Pro-ACT training can make a difference in the culture of your agency, the effectiveness of your staff, and the outcomes your clients achieve.

See what sets us apart.
A look at two schools using Pro-ACT training. In each situation, the green arrow represents the year in which the school adopted Pro-ACT training in conjunction with strategically implemented activities and practices designed to create a culture that would not rely on restraint as a means of behavior management.

**Centennial School,**
Allentown, PA  
(Miller, George, & Fogt, 2005)

<table>
<thead>
<tr>
<th>Year</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restraints</td>
<td>984</td>
<td>1,064</td>
<td>722</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(33% Reduction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Attendance</td>
<td>71</td>
<td>76</td>
<td>81</td>
<td>79</td>
<td>83</td>
<td>80</td>
<td>77</td>
<td>78</td>
<td>81</td>
</tr>
</tbody>
</table>

Restraints and seclusions have remained under a yearly total of 5 since 2000. There also has been a statistically significant rise in the display of desired pro-social behavior.

**Sander’s School,**
Indianapolis, IN (Wayne Township)

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restraints</td>
<td>715</td>
<td>417</td>
<td>831</td>
<td>768</td>
<td>601</td>
<td>162</td>
</tr>
<tr>
<td>(73% reduction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Attendance</td>
<td>71</td>
<td>56</td>
<td>78</td>
<td>77</td>
<td>81</td>
<td>79</td>
</tr>
</tbody>
</table>
**Use of teacher self-control plan.** In a study done in 2015, three teachers developed personalized self-control plans to assist in their management of the behavior of an identified student. Student and teacher information is below. On the next page, data taken over a 45 day period shows the shift in student behavior when the teacher implemented their plans.

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>White</td>
<td>African American</td>
<td>African American</td>
</tr>
<tr>
<td>Age</td>
<td>9 years</td>
<td>11 years</td>
<td>9 years</td>
</tr>
<tr>
<td>Disability</td>
<td>Emotional Disorder</td>
<td>Autism</td>
<td>Emotional Disorder</td>
</tr>
<tr>
<td>Target Behavior(s)</td>
<td>Withdrawal, Elopement</td>
<td>Destruction of materials Aggression towards self or others</td>
<td>Aggression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Information</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Teacher 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Education</td>
<td>B.A.</td>
<td>M. Ed.</td>
<td>M. Ed.</td>
</tr>
<tr>
<td>Years Experience</td>
<td>7</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

Results:

Number of Incidents

Baseline | Basic Intervention | Follow-Up

Series 1:
- Withdrawal
- Elopement

Series 2:
- Destruction
- Aggression

Series 3:
- Aggression

Series 5:
- Aggression

Self Control Plan Review