A comprehensive teacher training for classroom management

The Mandt System® is a relationship based, crisis interaction ‘train the trainer’ program used extensively across Canada and The United States. Our focus has been, and continues to be on, building trust in and supporting students, not just their behaviors. Building positive, healthy relationships in places where students live, learn, work and play is the ultimate goal of our training programs.

The Mandt System® is a behavioral crisis interaction training program providing the tools for educators to manage themselves first before attempting to manage the behaviors of students. By recognizing the early warning signs of potentially aggressive behaviors, we teach educators at all levels of the school to interact proactively. Our primary focus is on prevention rather than de-escalation. If you have to de-escalate, we say you missed an opportunity to prevent.

By integrating the concepts of trauma and Positive Behavior Interventions and Supports, schools have been able to create enhanced educational environments.

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

“The Mandt System is a great program! The staff of the Mandt system are extremely knowledgeable and keep up with current information in the field. It has helped our districts tremendously in building positive relationships and keeping people safe”

Cynthia Edwards
Franklin County Special Education
MO
Why more and more school districts are switching to The Mandt System®

Schools are switching to The Mandt System® because they have heard from other schools that our programs change the culture of the classrooms to enhance educational outcomes. One principal said that a parent visited the school, and afterwards said they would not place their child there. After switching to The Mandt System®, the parent again toured, and said “this is the same building, but it is a different school” (Calgary Board of Education). By using The Mandt System®, all of the educational staff, regardless of role, can work together 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.

Using a graded and gradual system of alternatives, The Mandt System® builds competencies among educational staff to prevent, de-escalate, and when necessary, intervene in order to maintain safety for all students/people. Combining a focus on non-verbal communication and verbal communication skills, staff are able to listen, engage, and protect students and others to achieve their full potential. Physical strategies are taught as a last resort and least restrictive option in the event a person’s behavior poses a substantial threat of harm to self and/or others.

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.

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 students 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 educational relationships.
  - skills for helping, guiding, and assisting cooperative students 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 data from schools demonstrating effectiveness of the program.
  - meets all current and proposed accreditation, statutory, and regulatory requirements.
  - integrates with most treatment models and includes skills for Positive Behavior Interventions and Supports (PBIS).
  - philosophy requires treating all students/people with dignity and respect.
  - physical skills do not cause physical pain or discomfort.

Key Benefits

• By preventing violence and aggression, students are safer and the school district saves money in lower costs to treat injuries.

• By understanding the context of the behavior of students, staff respond instead of react and address the safety needs of all people.

• School districts 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 all people certified in The Mandt System®.
  - 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.
  - concepts and skills can be taught to students and their families.

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

Call 1-800-810-0755 for more information or register on-line at www.mandtsystem.com
Explore The Mandt System® Training

Study of Texas School Districts

At the time of the study in 2009, 11 independent school districts in Texas used the Mandt System®. Below is a chart comparing average restraint rates in all schools in Texas with those using The Mandt System®.

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<thead>
<tr>
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<th>% of restraints for disability pop.</th>
<th>% of restraints to total pop.</th>
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</thead>
<tbody>
<tr>
<td>Statewide Average</td>
<td>23.48%</td>
<td>6.74%</td>
</tr>
<tr>
<td>Mandt System® Schools Avg.</td>
<td>3.74%</td>
<td>0.375%</td>
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</tbody>
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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. Training at the school level can be customized by the certified instructor to meet the needs of each school.

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 Conflict Resolution** — Communicating through Problem Solving, Problem Solving Techniques.

Conceptual Level training with 4 chapters.

- **Trauma Informed Services** — To help staff better work with students who have experienced trauma. Conceptual Level training with four chapters.
- **Positive Behavior Interventions and Supports** — Supporting students/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 students.
- **Separating** — Physical techniques in separating students.
- **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.

**Autism: Supports Through the Spectrum —**
Integrates new knowledge of the neurological differences associated with autism spectrum disorders with supports and interventions into a support structure consistent with the neurosequential model of therapeutics.

**Supporting Successful Leadership —**
Leadership program aligning with the philosophy of the Mandt System®.

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

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**What Educators’ Say…**

“We rarely have to use a restraint on any of our students. In fact, we would only use one in an effort to keep a student safe or from injuring themselves or others. We have found Applied Behavioral Analysis (ABA) to work extremely well with our population who have autism. The Mandt System and its philosophy seems to go very well with ABA practices”

Ronald Malcolm
Lansing School District
KS

“This system is the first one that I’ve used that really addresses the relationship with patients/students.”

Patrick Garland
Centra-Rivermont Schools
VA

“The focus of the Mandt System is about building healthy relationships with our students. The goal is to keep students from reaching the crisis phase, however, when it does happen, restraint is the last option and is used only when the safety of the person and/or others is at risk. I’ve had certain teachers within my school say that Mandt won’t work for “their type of student” however, I’ve been able to use what I’ve learned in Mandt (without restraint) specifically for those students with success. Mandt is about making our students feel safe and secure while always showing dignity and respect.”

Linda Shiflett
Roanoke County Public Schools
VA

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**The Mandt System®**

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