

Restraint and Isolation

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Restraint and Isolation: Washington Laws

2013 ESSB 1688

- ✓ Defined restraint, isolation, and restraint device
- ✓ Reporting and procedures limited to IEP and 504

2015 SHB 1240

- ✓ Definitions amended to emphasize positive supports and provide clarity
- ✓ Procedures amended to apply to all students
- ✓ Limited use to behavior that poses an imminent likelihood of serious harm
- ✓ Districts required to report data to OSPI
- ✓ OSPI required to publish data
- ✓ OSPI authorized to investigate district efforts to reduce use



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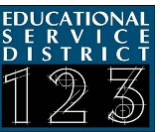
Restraint and Isolation are prohibited practices.

"except* when the student's behaviors poses an imminent likelihood of serious harm to that student or another person."

*** There are no exceptions for students with IEPs or ERPs.**



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What is a Restraint?

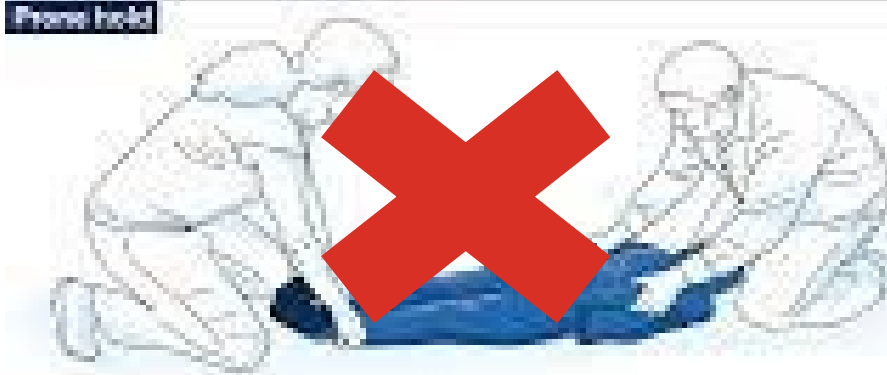
- Restraint as defined in RCW 28A.600.485 means: **Physical intervention or force used to control a student,** including the use of a restraint device **to restrict a student's freedom of movement.** It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to participate in activities safely.



Types of Restraints ^{*not exhaustive}



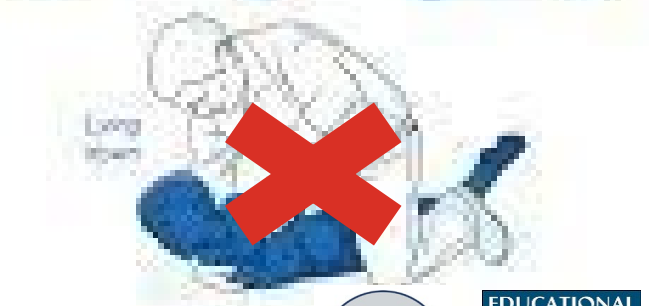
Prone hold



Supine hold



Basket hold



Restraint Does Not Include

- Holding a student's hand or arm to escort the student safely and without the use of force, from one area to another
- Assisting a student to complete a task if the student does not resist the physical contact
- Standing between a student and an unsafe area or trigger

Isolation Does Not Include



- Removing 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
- Leaving a student alone in a room with a closed door for a brief period of time if the student is able to leave the room voluntarily

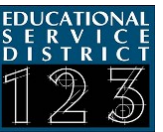
What is Isolation?

- Isolation as defined in RCW 28A.600.485 means:
Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavioral intervention plan.



Isolation Rules

- The isolation must be discontinued as soon as the likelihood of serious harm has dissipated.
- The isolation enclosure shall be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.
- The isolation enclosure shall permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student shall remain in visual or auditory range of the student at all times.



Isolation: Examples and Nonexamples

Example

Student is alone and prevented from leaving the room after a “room clear” with the **teacher/staff person** on the **outside of the room**.

The student is alone in the classroom and prevented from leaving the designated area with the teacher/staff person outside of the designated area.

Non-Example

The room is “cleared” and a **teacher/staff person remains in the room** with the student to assist with needs.

The student is not alone and there is a teacher/staff person present with that student in the designated area.

Names for These Rooms

De-escalation room

Cool Down Room

Quiet Room

Safe room

Timeout room

Reflection Room

Calming Room

Calm Down Room

Special Room

Thinking Room

Behavior Room

Consequence Room

Solitude Room

Privacy Room

Sitting Room

Safe Space

Meditation Room

Mindfulness Room

Learning Room

**Sensory Room/Sensory
Cave**

Accountability Room

Contemplation Room

(Color of paint) Room

Introspection Room

Study Room

The Peace Room

The Content Room

Protection Room

Safe Shelter

Caution Corner

The Trust Room

Personal Safety Room

Quiet Space

Quiet Corner

Silence Room



Isolation Rooms



You do not need these spaces!

- Have plans in place to give escalated students time and space to regulate
- Move regulated students to safe areas, escalated students are not capable of following directions during an escalation
 - Have procedures in place and teach them regularly
- Avoid known triggers—our students all have trauma, do not give them more
- Manage staff language
 - Adults create many situations where isolation or restraint are used



What Is Required to be Reported?

- There are two reporting requirements: internal and external:
 - **1. Internal:** School employees/contractors must:
 - Inform the principal / designee as soon as possible, and
 - Submit a written report to the district office within 2 business days.
 - The written report must include:
 - Date and time of the incident,
 - Name and job function of person administering the restraint or isolation,
 - The activity which led to the restraint or isolation,
 - Type of restraint or isolation used,
 - Any injuries to staff or student(s), and any medical care,
 - Recommendations for change or for resources.



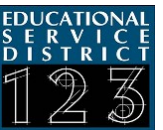
What Is Required to be Reported?

- The principal or designee must make a reasonable effort to verbally inform the parent or guardian within 24 hours of the incident; and must send written notification as soon as practical, but postmarked no later than 5 business days after the restraint or isolation occurred in the language that the school customarily provides school-related information to the parent.



What Is Required to be Reported?

- There are two reporting requirements: internal and external:
 - **2. External:**
 - By January 1st, districts must submit a school x school summary to OSPI of:
 - Number of individual incidents of restraint and isolation.
 - Number of students involved in the incidents.
 - Number of injuries to students and staff.
 - Types of restraint or isolation used.
 - If there were **no incidents** in **any schools**, districts report that data as well.
 - OSPI must publish the summary data on its website within 90 days.



After the incident: Review Requirements

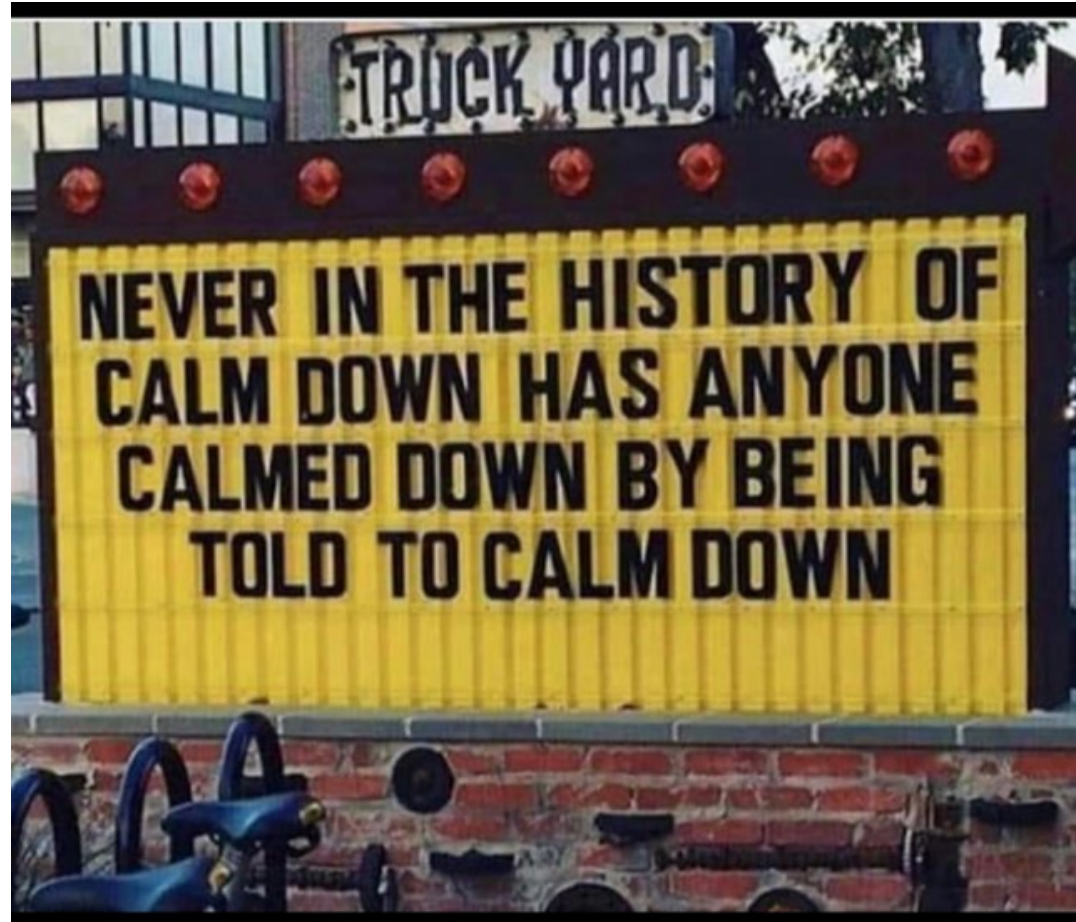
Following the release of a student from the use of restraint or isolation, the school must:

- Implement follow-up procedures, which include:
 - **Reviewing the incident with the student and the parent or guardian to address**
 - **the behavior that precipitated the restraint or isolation and**
 - **the appropriateness of the response**
 - Reviewing the incident with the staff member who administered the restraint or isolation
 - to discuss whether proper procedures were followed &
 - what training or support the staff member needs to help the student avoid similar incidents.



Best Practice Tips

- Physical restraint or isolation should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. Not when students are “calm.”
- Calm is a subjective term and it is unreasonable to expect a student to “calm down” while restrained or isolated.



Best Practice Tips

- Always have a problem-solving conversation with a student after an incident
 - This must be done when they are regulated, sometimes hours after the incident
- Debrief staff
 - Serious escalations can be trauma-inducing to staff as well as students
- Make necessary programmatic changes to prevent escalations in the future
 - DOCUMENT THE CHANGES
- Make necessary changes to the environment to keep everyone safe
- Have open conversations with families about what happened

Reality

Research indicates that, at best, trained mental health professionals alone can predict the potential for violence somewhat better than chance (53%).

(Mossman, 1994; Lidz, Mulvey & Gardner, 1993; Janofsky, Spears, Neubauer, 1988)

Since we cannot predict violence, we are hard-pressed to make the argument that restraint is needed because someone **may become** violent.

It's About Trauma

Restraint and isolation are traumatizing for students and staff.

Traumatizing people who are already suffering from complex trauma can have life altering effects.

But, restraint and isolation are 'therapeutic interventions' and are based on clinical knowledge."

This is a myth. There is no such thing as a therapeutic restraint.



Restraint and Isolation in the News



U.S. Justice Department faults Alaska school district for use of seclusion, restraints

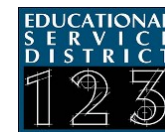
Opinion | Why are schools submitting kids to this barbaric treatment?

By Brian Calley

December 22, 2022 at 7:00 a.m. EST



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Restraint and Isolation in the News

US DOJ Settlements involving isolation:

- Okaloosa County School District, Florida
- Frederick County Public School District, Maryland
- Cedar Rapids Community School District, Iowa
- North Gibson School Corporation, Indiana
- Covington Independent Schools, Kentucky
- Anchorage School District, Alaska



Crisis Response Workgroup

During the 2022 legislative session, the legislature asked OSPI to convene a workgroup:

To identify trauma informed strategies, approaches, and curricula for supporting students in distress and with challenging behaviors that prioritize relational safety.



Recommendations

Eliminate Isolation and Chemical Restraint from Schools

The workgroup determined that isolation should be immediately prohibited in public schools in Washington. The use of isolation is detrimental to students. The workgroup has determined the use of chemical restraint is unnecessary in public schools within Washington and should be prohibited.

Improve Access to Proactive and Effective Mental Health Supports and Trauma-Informed Behavior Supports

The workgroup found that support and funding for sustained training and coaching should be provided to expand the implementation of the [Washington Multi-Tiered System of Support Framework](#) focused on improving social, emotional, behavioral and mental health supports along with overall school and classroom climate.

Recommendations

Increase Educator Training of De-escalation Practices

To eliminate isolation and reduce the need for restraint, the workgroup found that ongoing educator training of crisis prevention and de-escalation practices is necessary. These practices include crisis intervention programs, de-escalation training, and evidence-based practices shown to proactively reduce physical restraint and eliminate isolation.

Improve Data Collection and Reporting

The workgroup recommends changes to the current data collection and reporting system regarding restraint, including requiring all public schools, comprehensive educational programs serving public school students, and nonpublic agencies in the state to collect and report restraint data to OPSI.



2023 Legislative Session

- HB 1479 did not pass the Senate.
- Rep. Callan was able to secure funding for professional development and grants to reduce restraint and eliminate isolation.
 - Grants for district demonstration sites
 - Statewide Professional Development
 - Dr Ross Greene
 - Stakeholdering with educators, administrators and teachers to develop formally
 - OSPI will produce a manual in collaboration with partners
 - To support reduction/elimination
 - Data collection
 - Q&A



The Six Core Strategies

Developed by National Association of State Mental Health Program Directors these strategies were developed through extensive literature reviews and dialogues with experts who have successfully reduced use in a variety of settings for children and youth across the United States and internationally.

<https://www.nasmhpd.org/sites/default/files/Consolidated%20Six%20Core%20Strategies%20Document.pdf>



The Six Core Strategies (1)

- **Leadership Towards Organizational Change** - emphasizing that efforts to create a violence free environment are most successful when facility executives provide guidance, direction, participation and ongoing review of the project, beginning with assuring that the facility's mission, philosophy of care and guiding values are congruent with this initiative.



The Six Core Strategies (2)

Using Data to Inform Practice - monitoring performance and sharing data.

The use of restraint or isolation, particularly when there is **repeated use** for an individual student, multiple uses within the same classroom, or multiple uses by the same individual, **should trigger a review** and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should develop them

The Six Core Strategies (3)

- **Workforce Development** -
reshaping hiring, training
and job performance
practices to promote
trauma informed,
recovery-oriented, non-
coercive care.



The Six Core Strategies (4)

- **Use of isolation/Restraint Reduction Tools** - including trauma assessment, primary prevention and de-escalation strategies, and calming environments.



Effective Research Supported Alternatives to Restraint and Isolation

1. Curriculum-Based Strategies

- School-wide social emotional learning (SEL) curriculum
- Predictable scheduling
- Increased choice making
- Teaching FBA guided skills

2. Behavior Support Strategies

- School-wide MTSS implemented with fidelity across intervention tiers and for ALL students.

3. Relaxation-Based Strategies

- Creating calming areas in the classroom and in the school. Multi-sensory de-escalation spaces

4. Conflict De-escalation strategies

- Life Space Interviewing
- Motivational Interviewing
- Conflict cycle/crisis management training for all staff.

2015, Reducing the Use of isolation and Restraint in Schools, Joseph B. Ryan, Ph.D., Clemson University.



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The Six Core Strategies (5)

- **Student and Family Input-** providing full and formal inclusion of students and family members in a variety of decision-making roles in the organization.



The Six Core Strategies (6)

The “What’s Up” Intervention Guide

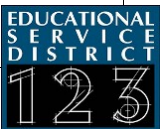
Debriefing Strategies -
analyzing
restraint/isolation events
to mitigate further trauma
and to gain knowledge
that informs policy,
procedures and practices.

Student: _____ Date: _____ Staff: _____

Phase 1: Provide Empathy - Gain Understanding <i>Make a neutral observation about child's challenge/ problem and ask, "what's up?" Explore who, what, where, when and why of a problem. Provide reassurance.</i>		
The problem is/ was:		
Phase 2: Define the Problem – Identify Adult Concern and Child's Concern		
Adult Concern:		
Child's Concern:		
Phase 3: Invitation to Brainstorm Solutions <i>Restate concerns and invite child to take a first shot at possible solutions, "I wonder if there's a way... Do you have any ideas?" Solutions must be possible and mutually satisfying.</i> <i>Solutions generally involve: 1. Ask for or seek help 2. Give a little 3. Do it a different way</i>		
PROVIDE 3 POSSIBLE SOLUTIONS		
Possible Solution 1:	Possible Solution 2:	Possible Solution 3:
LIST THE EFFECTS OF EACH SOLUTION FOR CHILD & OTHERS		
Effects of Solution 1:	Effects of Solution 2:	Effects of Solution 3:
THE BEST SOLUTION <i>List the solution from above that results in the best outcomes for all involved.</i>		
After thinking about the effects, I have decided that the best solution is:		
COURSE OF ACTION <i>List the steps that you would take to achieve the chosen solution. Will you need help?</i>		
To reach my solution, this is what I would do:		



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