

Seclusion, Isolation and Restraint Training

Fall, 2010

Historical Perspective

- This training is based on Hancock Place School District's Board of Education Policy JGGA and Missouri Legislation 160.263 RsMo.
- Hancock Place BOE adopted Policy JGGA on February 9, 2011.
- State Legislature 160.263 requires:
 - All districts are required to have a policy
 - Applies to all students (General Education, 504 plans, and IEPs)

Purpose of Policy JGGA

- BOE expects to:
 - Promote safety and prevent harm to students, school personnel, and visitors in the school district.
 - Foster a climate of dignity and respect in the use of discipline and behavior management techniques.
 - Provide school personnel with clear guidelines about the use of seclusion, isolation, and restraint in response to emergency situations.

Purpose (cont.)

- Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions, and responses to emergency situations.
- Promote the use of non-adversive behavioral interventions, including positive behavioral support techniques.

Definitions contained in the BOE Policy

- Assistive Technology Device: Item, piece of equipment, or product system used to increase, maintain, or improve the functional capabilities of the student with a disability.
- Aversive Behavioral Intervention: An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing the behavior.
- Behavioral Intervention: An individualized support that teaches students appropriate behaviors to replace problem behaviors.

Definitions (cont.)

- Behavior Intervention Plan (BIP): A plan that sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.
- Behavior Management: Comprehensive, school-wide procedures applied in a proactive manner that constitutes a continuum of strategies and methods to support/alter behavior in all students.
- Chemical Restraint: Administration of a drug or medication to manage student behavior that is not standard treatment.
- Confinement: The act of preventing a student from leaving an enclosed space.

Definitions (cont.)

- Discipline: Consequences for violating the district's student code of conduct.
- Emergency situation: A situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.
- Functional Behavior Assessment: A formal assessment to identify the function or

Definitions (cont.)

purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior.

- Isolation: The confinement of a student alone in an enclosed space without locking hardware. Does not include supervised in-school suspension, detention, or time-out used as disciplinary consequences.

Definitions (cont.)

- Locking Hardware: Mechanical, electrical, or other material devices used to lock a door or prevent egress from a confined area.
- Physical Escort: The temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Definitions (cont.)

- Physical Restraint: The use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force, in order to calm the student, or intervening in a fight.
- Positive Behavior Supports: A range of instructional and environmental supports to teach pro-social alternatives.

Definitions (cont.)

- School Employee or Personnel: Any person employed by the district, volunteering for the district, performing services on behalf of the district, or at the direction of the district. Includes independent contractors or persons employed by another agency who are providing educational or related services to students.

Definitions (cont.)

- Seclusion: The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.
- Time Out: Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose is to separate the student from the attention of others.

	Definition	When Can Be Used	Requirements for Use/Training
Seclusion	Child is alone/unattended in enclosed space with “locking hardware” that prevents leaving.	Only in emergency when waiting for law enforcement personnel.	Law enforcement must be called by building admin. Or designee. Use of seclusion ends with law officer intervention.
Isolation	Child is alone in enclosed space without locking hardware but still confined. Includes blocking from group with body or item.	<ul style="list-style-type: none"> -In emergency situations -With parental approval as specified in student’s IEP or 504 -When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond -The space in which a student is isolated must be a normal-sized meeting or classroom that is free of objects which could harm the student. 	Must be continually monitored face-to-face by school personnel. The total time in isolation is to be reasonably calculated based on the age of the student, but not to exceed 40 minutes without reassessment of the situation and consultation with the parent and/or administrative staff, unless otherwise specified in the IEP or 504.
Physical Restraint	Person-to person physical restrictions of body movement or access for 1 minute or more. Does not include intervening in a fight or physical escort.	<ul style="list-style-type: none"> -In emergency situations -With parent approval as specified in student’s IEP or 504 -After de-escalation has failed -Only be used as long as necessary to resolve the actual risk of danger or harm. -With no greater degree of force necessary to protect the student, others, or protect property. -May never be used as a form of punishment or for the convenience of district personnel. 	<ul style="list-style-type: none"> -No pressure or weight on the chest, lungs, sternum, back, neck, or throat that restricts breathing -Only to be done by district personnel trained in the proper use of physical restraint -Trained district employees who have completed the required training may only use physical restraint in the presence of at least one additional adult who is in the line of sight unless on other adult is immediately available.
Physical Escort	Temporarily touching or holding a student while walking to a safe location	When a student is acting out and needs to be assisted in moving to a safe area	No special training required

Time-Out	Not seclusion or isolation. The child is not alone or not prevented from leaving for brief periods of time.	Nothing in policy is intended to prohibit the use of time-out as defined by district.	No special training required
Mechanical Restraint	Device/object used to restrict body movements or access	Exceptions: Vehicle safety restraints (seatbelts) or restraints used by law officers in the school setting	Only used as specified in a student's IEP or 504
Chemical Restraint	Pharmacology used to manage behavior	Not to be used by school personnel	Not to be used by school personnel
Aversive	Application of stimuli or procedure designed to cause physical pain, discomfort, or sensory overload/deprivation	Not to be used by school personnel	Not to be used by school personnel

Continuum of Prevention

- Use of techniques to prevent the escalation of acting out behaviors
- To ensure the care, welfare, safety, and security of the student, peers, and staff
- Range of techniques to guide staff in recognizing a student's behavior level and intervene early and appropriately.

Key Points in De-escalation

- Integrated Experience: Behaviors and attitudes of staff impact behaviors and attitudes of individuals, and vice versa.
- Precipitating Factors: Internal and external causes of an acting-out behavior over which a staff member has little or no control.
- Rational Detachment: The ability to stay in control of one's own behavior and not take acting-out behavior personally.

De-escalation Techniques

- Student is anxious
 - Staff responds with support
 - Give student personal space
 - Staff presents supportive body language
 - Staff communication in tone, volume, and cadence is calm

De-escalation Techniques

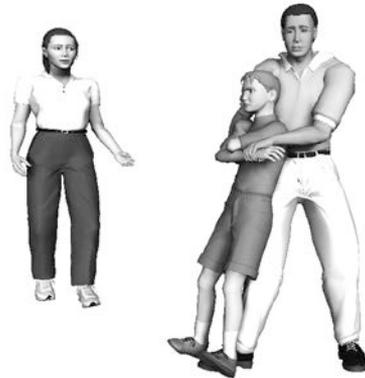
- Student is defensive
 - Staff responds with non-threatening directives, questions, sets limits
 - Staff attempts to establish rapport
 - Staff uses empathic listening in order to obtain the underlying messages
 - Non-judgemental
 - Allow for silence
 - Restatements to clarify

De-escalation Techniques

- Student is acting-out (physically)
 - This behavior may require physical intervention as a last resort.
 - Staff may block the weapon or move away
 - Staff will gain a physiological advantage –restraint
 - Staff will gain a psychological advantage – (calm, non-threatening)

Approved

Children's Control



Team Control



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Prohibited



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* These images are for illustration purposes for staff trained and certified in the use of physical restraint.

Emergency Follow-up

- Following any emergency situation involving the use of seclusion, isolation, or restraint, a meeting shall occur within 2 school days.
- The meeting shall include:
 - Discussion of events that led to the emergency
 - Why de-escalation efforts were not effective
 - Any traumatic reactions on the part of the students, other students, or school personnel
 - Scheduled by building principal or designee

Training

- All district personnel receive the annual training:
 - Continuum of prevention techniques
 - Environmental management techniques
 - A continuum of de-escalation techniques
 - Information on this policy
- Personnel utilizing seclusion, isolation, and restraint will attend annual training:
 - Use of physical restraints
 - Professionally accepted practices in physical management, restraints
 - Ways to explain policy to parents and students
 - Use of seclusion, isolation

Notice to Parents/Guardians

- Following an emergency situation involving the use of seclusion, isolation, or restraint, the parent/guardian shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the school day.

Notice to Parents/Guardians

- The parent will receive a written report of the emergency situation within 5 school days of the incident. The report will include the following information:
 - Date, time, location, duration, and description of the incident and interventions
 - Events that led up to the incident
 - Nature and extent of any injury to the student

Notice to Parents/Guardians

- Name of an employee the parent/guardian can contact regarding the incident
- Plan to prevent the need for future use of seclusion, isolation, or restraint

Students with disabilities

- The IEP or 504 plan must specify the conditions under which seclusion, isolation, or restraint may be used.
- The IEP or 504 plan must include steps to eliminate the need for the use of seclusion, isolation, or restraint.
- Any use of seclusion, isolation, or restraint must be limited to what is set forth in the IEP or 504 plan.