

The Appropriate Use of Seclusion & Restraint Practices in Special Education Programs

Developed by WCASS with the Cooperation of SAA, AWSA, WASDA, WEAC, and WDPI

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Organizations Supporting the Use of These Materials



Purpose

➤ This training is designed to provide information to educators in the appropriate use of:

- Seclusion
- Physical Restraint

➤ Based on DPI's Directives and WCASS' Position Paper.



Seclusion (Definition)

➤ Removing a student from the general activity and isolating him/her in a separate supervised area/room for a set period of time or until the student has regained control.

➤ Does not include the following:



Does not include:

- In-school suspension;
- Detention;
- Student requested break;
- Having student return to his/her seat;
- Sitting on the sidelines.



Seclusion

- Seclusion **is** the last resort!
- Use the least restrictive alternative appropriate.
- Include the use of seclusion in the student's IEP / BIP.



Seclusion

- Teach the student what he/she is to do when seclusion is going to be used.
- Foreshadow what will happen before, during and after seclusion.



Seclusion

- Set criteria for ending the seclusion period.
- Maintain constant adult supervision.
- The "Name" of the room is less important than how the space is used.
- If in doubt, consider it seclusion.



Seclusion

- Develop written procedures and policies, which follow DPI directives.
- Keep a log of all incident reports.
- Use the data to evaluate the use of seclusion.



Seclusion: Physical Environment

➤ Basic School Building Codes

- Maximum density
- Lights and ventilation
- Access to exit in case of fire or emergencies



Great Schools benefit
Everyone!

Seclusion: Physical Environment

➤ Locks are **prohibited** unless the district seeks and is granted a variance. Contact:

- Your local building or fire inspectors or
- WI Dept. of Commerce (Safety & Buildings Division)



Great Schools benefit
Everyone!

Seclusion: Physical Environment

➤ Safety & Common Sense

- Full visibility of student at all times
- e.g., carpet, electrical sockets, loose materials, safety glass



Great Schools benefit
Everyone!

Physical Restraint (Definition)

- Holding a student in order to restrain his/her movement; use of physical force, without the use of any device or materials, to restrict the free movement of all or a portion of a student's body.
- Does not include:



Does not include:

- Comforting/calming a student;
- Holding a student's hand or arm to escort when student is complying;
- Intervening in a fight;
- Using protective or stabilizing devices prescribed by appropriate professionals and consistent with the student's IEP.



§ 118.31,(3) Wis. Statutes

- School district employees may use reasonable and necessary force in certain situations.



A Word of Caution!

- Use physical restraint only as a last resort in situations that pose an immediate danger to the student and/or others!



Protective or Stabilizing Devices

- The use of protective or stabilizing devices is not appropriate for use in schools without medical authorization and oversight (e.g., physician, school nurse, OT or PT) and only for positioning and posture consistent with the child's IEP.



Restraint

- Use only in an emergency; e.g., immediate danger to the student and/or others.
- Do not use for verbal behavior.
- Have First Aid and CPR available.
- Include the use of "restraint" in the student's IEP/BIP.



Restraint

- Foreshadow for the student what will happen during restraint.
- Teach the student what he/she is to do during and after restraint is used.
- Use only for the period of time necessary.



Restraint

- Move other students when possible rather than moving or transporting the student in crisis.
- Develop written procedures and policies which follow DPI directives.
- Keep a log of all incident reports.



Restraint

- Use the data to evaluate the use of restraint.
- Require that staff have proper training.



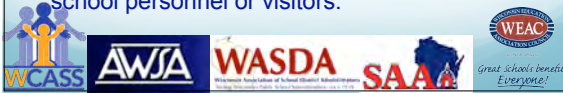
Best Practices

For Seclusion and Restraint



Open Communication

- Talk to **all** staff and administration.
- Talk with parents.
- Show parents the space and/or technique.
- Determine when parents will be notified of use.
- Determine process for reporting incidents.
- Be clear about when/how it will be used.
- Address how incidents will be handled with non-school personnel or visitors.



Documentation is Key

- In the IEP
 - Clearly define and describe behaviors that will result in seclusion/restraint.
 - Clearly define and describe replacement/alternative behaviors.
- Include parent comments under "Concerns of the parents about the student's education" in the IEP.
- Written procedures for staff.



Data Collection

- Be accountable.
- Document how seclusion and/or restraint is used & by whom.
- Look for building and district-wide
 - Patterns
 - Exceptions



Data Collection

- Collect student data & evaluate progress.
- Check efficacy and use (behavior should decrease/cease).
- If behavior continues, reconvene IEP.



Provide Training

- Require personnel to be trained before administering restraint (except if no one is immediately available and there is an emergency & then get assistance ASAP).
- Training should include the crisis cycle and interventions to be considered before restraint is administered.



Local Procedure (Chain of Command)

- Develop local complaint procedures for parents to include:
 - meeting with Principal;
 - meeting with Director of Special Education;
 - meeting with Superintendent.



Be Prepared

- Discuss potential for crisis ahead of time.
- Make expectations clear to both students and staff.
- Make sure all necessary staff are aware of procedures.



Be Proactive

- During the first month of school, distribute and review the WCASS PowerPoint presentation and WDPI Directives.
- Identify personnel to receive in-depth training and serve as district resource for seclusion and physical restraint.



In Conclusion

- It's not the directives that are problematic,
- It's the implementation and/or supervision of the use of seclusion/restraint.



Resources

- **WDPI Directives of seclusion and restraint:**
<http://www.dpi.state.wi.us/sped/doc/secrestrgd.doc>
- **Summary of WDPI Directives:**
<http://www.dpi.state.wi.us/sped/doc/secrestsumm.doc>
- **WCASS Position Paper on the website:**
<http://www.wcass.org>