has calmed this student under similar conditions in the past? (Check interaction style of the implementers, techniques and specific words and actions.)

✅ Would we be comfortable with the filming of this intervention, or with this intervention being featured on national tv?