

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?