



CARL JUNCTION R-1 SCHOOLS

Seclusion, Isolation, and Restraint Policy Training

Fall 2011

PURPOSE

- Participants will familiarize themselves with the Carl Junction R-1 Policy for Seclusion, Isolation, and Restraint (Board Policy JGGA)
- Participants will understand the definitions of seclusion, isolation, and restraint
- Participants will understand how to adhere to policy regarding use of seclusion, isolation, and restraint

FACTS

- Seclusion, isolation, and restraint have garnered national attention in the last few years. A number of children have been fatally injured while in restraint.
- The state of Missouri required each district to adopt a policy regarding the training and use of seclusion, isolation and restraint in July of ³ 2011.

DEFINITION OF SECLUSION

The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.



USE OF SECLUSION

- Seclusion is not used EXCEPT in an emergency situation while awaiting the arrival of law enforcement per state law.
- If seclusion is used, a plan must be in place to prevent the need for future use of seclusion.

DEFINITION OF ISOLATION

- The confinement of a student alone in an enclosed space without locking hardware.
- Isolation **does not** include supervised in-school suspension, detention, or time-out used as disciplinary consequences in accordance with the district's student discipline code.



USE OF ISOLATION

Isolation shall only be used:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. When specified in a student's IEP, Section 504 plan or other agreed upon plan to address a student's behavior.

CONSIDERATIONS - ISOLATION

Things to consider:

- If a student requires a behavioral intervention, in most circumstances, it would be best practice to supervise the student in the same room. If this is done, it would not be considered isolation.
- If you choose to use isolation, the need for the use of this intervention must be justified and documented.

CONSIDERATIONS – ISOLATION (cont.)

Things to consider:

- The use of isolation would likely be an extremely rare occurrence.
- If isolation is used, a plan must be in place to prevent the need for future use of isolation.

DEFINITION OF 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 for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

USE OF RESTRAINT

Physical Restraint shall only be used:

1. In an emergency situation, or
2. When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations, or
3. When specified in a student's IEP, Section 504 plan or another agreed upon plan to address student's behavior.

USE OF RESTRAINT(Cont)

Physical Restraint will:

1. Only be used as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary to protect the student or other persons from imminent bodily injury or to protect property.

USE OF RESTRAINT(Cont)

Physical Restraint will:

3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back neck or throat that restricts breathing.
4. Only be done by district personnel trained in the proper use of physical restraint.

CONSIDERATIONS - RESTRAINT

- The situation which requires restraint must be because of a danger to self or others and used as a last resort.

**Non-compliance, disrespect,
and defiance are not reasons
to use restraint.**

CONSIDERATIONS - RESTRAINT

- Policy requires the restraint must be documented and parents/guardians must be notified.
- If a restraint is used, a plan must be in place to prevent the need for future use of restraint.



DEFINITION OF MECHANICAL RESTRAINT

A device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body.

The term **does not** include assistive technology devices.

USE OF MECHANICAL RESTRAINTS

Mechanical Restraints shall only be used as specified in a student's IEP or Section 504 Plan with two exceptions:

1. Vehicle safety restraints shall be used according to state and federal regulations.
2. Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.



DEFINITION OF CHEMICAL RESTRAINTS

Administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

Note: Chemical restraints shall never be used by any district personnel.

PREVENTION TECHNIQUES

- Develop positive rapport with students. Relationship is a key factor in working with a child to prevent behavioral acting out.
- Give choices, offer the student a “weighted choice” (pair the positive choice with a positive consequence and the negative choice with the negative consequence).

PREVENTION TECHNIQUES

- Allow for processing time – use silence (at least 15-30 seconds for a child to make a decision)
- Be aware of your own body language, voice tone, volume, and rate of speech.
- Don't take it personally!



ENVIRONMENTAL MANAGEMENT TECHNIQUES

- Remove the child's audience whenever possible
- Survey your environment to create awareness and to address any possible safety issues
 - Do you have heavy items stored on a bookshelf that could be pushed over?
 - Do you have computer cords across a traffic area?
 - Do you have a door that opens to a busy street?

ENVIRONMENTAL MANAGEMENT TECHNIQUES

- A student who “acts out” may require a quiet space to recover. Is there a quiet space nearby your classroom? Is the space compatible with appropriate supervision?
- Discuss other techniques with your group based on your particular environment.

DE-ESCALATION TECHNIQUES

If a student is:

- Experiencing anxiety – be supportive
- Showing defiance/refusal – be calmly directive
- Acting out physically and is dangerous – call for a CPI trained staff member and/or the SRO
- Showing signs of beginning to relax/calm down – re-establish your positive relationship, provide support, follow through with consequences.

REMEMBER:

- Your goal with any intervention is to assist the student in reaching independence with the particular skill being taught.
- Behavioral interventions are not used to punish, but to teach.
- Seclusion, isolation, and restraint are emergency safety measures, not planned consequences.
- Most restraints can be avoided with the use of other de-escalation methods.



THANK YOU
FOR YOUR TIME AND
ATTENTION