





Utilizing a research based continuous learning and development approach

A comprehensive teacher training for classroom management

The Mandt System® is a relationship based, crisis interaction 'train the trainer' program used extensively across America. Our focus has been, and continues to be on, building trust in and supporting people, not just their behaviors. Building positive, healthy relationships in places where people live, learn, work and play is the ultimate goal of our training programs. We are raising the bar to a higher standard of working with organizations to create safe and caring supportive environments.

The Mandt System® is a behavioral crisis interaction training, giving us tools to manage ourselves and help us teach others to manage themselves, recognize the early warning signs of potentially violent behavior and intervene proactively through de-escalation techniques and positive behavior supports.

We provide training for classroom, clinical, and administrative personnel and encourage training the students themselves. The various training programs help school divisions provide the skills needed to build positive healthy relationships, better understand issues for trauma and behavior, and gain interaction skills for all students, including students at risk for disruptive or violent behavior.

Schools in Texas that use The Mandt System® had a restraint rate that was 84% lower than the statewide average for schools. Not only did that save money for the schools, but the National Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent or at Risk has demonstrated that decreases in restraint use and behavioral referrals increases instructional time for students and decreases administrative time needed to deal with the aftermath of restraint.

Since 1975 we have partnered with organizations worldwide to create **healthy relationships**

"I appreciate the curriculum realignment, new information and instructional resources that The Mandt System is providing."

Doug VonEhrenkrook
Sedgwick County Area
Educational Services

Why more and more School Districts are switching to The Mandt System®

The incidents and intensity of violence in schools have escalated in the last several years. A number of behaviors can be potentially dangerous to students and staff in schools. Some of these are personally threatening to the student involved and some behaviors implicate other students, staff members and sometimes the entire school. Our first approach towards these issues is prevention, which is the main goal of The Mandt System® training program. Our goal then, is to create a safe and caring school by creating positive school cultures.

The Mandt System® is a person-centered, values-based process that was developed to encourage positive interaction with others. The concepts offered in The Mandt System® clearly promote respect and dignity for all people. There is emphasis on the team approach to ensure well-being and safety in both non-physical and physical interactions.

The Mandt System® builds skill development through a system of gradual and graded alternatives for de-escalating and assisting people, using a combination of interpersonal communication skills, conflict resolution strategies and physical interaction techniques.

The goal is to assist others in managing themselves and the safety of all involved through skillful non-physical means. Physical strategies are also taught to provide additional 'least restrictive' options in the event the person poses a clear threat of substantial harm to self or others, if physically unassisted.

These are only some of the reasons more than 500 school districts have chosen the Mandt System®.



The Mandt System® Philosophy

The entire philosophy of The Mandt System® is based on the principle that all people have the right to be treated with dignity and respect.

The Mandt System® encourages and teaches the use of a graded system of alternatives which uses the least amount of external management necessary in all situations.

We believe that all individuals should be seen as people first. We should avoid unnecessary references to their differences.

Every person has the right to equality and the right to the least restrictive and most appropriate environment.

Key Features

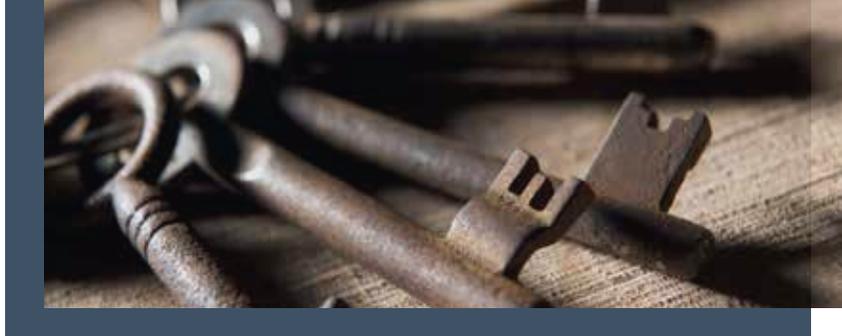
- Over half the time spent in training focuses on prevention of violence and aggression.
- Trauma Informed Services is integrated into the entire Mandt System® training program.
- Electronic copies of student manuals, PowerPoint™ presentations and resource materials are provided to all certified instructors.

• Teaches

- skills to de-escalate and interact with the people who are uncooperative, angry, aggressive or violent.
- how to manage our own behavior first.
- skills for working with The Crisis Cycle model for assessment and interaction.
- skills for using a graded system approach to managing crisis situations.
- skills for building strong, positive therapeutic relationships.
- skills for helping, guiding, and assisting cooperative people who need support for basic body movement tasks.
- physical interaction skills that have been evaluated for safety by a biomechanical engineer.
- an effective strategy for managing challenging behaviors that is based in prevention, early interaction and de-escalation before the behavior escalates.

• Curriculum

- is comprehensive and flexible.
- has evidence-based practice data.
- meets most accreditation, statutory and regulatory standard requirements.
- integrates with most treatment models and includes skills for Positive Behavior Interventions and Supports (PBIS).
- philosophy requires treating all people with dignity and respect.
- physical skills do not cause physical pain or discomfort.



Key Benefits

- By preventing violence and aggression, people are safer and the organization saves money in lower costs to treat injuries.
- By understanding the context of the behavior of individuals served, staff respond instead of react and address the safety needs of all people.
- Organizations save significant dollars by not having to pay for student manuals, training materials or other costs associated with training.

• Skills

- increase the quality of staff relationships and the therapeutic environment.
- build confidence in responding to events and reduce fear in crisis situations.
- create an environment of dignity and respect that support positive interactions with others.
- support the development of positive attitudes and philosophy for crisis situations by the instructors and trainees.
- reduce the frequency, intensity, duration and need of physical restraints incidents.
- provide basic tools and techniques for a safe and respectful workplace.
- reduce crisis incidents resulting in less workplace stress.
- taught are useful for work, home and community.

• Training

- provides information about prevalence, effects and recovery from traumatic events.
- aligns with Positive Behavior Support which provides consistency in training, language and application.

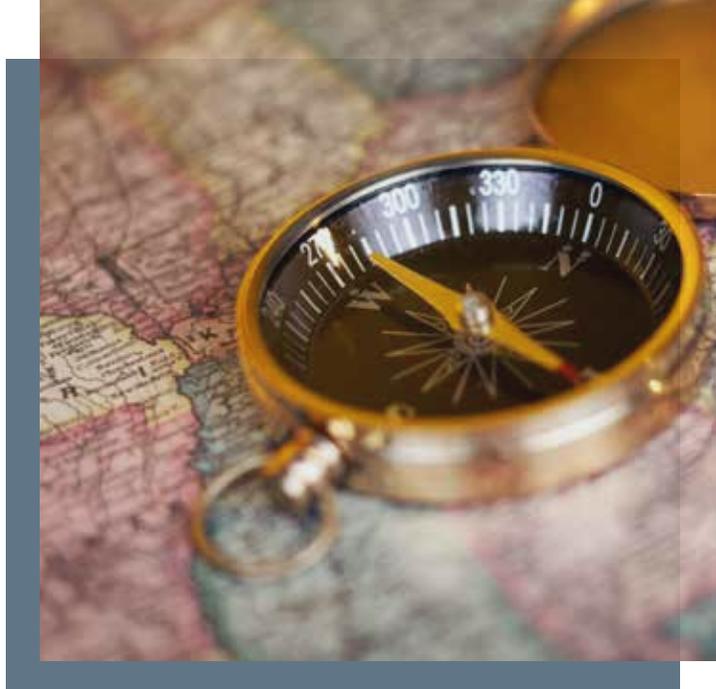
Explore The Mandt System[®] Training

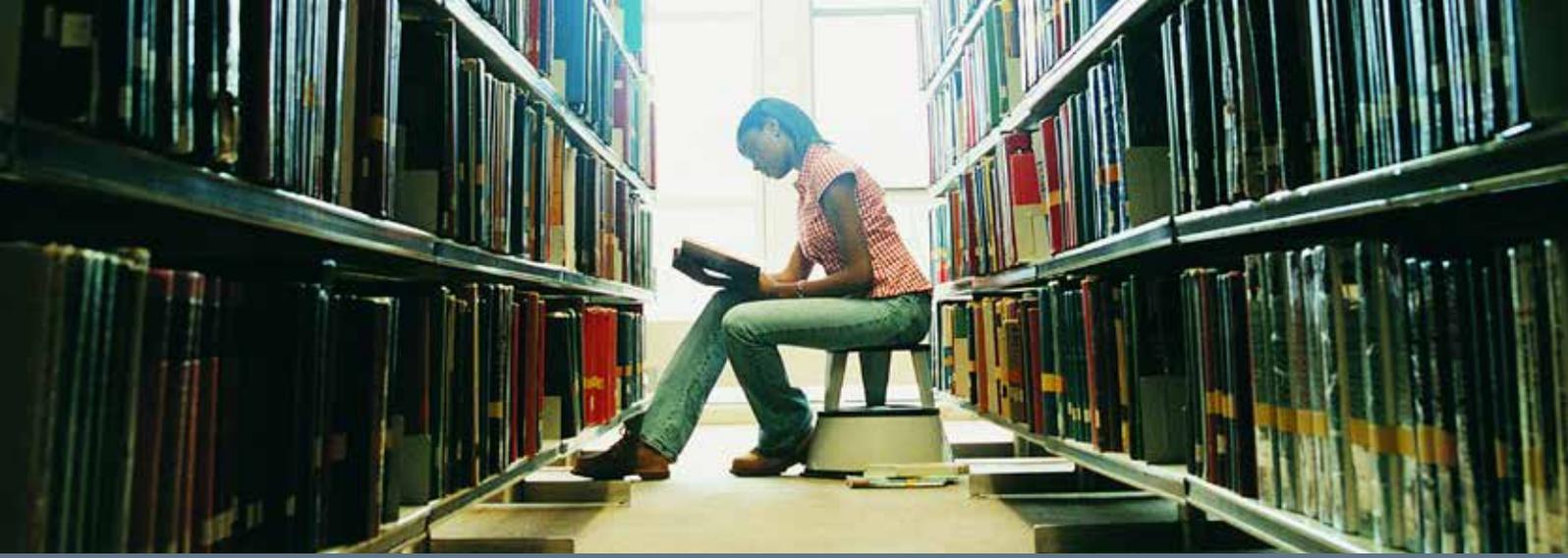
Hogg Foundation Study of Texas School Districts

At the present time, a total of 11 Independent School Districts in Texas are using The Mandt System[®], ranging in size from 2,833 students to 51,266 students. Below is a chart comparing average restraint rates in all schools in Texas with those using The Mandt System[®].

	% of restraints for disability pop.	% of restraints to total pop.
Statewide Average	23.48%	6.74%
Mandt System [®] Schools Avg.	3.74%	0.375%

As you can see, the averages for those schools in Texas that use The Mandt System[®] is 84% lower when measured as a percentage of restraints for the disability population, and 93% lower when measured as a percentage of restraints compared to the total student population. When restraints are reduced, schools will save money in a variety of ways, have increased instructional time with students and improve overall morale of staff. The experiences of schools in Texas have been replicated in schools systems across the United States and Canada.





What you will learn...

The Relational, Conceptual and Technical Levels of training are designed to help those interacting on a daily basis with people/students who may become confused, disruptive, uncooperative and aggressive. These three levels provide the necessary interpersonal non-physical and physical skills needed for use in most situations. We emphasize the use of a gradually progressive system of alternatives that involves the least restrictive means of interpersonal and physical interaction. The interpersonal skills from the Relational Level training are reviewed, practiced and used throughout the Conceptual and Technical learning. During the workshops, a high degree of dignity and respect is designed and maintained throughout the lectures, instructions, activities, and skills acquisition sessions. The Relational/Conceptual and Technical Level "Train the Trainer" training requires five full days. Staff training may be built on one day workshops.

Relational Level training with 3 chapters

- **Building Healthy Relationships** — Foundational Beliefs, Working as a Team, Dealing with Emotions, Causes of Stress, and Crisis Cycle.
- **Building Healthy Communication** — Nonverbal Elements in Communication, Vocal Elements in Communication, Verbal Elements in Communication: Strategies for De-escalation.
- **Building Healthy Conflict Resolution** — Communicating through Problem Solving, Problem Solving Techniques.

Conceptual Level training with 4 chapters.

- **Trauma Informed Services** — To help staff better work with people who have experienced trauma. Conceptual Level training with four chapters.
- **Positive Behavior Supports** — Supporting people, not just their behaviors.
- **Legal and Liability Issues** — Foundational legal and liability issues regarding support.
- **Medical Risk Factors** — An overview of risk factors in use of physical restraint.

Technical Level training with 3 chapters

- **Assisting** — Body Mechanics, stances, physical supports to assist people.
- **Separating** — Physical techniques in separating people.
- **Physical Restraint** (prerequisite is other Technical chapters)

Customized training reduces cost and creates effective time management. Instructors are not stuck with a "one-size fits all" method. Within the guidelines each class can be tailored to provide the skills that are necessary and relate to the staff's function in the organization.



Additional Options

We provide one day training on "PBIS Approach to Classroom Culture Change: Reduce Restraint and Coercion to Promote Safe, Accountable Learning Communities" which is designed for your professional development days. Contact us for more information.

Trauma Informed Positive Behavior Support Training —

Incorporates awareness of the neurodevelopmental impact of trauma with PBS skills and examples of successful implementation

Mandt for Administrators — Leadership program aligning with the philosophy of the Mandt System®.

For more information on these programs, call your respective office below.



The Mandt System®

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www.mandtsystem.ca

What Educators' Say...

"I was initially skeptical prior to training, but within a very short time period I began to reassess myself and previous practices and situations. I am sold on the Mandt System. I look forward to implementing it myself with my kids in the regular classroom and in coaching situations."

Charles Preaus
Fairland High School
Fairland, OK

"I have been a MANDT trainer for 10 years now I think, and was first trained 12 years ago. As an Elementary School Principal for 15 years, I found MANDT to be a great resource. Now, in a different role in the same school system, it continues to play an important role in what I do."

Sidney Tate
Albemarle County Public Schools
VA

One family had evaluated the school prior to Mandt System® training, and chose not to have their child attend the school. After training was implemented, the family visited the school again, and responded by saying,

"This is the same building, but it is a different school." (Parent of a student in the Calgary Board of Education, AB)

The atmosphere of the school had changed from high anxiety to a more relaxed and inviting environment, and this was evident even on a brief visit to evaluate the program.

Calgary Board of Education