



PARAPRO SAFETY & BEST PRACTICES

TODAY'S PANEL



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DEFINITION OF AN ACCIDENT

Any unplanned event resulting in personal injury or property losses.



SET SEG WORKERS' COMPENSATION CLAIMS

Five Year Average

| Policy Period | Total Incurred | Claim Count |
|--------------------|----------------|-------------|
| 7/1/2016 –7/1/2021 | \$43,446,694 | 15,651 |
| Average per Year | \$8,689,388 | 3,130 |



SET SEG WORKERS' COMPENSATION CLAIMS

Top 3 Claim Causes

| <u>TYPE OF CLAIM</u> | <u># OF CLAIMS</u> | <u>DOLLAR AMOUNT</u> |
|----------------------|--------------------|----------------------|
| Slips/Trips/Falls | 966 | \$3,998,597 |
| Strains | 543 | \$2,092,120 |
| Struck-bys | 1,058 | \$1,762,173 |



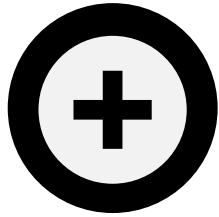
SET SEG WORKERS' COMPENSATION CLAIMS

Top 3 Employee Groups

| <u>EMPLOYEE GROUP</u> | <u># OF CLAIMS</u> | <u>DOLLAR AMOUNT</u> |
|--------------------------------------|--------------------|----------------------|
| Teachers / Teacher Aides / Para Pros | 2,130 | \$4,864,411 |
| Maintenance / Kitchen Staff | 620 | \$2,246,635 |
| Bus Drivers / Bus Aides | 285 | \$1,363,566 |



THE TRUE COST OF ACCIDENTS



Medical costs
involved with
doctors, clinics,
therapy,
mileage, etc.



Costs and time
lost by other
employees
covering injured
person's duties



Costs and time
lost due to
administration
duties and
possible
litigation



Costs from
increased
insurance
premiums



HIGHLAND PINES SCHOOL

Center-based school that services students from nine districts in Tuscola County.

- **MoCI – Moderately Cognitively Impairment Program**
 - Assists students working towards community and vocational independence.
 - In addition to curriculums, students are involved in daily living activities.
- **SCI – Severely Cognitively Impairment Program**
 - Assists students in becoming as independent and productive as possible.
 - Students learn daily living skills, motor skills, leisure skills, and basic employment skills.
- **SXI – Severe Multiple Impairment Program**
 - Assists students in overcoming multiple obstacles.
 - Utilizing the M.O.V.E. curriculum and the use of adaptive equipment.
- **Residential Programs**
 - Assists students living within residential communities in working towards independence skills.
 - Students learn daily living skills, motor skills, and basic employment skills in addition to classroom curriculum.



HIGHLAND PINES – CLAIMS SNAPSHOT

Calendar year summary of work-related injuries and illnesses

| <u>YEAR</u> | <u>TOTAL INJURIES</u> | <u>HPS INJURIES</u> | <u>HPS INCIDENTS INVOLVING STUDENTS</u> |
|-------------|-----------------------|---------------------|---|
| 2020 | 4 | 3 | 1 |
| 2019 | 2 | 1 | 0 |
| 2018 | 9 | 7 | 4 |
| 2017 | 4 | 3 | 1 |
| 2016 | 15 | 11 | 7 |
| 2015 | 10 | 8 | 7 |
| 2014 | 17 | 15 | 13 |
| 2013 | 14 | 12 | 7 |
| 2012 | 24 | 23 | 20 |
| 2011 | 31 | 28 | 20 |
| 2010 | 16 | 16 | 10 |



FAVORABLE RESULTS

- Tuscola ISD chose **Safety Care** as a behavior management program
- Safety Care is drawn from research on **Applied Behavior Analysis** and based on the **positive reinforcement** paradigm.



TEAM BUY-IN IS KEY!

- The idea of Safety Care was brought to Administration by a school SSW.
- A team was formed to review the fidelity of the curriculum.
- That team was made up of five staff members who went to a four-day training. They became our “trainers”.
- The program was rolled out to the rest of the staff the spring of 2016. The process took about 3 months to complete.
- The following school year, everyone was fully trained.
- For a couple of years, the staff (teachers, paraprofessionals, itinerants) practiced Safety Care procedures monthly.



SAFETY CARE

Focuses on techniques to de-escalate behaviors using prompting and reinforcement of specific alternative behaviors.
Examples: Offering students something soft to hold, or saying, "put your hands in your pockets". Anything positive to redirect the negative SIB.

The physical procedure is both effective and gentle. All procedures avoid any stress on the joints, pain, or skin damage.

Focus is to prevent, minimize and manage behavioral crisis. It is okay to wait the behavior out.

Uses behavioral instruction methods such as errorless learning, tasks analysis, and role playing to ensure competency for each critical skill.



GUIDELINES AND PROTOCOLS – SAFETY CARE

- Clear guidelines are established on who reports to a code and how each incident is documented.
 - (Care Team White/Care Team Black/ Code Red)
- Code Protocol: Safety Care code from start to finish



GUIDELINES AND PROTOCOLS – SAFETY CARE

- **Why is a code called?**
 - When extra support is needed
- **Who calls a code?**
 - All staff can call a code
- **What code is called?**
 - Care Team White
 - Care Team Black
 - Care Team Red



GUIDELINES AND PROTOCOLS – SAFETY CARE

- **How is the code communicated throughout the building?**
 - Hand-held radios
 - Classroom phone
 - Call button
 - Overhead announcement throughout the building
- **Key staff who attend a Care Team code:**
 - Administration
 - Nursing
 - Safety Care trainer
 - Other classroom staff, as needed



GUIDELINES AND PROTOCOLS – SAFETY CARE

Debriefing and Documentation

- When a Care Team White is called:
 - The team (SSW, teacher, administration, parent, etc.) will come together to meet, discuss what is happening, and review the BIP.
 - Discuss behavior, and what was/could have been done, and proposed changes.
 - Any new changes are put into practice for at least two weeks to gather new data.
- When a Care Team Black is called:
 - Conduct a debriefing before the end of that school day using questions on our SWIS Behavior Data /Collection Form Seclusion/Restraint sheet.
 - Discuss what went well, what could we have done better.
 - It's a time where NO ONE is blamed, we support each other at all time.
 - This team is made up of specially trained staff. Not all staff members are trained in a Care Team Black.



GUIDELINES AND PROTOCOLS – HIGHLAND PINES

- Updated the Injury/Accident report form to include more detail (witness page).
- Installed more cameras throughout the building and on the outside of the building.
- Conduct monthly walk-through meetings with the maintenance and facilities manager to look at the condition of our building and fix any hazards.
- All HPS staff including itinerants, regular substitute staff, and bus drivers are trained.





**SAFETY IS A
GROUP EFFORT!**

SET SEG WORKERS' COMPENSATION SAFETY PROGRAM

- The Workers' Compensation Fund distributes funds annually to members to promote products that will help decrease common injuries that occur inside the classroom.
 - Educate members on common risks.
 - Communicate the rationale and importance of utilizing safety products.
 - Recommend beneficial products that can keep school workers safe.

- Product recommendations in previous years have included:
 - Kevlar sleeves – arm protection from cuts, bites, scrapes, and abrasions
 - Floor mats – provides secure foundation to prevent slips and falls
 - Sound-absorbing acoustic panels – reduces noise and controls sound
 - Light filters – helps create a calm, pleasant environment
 - Mechanical student lifts – helps prevent strains and common injuries from improper lifting
 - Automated external defibrillators (AED) – ensures school are quipped with devices in the event of cardiac arrest





QUESTIONS



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