

# SECLUSION AND RESTRAINT PLAN

## I. Use of Restraint

- A. Restraint shall only be used when a student is displaying physical behavior that presents substantial imminent risk of injury to the student or others.
- B. Restraint shall only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
- C. Restraint shall only be employed by staff members who have received crisis intervention training by the school in the use of restraint procedures with the following exceptions:
  1. Other school personnel may employ restraint procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
  2. Restraint of a student shall be conducted in a manner consistent with the techniques prescribed in crisis intervention training program.
- D. Restraint shall last only as long as is necessary for the student to regain behavioral stability, and the risk of injury has ended, usually a matter of minutes.
- E. The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- F. Mechanical or chemical restraints are not authorized in school.
- G. Prone or Supine forms of restraint are not authorized and shall be avoided.
- H. Seclusion or restraint shall never be used in a manner that restricts a child's breathing or harms the child.
- I. Every instance in which seclusion or restraint is used shall be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.

## II. When Restraint Procedures Shall Not Be Employed

- A. Restraint shall not be used unless there is imminent risk of injury to someone by the student.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.) they shall not be employed.
- E. Restraint shall never be used as a punishment, or to force compliance with staff commands.

## **V. Time-Out**

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

## **VI. Informing Parents and Guardians Generally**

All student handbooks shall include a statement similar to this:

As a part of the emergency procedures in place in our schools, no student will be restrained and/or placed in seclusion by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. However, significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after any such use of seclusion and/or restraint, the parents or guardian will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of seclusion and/or restraint.

## **VII. Training**

- A. The Tri-Township Community School Corporation will provide all staff members with basic training about conflict de-escalation procedures, the dangers of seclusion and restraint, and procedures for contacting fully trained and certified staff when behavioral crises occur.
- B. This training will be recurrent and will be provided to new staff.
- C. The Tri Township Community School Corporation will determine a specific curriculum and method of providing training related to seclusion or restraint.
- D. A core group of appropriate personnel will be trained in each building in crisis intervention techniques which will include the use of seclusion and restraint procedures.
- E. Recurrent training will be provided on a regular basis at least annually.

## **VIII. Reporting, Documentation and Debriefing Requirements**

- A. Immediately after the student has restored emotional and behavioral control following the use of seclusion and/or restraint, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint.
- B. The building administrator or designee will verbally notify the parent/guardians as soon as possible (no later than the end of the school day in which the seclusion or restraint occurs).
  1. The Principal or designee will update the parent/guardian on the student's current physical and emotional state and
  2. Will discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident.
- C. Incident Report
  1. Staff involved in the use of seclusion or restraint will contribute in an "Incident Report" as soon as practical after the use of seclusion or restraint.

3. Preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
  4. Documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
  5. Injuries incurred during a restraint;
  6. Notification procedures;
  7. Staff training needs;
  8. Specific patterns related to staff or student incidents;
  9. Environmental considerations, including physical space, student seating arrangements, and noise levels.
- C. Upon review of the data, the Committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices.
- D. The Committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the Tri-Township Community School Corporation training curriculum.

## Appendix & Definitions

**Behavioral Intervention Plan:** means a plan that is agreed upon by the case conference committee (CCC) and incorporated into a student's individualized education program (IEP) and that, a minimum, describes the following:

- (1) The pattern of behavior that impeded the student's learning or the learning of others.
- (2) The purpose or function of the behavior as identified in a functional behavioral assessment.
- (3) The positive interventions and supports, and other strategies, to:
  - (A) address the behavior; and
  - (B) maximize consistency of implementation across people and settings in which the student is involved.
- (4) If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student.

The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

**Chemical Restraint:** the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition.

**Crisis Intervention Training:** training provided to selected staff members which addresses how to deal with aggressive, violent or out of control behaviors. It includes specific techniques for seclusion and restraint and could result in certification of the individuals who complete the training.

**De-Escalation:** causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

**Employee:** means all paid school staff, volunteers, contract employees, consultants or any other agents of the school or corporation.

**Functional Behavioral Assessment:** ongoing process of gathering information that can be used to hypothesize about the function of student behavior. The analysis provides the information necessary to develop an intervention plan.

# South LaPorte County Special Education Plan GUIDANCE FOR USE OF SECLUSION AND RESTRAINTS IN SCHOOLS FOR STUDENTS WITH DISABILITIES

## Behavioral Interventions and Disciplinary Guidelines and Procedures for Students with Disabilities

This document outlines the disciplinary actions and behavioral interventions that teachers and support staff will adhere to when intervening to cease or diminish inappropriate behaviors. The goal of South La Porte County Special Education Cooperative is to assure safety of all students.

Behavior and social goals are designed to teach and redirect students to engage in appropriate behaviors and social interactions within the context of positive behavior interventions. Positive behavioral techniques are the first level of intervention. More restrictive intervention models are not to be used until this level of intervention has been exhausted and is no longer effective as determined by data review.

South La Porte County Special Education Cooperative implements a pyramid model of behavioral interventions that establish increasing levels of support for student success.

South La Porte County Special Education Cooperative prohibits the following practices under all circumstances:

- ✓ Mechanical restraint
- ✓ Chemical restraint
- ✓ The deprivation of basic needs
- ✓ Anything constituting child abuse
- ✓ Any restraint that negatively impacts breathing
- ✓ Intentional application of any noxious substances

All students, including students with Disabilities, are expected to follow the student code of conduct as stated in the school handbook. Students with Disabilities may require varying degrees of behavioral supports allowing them to be successful in the school environment. The goal of South La Porte County Special Education Cooperative is to have each student with a disability become an active participant in their "Individualized Educational Program" that may include social-emotional or behavioral goals or behavior improvement plans. An effective school-wide system provides a full continuum of methods to support appropriate behavior, to promote safety, and to discourage violations of a school's Student Code of Conduct. The use of positive interventions support adaptive and pro-social behavior and foster dignity and self-esteem in students. Implementation of a school-wide systematic approach will ensure that seclusion/isolation and restraint are used only as a last resort method. The Level's System that has been adopted is one example of an effective, research-based system that addresses challenging behaviors in a collaborative, comprehensive, research-validated and humane manner.

**The time-out continuum is as follows:**

***Direct adult supervision must occur at all times.***

- Withdrawal of materials and privileges during activity, student remains at desk or activity site;
- Student moves to designated location within the room, withdrawal of privileges;
- Student moves to designated location outside of the classroom within the school. (example: student sits on bench outside of classroom);
- Student moves to designated location outside of the classroom within the school such as counselor's office.
- Isolated time-out is a circumscribed area in which a student is placed and under constant observation and direct supervision.
- Student is given an "at-home" time out following a significant incident, not to exceed one day per incident. Should the student exceed 5 days "at-home" time outs the Case Conference Committee will convene to review plan.

\*It must be noted that patterns of behavior must be analyzed as to the function that the behavior reinforces. Plans will need to be revised and adapted if the current program does not reflect the desired change in behavior.

**Documentation in the use of Time-out** as outlined above requires recording of the following information:

- Name of the student
- Inappropriate behavior that triggered the use of time out
- Date and time student was assigned to time-out
- Duration of the time out period
- Behavior exhibited while placed in time out in the educational setting

**Physical description of time out room must meet specific criteria.**

- May not be locked at any time
- Must have a system to visually observe student behavior for the complete duration of the time out
- Must be free of any items that could cause harm to the student (free of desks, chairs, hooks....)
- Must meet physical size and be ventilated
- Must be lighted
- Must be directly supervised at all times by staff

\*A timer is an essential piece of equipment in the use of "time-out".

**Document, Document, Document. Keep a LOG**

person who is designated by the parent to contact in an emergency, and phone numbers for Mental Health Agency representatives or therapists, Probation Department, Doctors, etc., if appropriate. Release of Confidential Information, signed by the parent needs to be attached to the Crisis Intervention Plan. Consideration must be given to any specific health conditions of the student. Parent and students are provided explanation of when plan is put into place. Documentation is maintained to include a detailed report by teacher and other involved staff members of the significant incident, or escalation of the behavior. Documentation in the use of isolation or emergency seclusion requires recording of the following information:

- Name of the student
- Inappropriate behavior and significant incident that triggered the use of isolation
- Date and time student isolation began and resolution
- Duration of the isolation period
- Behavior exhibited while placed in the secluded setting

This report is to include behavior interventions exhausted to change or stop the behavior. Administrative personnel are to be notified immediately when a Crisis Intervention Plan needs to be implemented. Teacher or other counseling staff provides student time to calm and regain control. Student will need to process through the behavior which resulted in the Crisis Intervention Plan being acted upon. The student will need to take a voluntary time out for a short time before the student returns to the activity and setting. The staff will need to observe the student at this time and determine if the student is ready to return to the classroom setting. Parents are informed in writing and verbally (unless no telephone or emergency numbers are available) on the use of all isolations or Emergency Interventions within the same school day.

The implementation of a Crisis Intervention Plan for a student is subject to review by the Behavior Team to assure the health, safety, and dignity of the student. This review considers the consistency between the Crisis Intervention Plan and the actions taken by the staff when the significant incident occurred. Revisions are made to the plan if warranted. A Case Conference must be held whenever there are revisions.

#### **Restraint:**

There are three types of restraint:

- ✓ Chemical
- ✓ Mechanical
- ✓ Physical

Chemical Restraint is the administration of medication for the purpose of restraint and administered in accordance with the directions of a physician. This would NOT be used within a public school setting. Medications used for the treatment of ADHD or other medical conditions would not be included within this definition.

11. Debrief the therapeutic hold with the student to process ways to prevent future physical acting-out. Staff should also debrief to support and to promote growth, and to problem solve any issues that arise.
12. Document the procedure, justification, time duration, and student's response.
13. Assess for any injuries to student or staff. Administer basic first aid to seek emergency medical attention is needed.
14. Complete an Incident Report if any injury occurs to student or staff and send to administration.
15. Notify administration including the building principal and special education administration.

If an emergency restraint is needed, the following will occur:

- ✓ Staff shall call for additional support (change of staff, behavior specialist, counselor, crisis team (if there is one))
- ✓ Implement the Crisis Intervention Plan
- ✓ Continue to protect the care, welfare, dignity and safety of the student
- ✓ Observe student for indications of physical condition
- ✓ Document in writing and report to administration
- ✓ Report to the parent immediately or as soon as possible
- ✓ Debrief: Questions to address: What triggered the behavior? Can it be anticipated that it will occur again? What follow-up action is needed and will be taken?

All Crisis Intervention Plans will be subject to periodic review. The need to use time-out, emergency isolation or emergency restraint will be included within the IEP/BIP and serve as prior notice to parent that such action by the school may be required.

**Prohibited Practices:**

The following practices are prohibited under all circumstances:

- ✓ Mechanical restraint
- ✓ Chemical restraint
- ✓ The deprivation of basic needs
- ✓ Anything constituting child abuse
- ✓ Any restraint that negatively impacts breathing
- ✓ Intentional application of any noxious substances

*Reviewed and revised 03-2013*

**Related Professionals/Itinerants:**

The Special Education Cooperative will insure that itinerant staff (OT/PT, Behavioral Consultants, Autism Consultants, etc.) are trained on Seclusion and Restraint annually.

**Safety Teams/CPI Staff**

There will be a safety team in each building. Safety team members will attend certification/re-certification courses offered by the South La Porte County Special Education Cooperative. Certification must occur every three years. Refresher courses are also offered.

Quarterly training will be offered by South La Porte County Special Education Cooperative.

Records of CPI certified staff will be kept by the Cooperative and at each building.



## **TIPS TO AVOID THE USE OF SECLUSIONS AND RESTRAINT**

It is important to implement preventative strategies in order to decrease the likelihood of disruptive/aggressive behaviors. This applies to all students in the school setting, not only students with disabilities. All behavioral interventions must be consistent with a child's right to be treated with dignity.

### **Create a Positive Classroom Environment:**

1. **Structure your classroom for success.** Create positive physical space to optimize instructional tasks, allow space for movement and active supervision, arrange an efficient schedule and establish routines.
2. **Teacher and reteach behavior expectations.** Expectations should be positively stated, clearly defined, observable, and posted in the classroom.
3. **Positive reinforcement for appropriate behaviors.** Provide a ratio of 4 positive reinforcers to every 1 re-directive. Focus your attention on expected behaviors. Provide praise and reinforcement continuously.
4. **Plan ahead for transitions, change in schedule and staff absences.** Transitions and changes are often challenging for students. Teachers should establish procedures for transitions; develop an attention signal and review procedures and expectations prior to the transition.

### **De-escalation Strategies for Managing Agitation within the Classroom:**

Prior to implementing seclusion/restraint procedures, de-escalation/calming strategies should be utilized:

- Verbally recognize the problem ("are you doing OK?"). Be aware of your body position (stay on the same level, do not crowd the student), speak in private and use a calm, soft tone.
- Express concern for student, provide empathy. ("How can I help?" "Are you having a rough day?" "Is everything going OK today?"). Acknowledge the student's feelings and emotions. Be nonjudgmental (avoid "Calm Down", "Stop Now", etc.)
- Assist with on task behavior ("Let me help you get started."). Acknowledge any cooperation. Avoid power struggles and stick to the current problem situation.
- Give the student space (after providing support, move away, allow process time, eliminate possible triggers, but monitor).
- Present options/choices. Set limits by restating the expected behavior, the negative consequence for the disruptive behavior and allow time for the student to make their choice.
- Remove the audience for the behavior by clearing the immediate area and relocating other students in the immediate area.
- Offer passive and/or movement activities (restroom break, drink of water, running errands).
- Give assurance of extra time to complete assignment/activity (reduce stress).
- Permit preferred activities (to calm and/or distract the student).
- Use teacher proximity to reassure and monitor the student.

## SECLUSION/RESTRAINT INCIDENT DEBRIEFING DOCUMENTATION

Student Name:	Date of debrief:	Date of incident:
<b>Members present at debriefing</b>		<b>Position/Title</b>

Does the student appear to understand the reason for the seclusion or restraint?

Does the student have any suggestions to help them avoid seclusion or restraint in the future?

Does the staff understand and acknowledge proper restrictive intervention practices?

Does the staff believe proper restrictive intervention practices were followed?

Does the staff have any suggestions to avoid restrictive intervention in similar situations in the future?

Is a Behavior Plan or Functional Behavioral Assessment needed?

Does the Parent(s) understand the reason for the seclusion or restraint?

Does the Parent(s) wish to offer any input regarding this or future intervention strategies?

**SIGNATURES:**

Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

**FORM 2**

12/1/14