

Mandt Matters!

APPROACH DETERMINES OUTCOME

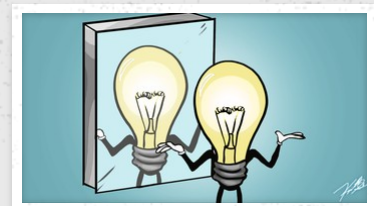


THE "WHY" BEHIND MANDT

GISD chose The Mandt System because it supports the relationship-based culture the district is striving to achieve. The Mandt System is focused on creating an environment where ALL individuals served can confidently say, "In this place and with these people, I feel safe." Providing a safe and secure learning environment is an essential piece of making GISD the best it can be. Every single child deserves an environment where he/she is treated with dignity and respect, one where they can flourish and grow.

TAKING TIME TO LOOK IN THE MIRROR

How often do you look at yourself first in rough situations? In everything that we do, it is our own response that determines whether a crisis will be escalated or de-escalated. The words and actions we choose determine if we harm or help a person. The attitude we choose determines the results we obtain.



All too often, our reactions cause incidents to become escalations. When faced with a difficult situation or behaviors, it can be easy to react quickly without considering the end goal or the final impact of our words and actions. If we react (emotion-based) instead of respond (reason-based), we will almost always end up being the gasoline on the fire!

Therefore, we must take the time and make the effort to assess ourselves before we say/do things that cause harm. The goal in any conflict should be finding a way to move beyond the conflict and improve the relationship. We cannot achieve this if we allow our own pride or emotions to take the lead. We must look at ourselves and our own behavior before we focus on the behaviors of others. We need to reflect with honesty and ask ourselves what role we played in the situation and escalation. We need to reflect on what we could do differently.

If you consider the last difficult situation you had with a child and take a long look in the mirror, would you be able to say with certainty that your behaviors were correct or helpful?



The first step to personal growth, is the ability to make an honest assessment of where you currently are.

RELATIONSHIPS COME FIRST!

"Every sidewalk, every driveway, every house has a foundation. When that foundation is strong, whatever is built on top of that foundation will be strong." (The Mandt System, 2017)

Relationships are the foundations to ALL we do! If relationships are not built and maintained, the rest of the work will collapse. Building genuine, quality relationships involves building people up.

Building the Foundation

Characteristics

- DIGNITY
- RESPECT
- INTEGRITY
- HUMILITY
- FIDELITY
- KINDNESS
- COURAGE
- JUSTICE

- PATIENCE
- HONESTY
- QUALITY
- TRUST
- TEMPERANCE
- FORGIVENESS
- HONOR
- FAIRNESS

If we do not invest the time and effort into building up our students and displaying these essential characteristics, we will continue to face struggles and conflicts, many of which can be avoided. **Moreover, we cannot ask others to live by characteristics that we ourselves do not exhibit!**

Ultimately, relationships are the key to lessening the amount of escalations and crisis situations! When we have healthy relationships, de-escalation is far easier to achieve, and crisis is far easier to avoid. **Building healthy relationships takes time; it is hard work, but without relationships as the foundation, no other success can be built.**

RESTRAINT PROTOCOLS

Restraint is NEVER the first course of action in an escalated situation. Restraining is the final, most risky skill in the Mandt hierarchy of interventions. **It is used the least often, only when necessary, and hopefully not at all.**

The goal of Mandt is to ensure caregivers are so focused on building healthy relationships and using the non-physical skills in the hierarchy that restraints are not needed. It is our responsibility to do everything possible to avoid the need for restraint.

It is important to realize what is defined as "restraining" someone. A restraint is defined as any force and/or device that restricts movement. That means that taking a student by his/her hand may be considered a restraint if the student is being pulled or held back against his/her will. Actions such as this also need to be documented.

Restraint should only be used when:

- **There is a risk of harm to self or others**
- **The individual is in crisis**

If neither of these is the case, there is no need for physical intervention!

It is important to keep in mind that although other factors and difficult behaviors can be challenging and frustrate us, they do not justify physical intervention. We have to remember that we are the adults, and they are the children. We have more tools in our toolbox and have more coping skills than they do. **It is our professional and ethical duty to use those skills to model the appropriate way to interact and respond.**

If physical intervention is necessary, all protocols and documentation procedures must be followed!

Restraint Documentation Procedures

1. A restraint is defined as any force and or device that restricts movement.
2. Documentation regarding restraints must be completed within 24 hours of the incident
 - a. Once completed a copy must be turned into Principal, PEIMs (Stacy Valentine) and Continuing Education (Rebekah Russler).
 - i. The Continuing Education Department needs to be notified of the incident to ensure that all correct Mandt training forms/supports are in place and accessible.
2. The Summary of Restraint form should include a specific account of the Mandt strategies that were used leading up to, during, and after the incident. (This includes strategies for de-escalation, offering options from baseline, restraint, etc.) Each person involved in a restraint must fill out a separate form, including all details.
3. The campus administrator needs to be involved in the incident documentation, communication, and follow-up process.
 - a. The principal is to notify the parent the day of the restraint.
5. The campus administrator needs to schedule a debriefing session within three days following the event so the incident can be reviewed against expected protocol, and next steps can be determined. (The only exception to this is if an individual involved has not been able to return to/achieve baseline. LSSP, when appropriate should be invited to debriefing)
6. The Written Summary of Restraint form and accompanying documents need to be filed with the campus principal, special education office and central office (PEIMS and Continuing Education).
7. Staff should ensure that decisions regarding incidents and restraint procedures align with the Greenville ISD Crisis Management Plan.

Remember, we have a responsibility to follow the processes and procedures that create the safest, best learning environment possible for all GISD students.



CONTINUING EDUCATION DEPARTMENT

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