

Kansas Early Childhood  
Emergency Safety Interventions (ESI) Scenarios

These scenarios were developed to accompany video clips from *CSEFEL Preschool Modules\** that are also used in *Safety First* training. Participants will apply the definitions from the Kansas ESI regulations and KSDE guidance materials and then consider whether they have enough information to answer the questions. Some of these questions are not black and white and definitive answers may require more information than is provided. Discussion will include what would make the example into a non-example, or visa versa and what additional information would be needed to make an informed decision.

This exercise and a facilitator's guide with responses consistent with Kansas ESI regulations and guidance can be downloaded from the KITS Virtual Kit: *Kansas ESI Regulations Apply to Preschoolers!* [http://kskits.org/ta/virtualKits/kansasESI\\_Regs.shtml](http://kskits.org/ta/virtualKits/kansasESI_Regs.shtml)

**Ryan**

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_15.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_15.mpg)

Ryan is a four year-old boy with multiple disabilities in an integrated early childhood special education classroom. He is learning a few signs, but he primarily communicates by reaching for an adult, grunting, hitting himself, or starting to remove his shirt. Following circle time, Ryan's teacher assists him in walking to a quiet corner of the room and leaves him there, leaning on two large pillows. Ryan can pull to sit independently, and a bead maze toy has been placed in his reach.

Is this seclusion? Explain your answer.

Left alone, Ryan begins to remove his shirt. After freeing one arm from a sleeve, he hits himself in the head once with his fist. A few seconds pass and then Ryan thrusts himself back against the pillows as he makes hitting motions with his fists close to his head and kicks his feet.

Is this dangerous behavior (danger to self)? Explain your answer.

Does the behavior appear to be escalating? Explain your answer.

The teacher returns and asks Ryan if he needs help. He stops making hitting motions and attends to the teacher, cooperating as she physically prompts him to sign "Help" and physically assists him to put his arm back into his shirt. The teacher asks Ryan if he wants to play with the balls as she places a bead maze toy within reach in front of him, but Ryan reaches for the teacher, pulls to stand holding on to her, and gives her a hug. The teacher accepts his hug, patting him on the back.

Was the behavior by Ryan dangerous? Explain your answer.

Does the teacher use potentially effective redirection statements? Explain your answer.

Kansas Early Childhood  
Emergency Safety Interventions (ESI) Scenarios

**Brendan\***

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_02.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_02.mpg)

*Kansas ESI regulations **do not apply to parents**. As you watch the video clips of Brendan, answer the questions as if Brendan's mother was a teacher instead.*

Brendan is a three year-old boy with an autism spectrum diagnosis. He drops to the ground outside of the library door on the way to story hour. His mother gives him a ten-second countdown. He gets up at the count of five and takes several steps away from his mother, who catches him by his arm. Brendan pulls against his mother's grip, kicks his feet briefly, and again drops to the ground. His mother pulls him to his feet holding him by the arm and walks him into the library where he drops to the floor. His mother picks him up and attempts to carry him. Brendan turns away from his mother and arches his body, extending his arms and legs in resistance to being held or carried.

Is this restraint? Explain your answer.

**Brendan and Joshua at home**

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_12.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_12.mpg)

Brendan wants to use the computer but it's his brother Josh's turn. Mom is using pictures to teach turn taking. When Brendan protests verbally, Mom acknowledges that Brendan wants a turn, shows Brendan the picture of his brother Josh, and tells him: "1 Joshua, 2 Brendan." Brendan looks at the picture and repeats "2 Brendan", fusses and tries to pull the chair away from his brother. Mom provides a redirect and partial physical prompting to encourage Brendan to come with her. Brendan protests verbally and resists physically. Mom shows him his brother's picture again, asks whose turn it is, and Brendan repeats "Brendan's turn". Mom says calmly, "It's Joshua's turn" and Brendan pulls on Joshua's chair and appears to lose his balance and fall to the floor. His mother reaches for Brendan and tells him "Come with me. Do you want me to carry you?" Brendan answers, "Carry me" and holds up his arms to be picked up. Mom picks him up and says, "I'll carry you". Brendan relaxes against her, laying his head on her shoulder, as Mom tells him he's going to the pool.

Was Brendan's behavior dangerous? Why or why not?

What did Brendan's mom do to keep his behavior from escalating further?

Was this restraint? Explain your answer.

Kansas Early Childhood  
Emergency Safety Interventions (ESI) Scenarios

**Tim with blocks\***

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_07.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_07.mpg)

During center time in the block area, four children are playing beside each other. Tim is playing with a ladder while talking to other children, followed by comments while his back is to the other children. A girl close to him picks up one of the small blocks on the floor that is close to Tim. He turns, stands up, moves toward her and grabs her hair.

Is this dangerous behavior (danger to others)? Explain your answer.

**Tim with truck\***

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_10.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_10.mpg)

During center time while playing with a truck, Tim moves from the block area to an adjoining area where other children are playing. He sticks out his tongue and makes a noise while looking at a boy playing in the adjoining area. While the boy's back is turned toward him, Tim hits the boy on the back and then makes a scratching motion on the boy's neck and shoulder. The boy turns and yells, "Stop doing that" while rubbing his neck and shoulder.

What was the communicative function of Tim's behavior?

Was the behavior dangerous? Explain your answer.

**Tim on playground\***

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_11.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_11.mpg)

Outside on the playground, Tim is beside two other children. He turns to one of the children, a girl, and begins to pull a toy out of her hands. During the struggle he pushes her in the face and jerks the toy out of her hands. He then turns and sits down on the ground to play with the toy. She sits down and grabs the toy and Tim again pushes her in the face. The teacher then steps in, holds Tim's hands a few seconds, then stands him up and begins to move him from the area. Tim takes a couple of steps and drops to the ground. The teacher then picks him up and physically begins to move him.

Did Tim engage in dangerous behavior?

Describe any first response strategies used by the teacher:

- Verbal
- Physical
- Environmental

Kansas Early Childhood  
Emergency Safety Interventions (ESI) Scenarios

Did the teacher use a physical escort or physical restraint? Explain your answer.

What might the teacher have done to prevent the need for physical restraint?

**Duncan**

[http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a\\_01.mpg](http://csefel.vanderbilt.edu/modules/module3a/presenters-ppt/V3a_01.mpg)

Note: Fast forward past Tim and Brendan to observe Duncan with his teacher beginning at 1:21 and ending at 2:15 (minutes: seconds).

Duncan is standing at a small table, watching the teacher and peers finishing their snacks. He leaves and walks to a corner of the room. Teacher follows calling his name. She appears to offer her hand and Duncan takes it, hopping and verbally protesting as they move back toward the table. At the table, Duncan stops protesting verbally and the teacher prompts, "Sit. On your bottom, on your bottom, on your bottom, on your bottom." Duncan smiles and attempts to spin away from his teacher's grasp. She puts one arm around his back and points to her clipboard asking, "Do you want to go to the center? There's your name." Duncan attends, leaning against teacher. The teacher takes her arm away and points to his chair directing him to "sit". Duncan leans into the teacher and she encircles his waist with her arm. He extends his body against her as she picks him up and assists him to sit in the chair. As soon as he is seated, the teacher lets go of Duncan and moves away to attend to another child. Duncan immediately hops out of his chair and heads for the corner.

Did Duncan engage in dangerous behavior? Explain your answer.

Describe any first response strategies used by the teacher:

- Verbal
- Physical
- Environmental

Did the teacher use a physical escort or physical restraint? Explain your answer.

Do teachers need to document the use of physical escort and physical restraint?  
Explain your answer.

What might the teacher have done to prevent the need for physical escort or restraint?

Kansas Early Childhood  
Emergency Safety Interventions (ESI) Scenarios

**Gabby**

[http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b\\_10.mpg](http://csefel.vanderbilt.edu/modules/module3b/presenters-ppt/V3b_10.mpg)

At circle time, the teacher uses the calendar and jobs pictures to show Gabby that she already had a turn to be child of the week but there are other jobs she could do today. Gabby protests loudly as the teacher is talking. The teacher moves to the floor in front of Gabby, who is seated in a small plastic cube chair along with other preschoolers also sitting in their chairs. The teacher hands Gabby a social story that Gabby holds as the teacher reads. Other children watch and interact with the story along with Gabby. All remain seated in cube chairs during the story.

Did Gabby's yelling constitute a dangerous behavior? Explain your answer.

What de-escalation strategies did the teacher use to address Gabby's yelling?

Did the teacher use mechanical restraint by placing the students in cube chairs? Explain your answer.

Imagine this scenario. If one of the children attempted to get out of their chairs during circle, and a paraeducator put her hands on the child's shoulders to keep her seated in the chair, would the cube chair then be considered a mechanical restraint? Why or why not?

Would the cube chair then be considered a physical restraint? Why or why not?

What are some prevention strategies the teachers might employ to keep children seated at circle time?

---

\* Additional video clips and case study documents of functional assessment are available for Brendan and Tim.

- Brendan - TACSEI: Technical Assistance Center on Social Emotional Interventions  
[http://www.challengingbehavior.org/explore/pbs/case\\_studies.htm](http://www.challengingbehavior.org/explore/pbs/case_studies.htm)
- Tim - CSEFEL: Center on the Social and Emotional Foundations for Early Learning  
[http://csefel.vanderbilt.edu/resources/training\\_preschool.html](http://csefel.vanderbilt.edu/resources/training_preschool.html)