

Seclusion and Restraint

Guidelines

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Introduction

These procedures specifically address Louisiana Bulletin 1706, as revised in 2016 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools.

Deaths have occurred throughout the nation on children who were properly restrained. These policies and procedures shall be executed for all students to prevent injury and death. It is critical that the policies and procedures be implemented specifically as described.

There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques.

Physical restraint or seclusion should be used with caution, except in situations where the child's behavior presents an imminent threat of serious physical harm to self or others.

Definitions

Imminent Risk of Harm: an immediate and impending threat of a person causing substantial injury to self or others;

Mechanical Restraint: A Mechanical Restraint is the use of any device or object used to limit a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- restraints for medical immobilization; or
- orthopedically prescribed devices that permit a student to participate in activities without risk of harm. It also does not include any device used by a duly licensed law enforcement officer in the execution of his official duties.

Positive Behavior Interventions and Support: A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate;

Physical Restraint: Physical Restraint is using bodily force to limit the movement of a student's torso, arms, legs or head. This term 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;
- holding of a student, by one school employee, 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;
or
- minimal physical contact for the purpose of assisting the student in completing a task or response.

Seclusion: Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for a limited time to allow the student the opportunity to regain control in a private setting. This method must not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors must be responded to with less stringent and less restrictive techniques.

Seclusion Room: A room or other confined area, used on an individual basis, 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 private setting and from which the student is involuntarily prevented from leaving; This term does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Use Physical 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.

- no student shall be subjected to any form of mechanical restraint.
- no student shall be physically restrained in a manner that places excessive - pressure on the student's chest or back or that causes asphyxia.
- a student shall be physically restrained only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

Use of Seclusion

Seclusion shall be used only:

- for behaviors that involve an imminent risk of harm;
- as a last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.

Restrictions on the Use of Seclusion or Physical Restraint

- A. Seclusion and physical restraint shall not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors shall be responded to with less stringent and less restrictive techniques.
- B. A seclusion room shall be used only as a last resort and when less restrictive measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
- C. A student shall be placed in a seclusion or physical restraint 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 or she is in the seclusion room.
- D. 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.
- E. A student shall not 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 health care provider in a written statement provided to the school in which the student is enrolled.
- F. A student who has been placed in seclusion or has been physically restrained shall be monitored continuously. Such monitoring shall be documented at least every 15 minutes and adjustments made accordingly, based upon observations of the student's behavior.
- G. A student shall be removed from seclusion or released from physical restraint as soon as the reasons for justifying such action have subsided.

Training requirements relative to the use of restraint:

- A. All special education teachers and behavior interventionists, are required to be trained in the district approved safety hold/restraint program. Guidance counselors, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, other school system personnel will be trained on an as needed basis.
- B. The training program implemented by New Beginnings Schools Foundation is the Non Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI).

Training will include:

- 1. Preventive Techniques
 - a. Understanding of Crisis Development Model
 - b. Non-verbal and Para-verbal communication
 - c. Understanding of defensive behavior
 - d. Precipitating factors
 - e. Personal safety techniques
 - 2. Physical Restraints
 - a. Knowledge of restraints and the risk of improper restraint
 - b. Execution of approved restraints by participants with 100% accuracy
 - 3. Reestablishing communication with student to reenter the classroom.
 - 4. Written exam which must be completed with 80% accuracy.
- C. Staff members certified to use restraints must recertify annually. Documentation of certified personnel will be maintained at the Department of Student Support Services.

Monitoring & Documentation

- A. Physical Restraint/Seclusion require monitoring, documentation and analysis of data collected.
 - 1. Continuous monitoring.
 - 2. Documentation every five (5) minutes (with adjustments made accordingly).
 - 3. Student is released/removed as soon as the reasons for the actions have dissipated.
 - 4. Parent/guardian, Director of Student Support Services (if a student with an exceptionality) and Principal notified in writing (Restraint/Seclusion Report Forms in Appendix) within 24 hours of each incident of seclusion/restraint.

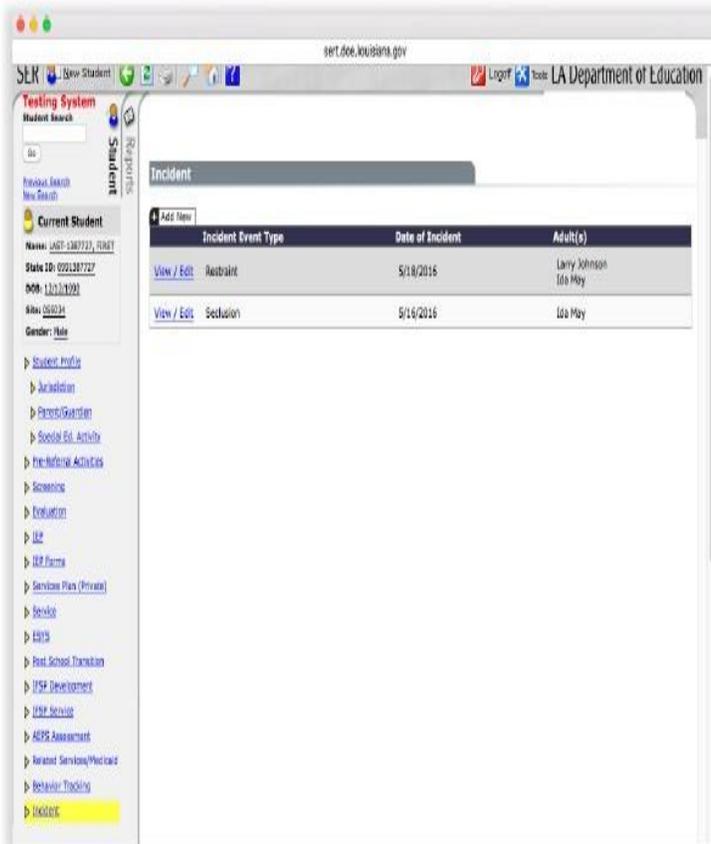
- Reason for seclusion/restraint;
 - Description of procedures used;
 - Length of time of seclusion/restraint;
 - Names and titles of school employees involved.
5. Person/Employee who used seclusion/restraint shall complete seclusion/Restraint Report Form for each incident of restraint and seclusion.
 6. Documentation of incidents of seclusion and/or restraint shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
 7. When a student is involved in 5 incidents in a single school year, convene the IEP/504/RTI Behavior Team to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.
 8. *Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents).
 9. Seclusion data must be analyzed at least annually.

Data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors such as precipitating events and other observable factors.

Reporting Incidents of Seclusion and Restraint in SER

All incidents of seclusion and restraint must be reported to the LDOE through SER. Below are screen shots of where this information should be entered.

Step 1: Select the incident link on the students record in SER



Step 2: Complete all fields detailing the incident of seclusion or restraint and submit the record.

The screenshot shows a web application window with a toolbar at the top containing icons for back, forward, search, and help. Below the toolbar is a navigation bar with 'Save', 'Close', and 'Cancel' buttons. The main content area is divided into two sections: 'Incident' and 'Incident Adult(s)'. The 'Incident' section contains the following fields: 'Incident Event Type' (a dropdown menu with '-- SELECT ONE --'), 'Date Of Incident' (a date picker), 'Begin Time' (a time picker), 'End Time' (a time picker), 'Report of Incident Sent/Provided to Parent/Guardian on:' (a date picker), and 'Report of Incident Sent/Provided to Director of Special Education on:' (a date picker). The 'Incident Adult(s)' section contains: 'Adult Name:' (a text input field), 'Position/Title:' (a text input field), and 'Role:' (a text input field with a placeholder example: 'e.g. restrained student, assessed injuries, administered after-care').



RESTRAINT REPORT FORM

Student Name: _____ Date of Report: _____

School: _____ Grade: _____ Exceptionality: _____

Date of Restraint: _____ Time of Restraint: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Restraint: _____

Procedure used during the restraint was

Injuries: Yes _____ No _____ Details: _____

Describe Behavior of Student and Environmental Situation Precipitating Restraint:

Location: _____ Students/Staff Present: _____

Other Possible Triggers: _____

Was Parent Notified: Yes _____ No _____ Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? Yes _____ No _____

If yes, IT IS MANDATORY the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports

Other Comments or Observations: _____

Person Initiating Restraint: _____ School Administrator: _____

Signature

Signature



SECLUSION REPORT FORM

Student Name: _____ Date of Report: _____

School: _____ Grade: _____ Exceptionality: _____

Date of Seclusion: _____ Time of Seclusion: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Seclusion: _____

Person(s) supervising student during seclusion: _____

Describe Behavior Warranting Seclusion _____

Class/Specific Activity At Time of Incident/Preceding Seclusion: _____

Possible Triggers: _____

It is MANDATORY that student be monitored constantly.

- | | | |
|-------------|--------------------------|------------------------|
| 1. Agitated | 4. Hostile | 7. Self Abusive |
| 2. Calm | 5. Physically Aggressive | 8. Verbally Aggressive |
| 3. Crying | 6. Quiet | 9. Other: _____ |

Document Behavior every 5 min using codes above.												Start time:	End Time
5 min.	10 min	15 min	20 min	25 min	30 min	35 min	40 min	45 min	50 min	55 min	60 min		

Was Parent Notified: Yes _____ No _____ Time & Date of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained and/or secluded 5 or more times this year? Yes ___ No ___

If yes, IT IS MANDATORY the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports

Other Comments or Observations: _____

Person Initiating Restraint: _____ School Administrator: _____
Signature Signature