

TECHNICAL ASSISTANCE & GUIDELINES & PROCEDURES MANUAL

Crisis Intervention

Utilizing a Tiered System through Positive Behavior Interventions and Support,
De-escalation strategies, Sensory Rooms, Seclusion and Restraint

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Introduction

Jeff Davis Parish Schools (JDPS) expects to provide all students with a safe and orderly environment conducive to teaching and learning. JDPS utilizes Positive Behavior Interventions and Support (PBIS) parish-wide as a means of providing proactive strategies for the development and reinforcement of pro-social behavior. Should an occasion arise in which a student continues to pose, after other less restrictive means such as de-escalation and/or the use of a sensory room (also referred as sensory space, calming room, calming space, comfort room, comfort space, timeout room, or time out space) have failed to stop the dangerous or violent actions of a student, an imminent risk of harm to self or others, JDPS, per Louisiana statute, allows for the use of restraint or seclusion to maintain that safe and orderly environment. Seclusion and/or restraint may NOT be utilized as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel. Seclusion and physical restraint may not be utilized with a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled. Again, ***seclusion and restraint are for the purpose of reducing the imminent risk of harm to one's self or others.***

Definitions

Definitions of terms as provided by Louisiana Revised Statute 17:416.21 and Louisiana Bulletin 1706, Sections 540-543 which govern seclusion and restraint of students with exceptionalities:

“Crisis intervention” - the implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities. Crisis intervention may include the following:

1. The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize the student so that he may return to the classroom or daily activities.
2. In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others.

Information about a school’s use of crisis intervention, including the proper use of seclusion and physical restraint, shall be included in a school’s student handbook and made available to the parent and legal guardian of each student with an Individualized Education Program or Behavioral Intervention Plan.

“Imminent risk of harm” – immediate and impending threat of a person causing substantial physical injury to self or others

“Physical restraint” – The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person’s body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student’s action if the student’s action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student’s freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

“Mechanical restraint” – the application of any device or object used to limit a person’s movement

Mechanical restraint does NOT include:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed care provider.
2. Any device used by a duly licensed law enforcement officer in the execution of his official duties.

“Positive behavioral interventions and support (PBIS)” - A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

“School employee” - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

“School health designee” - A school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

“Seclusion” – a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

“Seclusion room” - a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

“Sensory room” - a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a “calming room”, “calming space”, “comfort room”, “comfort space”, “sensory space”, “timeout room”, or “timeout space”. The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

“Written guidelines and procedures” - the written guidelines and procedures adopted by a public school governing authority regarding appropriate responses to student behavior that may require immediate intervention.

Guidelines & Procedures For The Use Of Crisis Intervention Plans

USE OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture. In addition, PBIS is designed as a tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

Jefferson Davis Parish Schools implementing PBIS:

- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

PBIS is an ongoing commitment to supporting students, educators, and families through systems change. When PBIS is implemented well, students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.

Tiered PBIS Framework

Educators and practitioners in Jeff Davis Parish Schools provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged
- A supportive and involved school administration

- On-going access to professional development for preparing all staff to implement each tier of PBIS
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making
- Disaggregating data to examine equity among student subgroups

Tier 1: Universal, Primary Prevention (All students)

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

Tier 2: Targeted, Secondary Prevention (Some students)

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention (Few students)

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning

- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

Jeff Davis Parish Individual School PBIS Programs

Each school in Jeff Davis Parish is responsible for creating a PBIS program. The following guidance is utilized to create the framework for each school's program.

I. Establish Commitment	
1.	Administration is visible and supportive of PBIS.
2.	The PBIS program is presented/explained to new staff members.
3.	80% of the staff "buy in" or support the PBIS effort.
II. Establish and maintain Team	
4.	The team is representative of the staff.
5.	There is a regular schedule for PBIS meetings.
6.	The PBIS processes and activities are documented and available upon request.
III. Self-Assessment	
7.	The team has compared this year's data to last year's data.
8.	The team has identified strengths and areas of need based on the data trends.
IV. Establish School-wide Expectations	
9.	The school rules or PBIS expectations are appropriate.
10.	These rules are posted in all areas of the building.
11.	Behavioral Expectations are specific and described for each setting in the building.
12.	There are lesson plans to teach the PBIS expectations, and teachers are familiar with them.
13.	New students are oriented to school rules/consequences.
V. Establish On-going System for Rewarding Behavioral Expectations	
14.	Positive reinforcements are being used to support established expectations/rules.
15.	Reinforcements are modified based on trends in the data.
16.	Positive reinforcements are being tracked.
17.	Social acknowledgements are tied to tangible rewards.
18.	The team obtains feedback from students on reinforcements.
VI. Establish System for Responding to Behavioral Violations	
19.	The distinctions between classroom-versus office-managed behavior violations are clear.
20.	There is a continuum of disciplinary steps to follow with minor incidents
21.	The referral process for behavioral violations is comprehensive and understood by staff.
22.	The staff is informed of the process and the process is periodically reviewed.
23.	The principal holds teachers accountable for following the disciplinary steps.
24.	All staff members have a crisis plan addressing dangerous situations readily available
VII. Establish Information System	
25.	Data related to school-wide behavior is collected.
26.	This data is routinely shared with the staff.
27.	In addition to Office Discipline Referrals, other data is analyzed monthly. (ie. positive incentives, success rates of students in targeted interventions.)

VIII. Build Capacity for Function-based Support	
28.	Resources are available for providing group or individual student behavioral support.
29.	A team exists to assist with conducting an FBA and writing a Behavior Intervention Plan.
30.	There is a system for identifying students with more than a couple of office referrals.
31.	Frequent discipline offenders are referred to appropriate targeted interventions.
IX. Build District Level Support	
32.	Your school has a PBIS Coach that is easily accessible.
33.	Your school has adequate funding for planned school-wide PBIS activities.
34.	Areas of need for professional development have been identified.
35.	Parents are informed and included in the school's PBIS efforts

PBIS Fidelity of Implementation

Jefferson Davis Parish utilizes the [PBIS Tiered Fidelity Inventory \(TFI\)](#) in order to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier 1, Tier 2, and Tier 3 practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts. The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator). It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier 1, Tier 2, and/or Tier 3, but also information for developing an action plan that guides implementation. TFI results are also submitted by the regional PBIS coordinator to the Louisiana Department of Education.

USE OF SENSORY ROOMS

Sensory Space Guidelines

Jeff Davis Parish Schools

The classroom sensory spaces have been designated for classes with children with increased sensory processing needs. These children can be identified by either sensory seeking behaviors or sensory avoiding behaviors. Examples of sensory seeking behaviors may include but are not limited to increased running, increased touching of others or items, arm flapping, rocking, and noise making. A few of the most common examples of sensory avoidance in the classroom are covering of ears and not tolerating a busy visual environment. Please consult the occupational therapist or school psychologist if there are any concerns regarding which students will benefit from the sensory area. Any weighted items should not be used with medically fragile children without consulting the occupational therapist.

Sensory spaces should be neutral and calming. Materials should be rotated based on need. Do not overcrowd the area; it should be limited to one child at a time. Do not allow this area to become a free-play area. Short stay of usually 5-10 minutes area recommended, use a visual timer if needed. The sensory space can be implemented into the child's daily school schedule as a proactive measure for sensory regulation.

PURPOSE of the sensory space:

- regulate their emotions
- reduce stress or sensory overload when students feel overwhelmed or anxious
- refocus and return to learning

It is **NOT** a punishment or reward area.

When **TO USE** the sensory space:

- when feeling overwhelmed, anxious, angry, or frustrate
- when need a break to calm down or focus
- when you have permission based on a sensory schedule or individual support plan

When **NOT** to use the sensory space:

- to avoid work or skip class activities
- to play

Sensory Room Guidelines

Jeff Davis Parish Schools

A sensory room is designated for students with sensory processing needs. Utilization of this room is to be part of the children's sensory diet as prepared by the occupational therapist in conjunction with the teachers. The APE teacher will also have access to this room for their designated times at the school. The guidelines for use of the sensory room are as follows:

- All students must be supervised by a teacher, **NOT** a paraprofessional. In addition to the special education teacher, other teachers/staff may also include the administration, the APE teacher, the itinerant teacher, the speech therapist, and the occupational therapist.
- This is **NOT** a play area or recess area. Activities should be structured and organized according to the students' needs.
- Use of the sensory room should be limited to no more than 20 minutes at a time. The students would benefit from 10-20 minutes of sensory input early in the morning and 10-20 minutes in the middle of the day. It is best practice for a lesson plan to be connected to the planned sensory activities/lessons. Anytime the sensory room is accessed, it is required to be documented with an "in" time and "out" time for School Leader and District Leader review, when/if needed.

USE OF DE-ESCALATION TECHNIQUES

Jefferson Davis Parish Schools utilizes the Nonviolent Crisis Intervention model from the Crisis Prevention Institute. The Nonviolent Crisis Intervention model guides teachers to use a range of preventative strategies, de-escalation skills, and communication skills. In addition, teachers are able to better recognize psychological and physiological responses that will minimize the potential harm of disruptive and aggressive behavior.

The Nonviolent Crisis Intervention model rests on four pillars:

- **Care:** Demonstrating respect, dignity, and empathy; providing support in a nonjudgmental and person-centered way.
- **Welfare:** Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice, and well-being.
- **Safety:** Protecting rights, safeguarding vulnerable people, reducing or managing risks to minimize injury or harm.
- **Security:** Maintaining safe, effective, harmonious, and therapeutic relationships that rely on collaboration.

The CPI Crisis Development Model used by Jeff Davis Parish Schools is as follows:

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
Anxiety: a change in behavior (e.g. pacing, withdrawal)	Supportive: an empathic, nonjudgmental approach (e.g. listen, allow time)
Defensive: beginning to lose rationality (e.g. refusal, shouting)	Directive: decelerating an escalating behavior (e.g. give simple directives, set limits)
Risk Behavior: behaviors presenting an imminent risk of harm to self or others (e.g. hitting, self-injury)	Physical Intervention: disengagement and/or holding skills to manage risk behavior (e.g. low, medium, high-level disengagement and/or holding skills)

Tension Reduction: (decrease in physical and emotional energy (e.g. crying, apology)	Therapeutic Rapport: re-establish communication (e.g. listen carefully, debrief)
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USE OF SECLUSION WITH STUDENTS WITH EXCEPTIONALITIES

When Positive Behavior Interventions and Supports and other de-escalation strategies, such as those addressed above, have not been proven effective, seclusion may be used as follows:

1. Seclusion shall be used only:
 - a. For behaviors that involve an imminent risk of harm to self or others
 - b. As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others.
2. Seclusion shall not be used as a routine school safety, discipline, or intervention measures or to address behaviors such as general noncompliance, self-stimulation, and academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others.
3. School employees shall respond to such behaviors with less stringent and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's Individualized Education Program (IEP) or Behavioral Intervention Plan (BIP).
4. A seclusion room shall be used only as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.
5. A student shall be placed in a seclusion room only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he is in the seclusion room.
6. Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.
7. A seclusion room shall:
 - a. Be free of any object that poses a danger to the student placed in the room.
 - b. Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.

- c. Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

The following practices are prohibited in any public school:

- Seclusion used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of seclusion.
- School employees secluding a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Each principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an IEP of the prohibition of the use of seclusion if the student has a condition as indicated above. Such notification shall be made annually and be incorporated into the student's IEP meeting.

Monitoring Requirement: A school employee shall continuously monitor a student who is secluded for the duration of such seclusion.

Release of student: A school employee shall release a student from seclusion as soon as the reasons for justifying such action have subsided.

Notification and Documentation:

1. The school employee who secluded the student shall notify the school principal
2. The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, at the end of the same school day, whichever occurs first.
3. The school employee who secluded the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
4. A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
5. A school employee who secluded a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
6. The school employee shall submit their report to the school principal by the end of the next school day following the incident.
7. The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.
8. The report shall include, at a minimum:
 - a. The name, age, grade, gender, race, and disability of the student secluded..

- b. The date, time, location, and duration of the seclusion.
- c. The name and title of each school employee involved and who was a witness.
- d. The description of the events requiring the use of seclusion, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
- e. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion.
- f. A description of the actions taken immediately following the student's release from seclusion, including actions to notify the student's parent or legal guardian.
- g. A description of the student's actions immediately following the student's release from seclusion.
- h. A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

Escalation and Recurrence of behavior: If a student is involved in three incidents in a school year involving the use of seclusion as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

USE OF PHYSICAL RESTRAINT WITH STUDENTS WITH EXCEPTIONALITIES

When Positive Behavior Interventions and Supports and other de-escalation strategies, such as those addressed above, have not been proven effective, physical restraint may be used as follows:

Physical restraint shall be used only:

- When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others
- To the degree necessary to stop dangerous behavior
- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

The following practices are prohibited in any public school:

- Any form of mechanical restraint

- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Each principal or his designee shall notify each parent or legal guardian of a student enrolled at the school with an IEP of the prohibition of the use of physical restraint if the student has a condition as indicated above. Such notification shall be made annually and be incorporated into the student's IEP meeting.

Monitoring Requirement: A school employee shall continuously monitor a student who is physically restrained for the duration of such restraint.

Release of student: A school employee shall release a student from physical restraint as soon as the reasons for justifying such action has subsided.

Notification and Documentation:

9. The school employee who physically restrained the student shall notify the school principal
10. The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
11. The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
12. A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
13. A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
14. The school employee shall submit their report to the school principal by the end of the next school day following the incident.
15. The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.
16. The report shall include, at a minimum:
 - a. The name, age, grade, gender, race, and disability of the student physically restrained..

- b. The date, time, location, and duration of the physical restraint.
- c. The name and title of each school employee involved and who was a witness.
- d. The description of the events requiring the use of physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.
- e. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the physical restraint.
- f. A description of the actions taken immediately following the student's release from physical restraint, including actions to notify the student's parent or legal guardian.
- g. A description of the student's actions immediately following the student's release from physical restraint.
- h. A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

Escalation and Recurrence of behavior: If a student is involved in three incidents in a school year involving the use of physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

Additional Reporting Requirements:

Information about a school's use of crisis intervention, including proper use of seclusion and physical restraint, shall be included in the school's student handbook and made available to the parent and legal guardian of each student with an Individualized Education Program or Behavioral Intervention Plan.

Jeff Davis Parish crisis intervention guidelines will be provided to the Louisiana State Department of Education, all school employees, and every parent of a student with an exceptionality.

At the beginning of each school year, Jeff Davis Parish will post the crisis intervention guidelines on its website.

Prior to the beginning of each school year, Jeff Davis Parish will submit its adopted crisis intervention guidelines to the Special Education Advisory Committee.

Jefferson Davis Parish will report all instances where seclusion and physical restraint is used to address student behavior to the state Department of Education, in accordance with guidelines and procedures adopted by the State Board of Elementary and Secondary Education.

Notification regarding prohibition of the use of seclusion and restraint for students with certain medical conditions shall be provided annually to parents of a student with an IEP and shall be incorporated into the student's IEP meeting.

If physical restraint is used by a Jeff Davis Parish school employee:

Designated Jeff Davis Parish School System employees are trained by a certified Crisis Prevention Institute (CPI) instructor in the safe and acceptable use of physical restraints utilizing the Nonviolent Crisis Intervention program. The CPI training includes training in three primary restraints including, seated, standing, and child restraint.

Use of the seated and standing restraints: can be applied in various settings and with any person in crisis, while the child restraint can only be utilized on a child in crisis who is no more than chest height of the person applying the restraint.

The seated and standing restraints require two trained employees, certified in their use and application, to apply the restraint and at least one trained employee to monitor, assist, and observe the restraint.

The child restraint: requires one trained employee, certified in its use and application, to apply the restraint and at least one trained employee to monitor, assist, and observe the restraint

Restraints are only used as a last resort and when imminent threat of harm is determined. Trained employees must participate in an online and in-person training course annually and pass a virtual exam and a practical application of each physical restraint under the direct supervision of the CPI instructor.

****NOTE: In case of an emergency situation, in which there is not sufficient time to have trained personnel respond, a non-trained staff member may be required to physically restrain a student.**

Program Considerations and Staff Training Requirements

Reasonable efforts should be made to reduce the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use restraint or seclusion.

- Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.

- No student should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.
- No student should be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.
- No student should be subjected to mechanical restraints to restrict a student's freedom of movement.
- Should be reserved for situations or conditions where there is a threat of imminent harm to the student, other students, or school or program staff and other interventions are ineffective.
- Should not be used except to protect the student and others from serious harm and defuse imminently dangerous situations in the classroom or other non-classroom school settings.
- Only should be used by trained personnel, with some exceptions during emergencies..

School Personnel must be trained in a program selected by JDP schools to implement restraint and/or seclusion on a student, except in an emergency situation that may require an untrained staff member or volunteer to implement restraint and/or seclusion upon a student. JDP schools provide annual training in de-escalation and crisis intervention techniques as well as guidance on seclusion and restraint.

Jefferson Davis Parish utilizes the Crisis Prevention Institute's Nonviolent Crisis Intervention program. This program incorporates trauma-informed de-escalation training provided to all Jefferson Davis Parish School System employees designated to be trained by the Special Education Supervisor. Training is provided by certified instructors annually. Training includes instruction in verbal and non-verbal de-escalation strategies, disengagement skills, and physical restraints. Training incorporates an online course that contains an exam that participants must pass in order to become certified. In addition, participants must also complete an in-person training that requires them to exhibit proficiency in applying physical restraint, safely, effectively, and acceptably, under the direct supervision of the certified instructor. The provided training focuses on use within the educational setting. In addition to the annual training, the instructors also provide on-site support throughout the school year as requested.

Continuous monitoring of a student during restraint and/or seclusion is mandatory. A student must always be able to breathe and speak during restraint and/or seclusion.

Never restrain or seclude a student longer than necessary. The training will increase awareness of the physiological and emotional signs associated with a student starting to calm or de-escalate.

Whenever possible, restraint should not be used in front of other students. This maintains the dignity and respect of the student in crisis and minimizes the impact of the event on others.

Verbal threats, disrespectful language or refusal to comply with directives or school rules do not warrant restraint and/or seclusion. Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of personnel, contractors or volunteers of the public education program.

If a student is involved in three incidents in a school year involving the use of physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP meeting to the student's parent or legal guardian, and at such meeting, his IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every 3 weeks.

Questions and Answers

Restraint Q & A

Q #1: What does physical restraint mean?

The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #2: When is it an option to utilize restraint?

Physical restraint shall be used only:

- When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others
- To the degree necessary to stop dangerous behavior

- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

The following practices are prohibited in any public school:

- Any form of mechanical restraint
- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Physical restraint used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- School employees subjecting a student to unreasonable, unsafe, or unwarranted use of physical restraint.
- School employees physically restraining a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

Q #3: Is there a time limit for how long a student can be placed in restraint?

- A school employee shall release a student from physical restraint as soon as the reasons for justifying such action has subsided.

Q #4: Must the student be continuously monitored during a restraint?

- **Yes.** A school employee shall continuously monitor a student who is physically restrained for the duration of such restraint.

Whenever additional staff members are present, it is best practice to have a staff member who is not involved in the restraint monitoring the student's condition at all times, including checking to ensure that the student is able to breathe and is not being unduly harmed. The trained staff are expected to follow the best practice guidelines for implementation provided by approved training programs. Staff should be available for continuous monitoring and to switch out with one another if needed, due to fatigue or other considerations.

Q #5: Is it considered restraint when a staff member is escorting a student out of the classroom or down the hall and has physical contact with the student by placing their hand on the student's person (e.g. arm)?

NO

The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Does NOT include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #6: If a student calms down right away after staff apply physical restraint, is the school required to notify the student's parent(s)/guardian(s), complete a restraint incident report?

Maybe

- If a school employee holds a student for less than three consecutive minutes within any given hour for the protection of students or others, it is not considered a physical restraint and notification to parents is not required.
- If, however, a school employee holds a student for three consecutive minutes or more within any given hour for the protection of students or others, the following must be documented:
 - The school employee who physically restrained the student shall notify the school principal
 - The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
 - The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.

- o A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
- o A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
- o The school employee shall submit their report to the school principal by the end of the next school day following the incident.
- o The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.

Q #7: When restraint is included in an individual student's behavior intervention plan (BIP), what guidelines are used when responding to student behavior(s)?

It is best practice **not** to include restraint on behavior intervention plans (BIPs) for specific students because restraint is initiated only if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Restraint is not a behavioral or therapeutic intervention. Prior to the implementation of any BIP, a functional behavior assessment should be completed. The individual student's behavior intervention plan must address a variety of interventions to maintain baseline and prevent escalation; to teach effective strategies for increasing student skill acquisition; successful strategies for de-escalation; as well as how to best respond effectively to mitigate a crisis situation.

Q #8: What would constitute mechanical restraint versus the use of adaptive equipment to assist a student with a disability?

Mechanical restraint is prohibited and can never be used to restrain a student. Mechanical restraint is the application of any device or object used to limit a person's movement

Mechanical restraint does NOT include:

3. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed care provider.
4. Any device used by a duly licensed law enforcement officer in the execution of his official duties.

Q #9: What would constitute a restraint versus a non-restraint?

Examples of Non - Restraint:

- "Hand over Hand" prompting for instructional purposes.
- Re-directing the student from a potentially dangerous situation by taking their hand or arm and gently guiding them away.

- The student willingly goes when physically escorted by a staff member.
- Providing deep pressure to a student who is in need of sensory input, as per the student's IEP.

Restraint Does Not Include:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
- A school employee holding a student for less than three consecutive minutes within any given hour for the protection of students or others.
- A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another.
- Minimal physical contact for the purpose of assisting the student in completing a task or response.

Q #10: How JDP schools report a reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Louisiana Statute and the intervention is necessary to:

- Break up a physical fight;
- Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
- Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

A: Intervention in a manner that is not restraint during an incident would fall under the district's policy: Student Code of Conduct and would be communicated and documented in accordance with the district's board policy; which may include but is not limited to:

- Parent/guardian communication
- Incident report or office discipline referral
- Other appropriate verbal and/or written documentation that is consistent with district policy and practice

Seclusion Q & A

Q #1: What does seclusion mean?

Seclusion is a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

Q #2: What is an example of seclusion?

The student is alone and prevented from leaving the room with the teacher/staff person on the outside of the room. Note that all of the following conditions are met: The door is closed. The student is alone in the room and is physically separated from others. The teacher/staff person is outside of the room.

Q #3: What does not constitute seclusion?

Seclusion does not include: The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving. A student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

Q #4: What is an example that is not seclusion?

The room is "cleared" and a teacher/staff person remains in the room with the student to assist with a return to baseline emotion. Note that this situation does not constitute a seclusion as: The student is not alone. There is a teacher/staff person present with that student in the room.

Q #5: Is in-school suspension (ISS) the same thing as seclusion?

No. Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. Students in ISS have access to staff and other students. Students in ISS are not involuntarily confined alone in a room from which they are physically prevented from leaving

Q #6: Is there a time limit for how long a student can be placed in seclusion?

- A school employee shall release a student from seclusion as soon as the reasons for justifying such action have subsided.

Q #7: If a student calms down right away after being placed in seclusion is the school required to notify their parent(s)/guardian(s), and complete a seclusion incident report?

Yes. Every time a student is placed in seclusion, the school must conduct the following:

- The school employee who physically restrained the student shall notify the school principal

- The principal or his designee shall notify, electronically, the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student or, the end of the same school day, whichever occurs first.
- The school employee who physically restrained the student OR a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable, but no later than the end of the same school day.
- A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.
- A school employee who physically restrained a student shall document and report the incident on approved forms provided in the appendix of the Jefferson Davis Parish Public School Physical Restraint and Seclusion Technical Assistance and Guidelines Manual.
- The school employee shall submit their report to the school principal by the end of the next school day following the incident.
- The principal or his designee shall submit the report to the parent by the end of the next school day following the receipt of the report.

Q #8: What is the definition of a student being isolated in a seclusion room?

For the purposes of seclusion, being isolated means that the student is the only one in the room and is physically separated from others. There are no other students or staff in the room. When a student is isolated in a room, the staff must continuously visually monitor the student.

Q #9: What is an appropriate seclusion room?

- a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Additional Q & A

Q #1 What is the difference between a sensory room and seclusion room?

A sensory room is a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also

be referred to as a “calming room”, “calming space”, “comfort room”, “comfort space”, “sensory space”, “timeout room”, or “timeout space”. The appropriate use of sensory rooms shall not be considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others, whereas, a seclusion room is a room or other confined area, used on an individual bases, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Q #2 What is the difference between Positive Behavior Interventions and Supports, De-Escalation strategies, and Seclusion and Restraint?

Positive Behavior Interventions and supports (PBIS) are a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture. PBIS and de-escalation techniques are designed to be used as preventative strategies to de-escalate behaviors, whereas, seclusion and restraint are reactive strategies that are to be used only if the student displays behaviors that are considered an immediate and impending threat of a person causing substantial physical injury to self or others.

APPENDIX

DOCUMENTATION

 Physical Restraint and Seclusion Incident Report