



Serving Students in their Home Schools:

A CASE STUDY ON ELIMINATING RESTRAINT
WITH A NEURODIVERSITY LENS



ShiftedPerspectives.com



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**Frequent
3 person restraint**

1 hour school day

**Self-injury until
bleeding / vomiting**

**No functional
communication**



**When we
plan for all
students as
administrators,

how often do we truly
mean ALL students?**

1 hour school day

Self-injury

No communication

Frequent restraint



(*images and identifying information of student have been removed on the posted presentation)

Meet Student*

(*images and identifying information of student have been removed on the posted presentation)



No communication

Frequent restraint

1 hour school day

Self-injury



**Does a student like
this come to mind?**

Not sure how to serve
the student...

Team wonders if their
program is the right fit...

Considering out of
district placement...



Mental Model of Disability

Medical Model of Disability

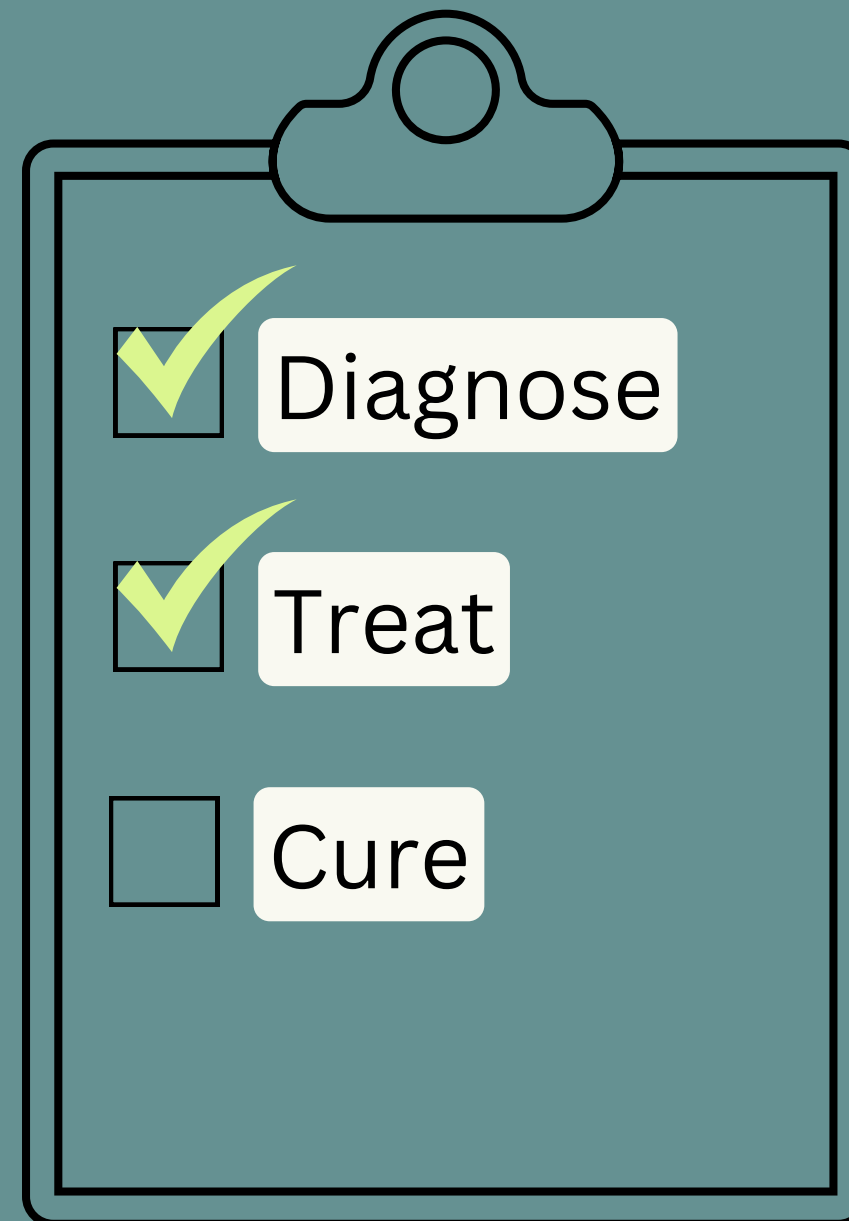
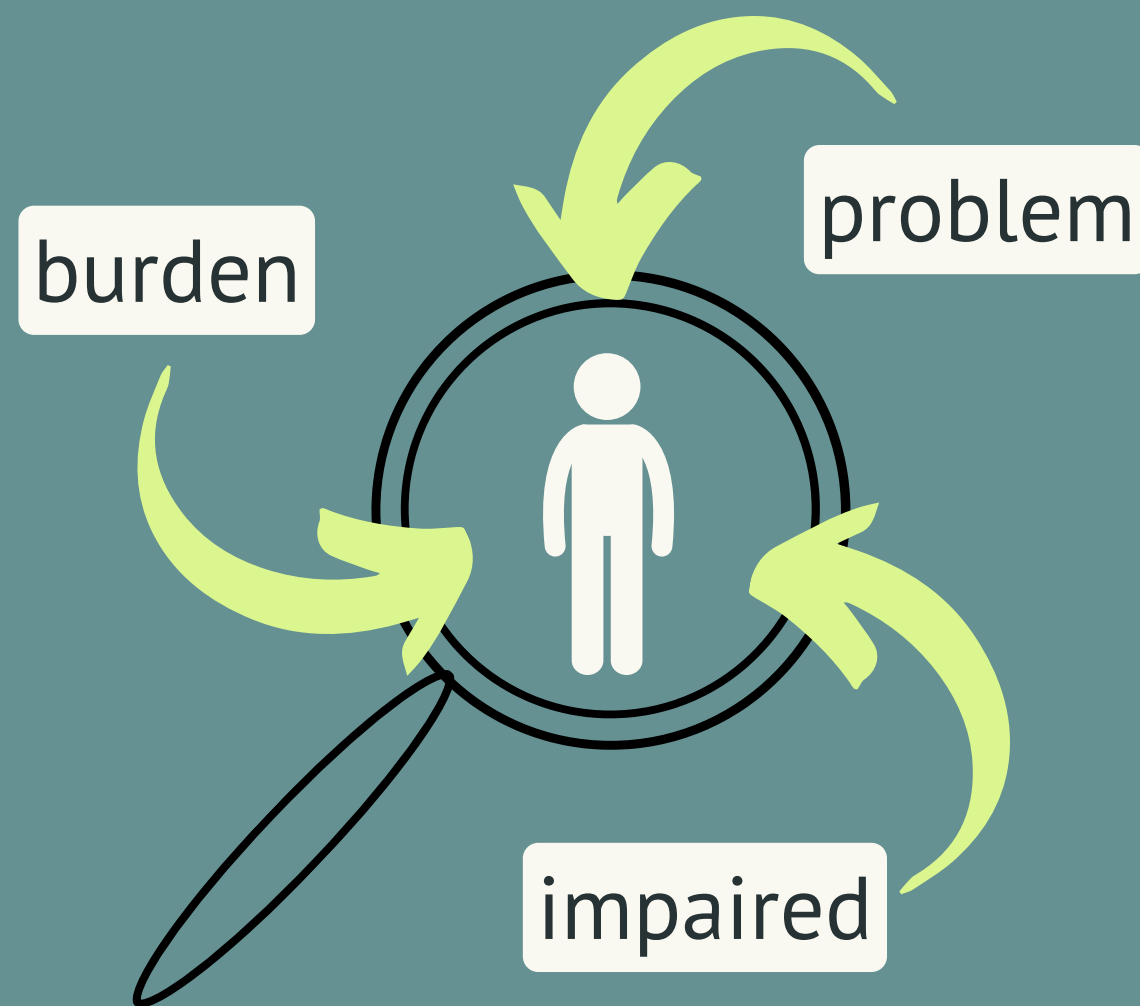
LENS



ACTION



CONCLUSION



Social Model of Disability

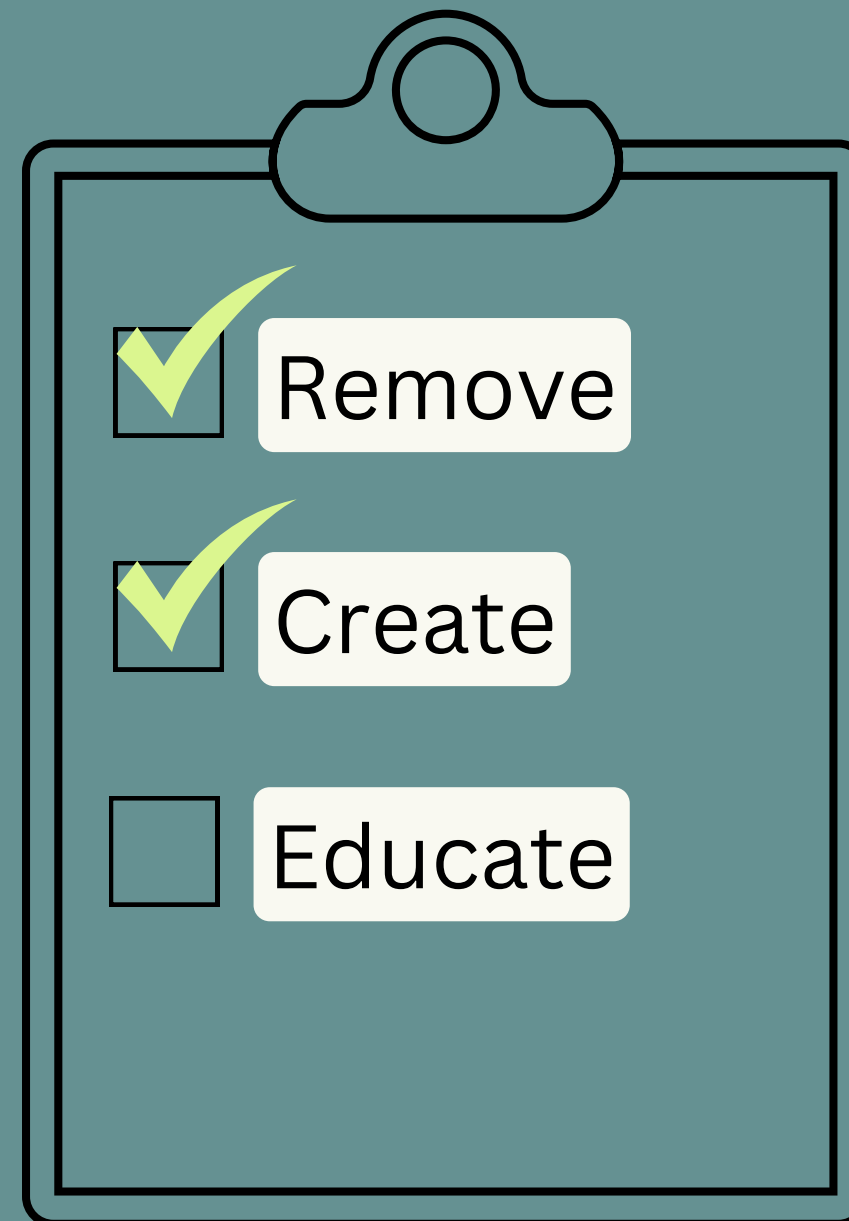
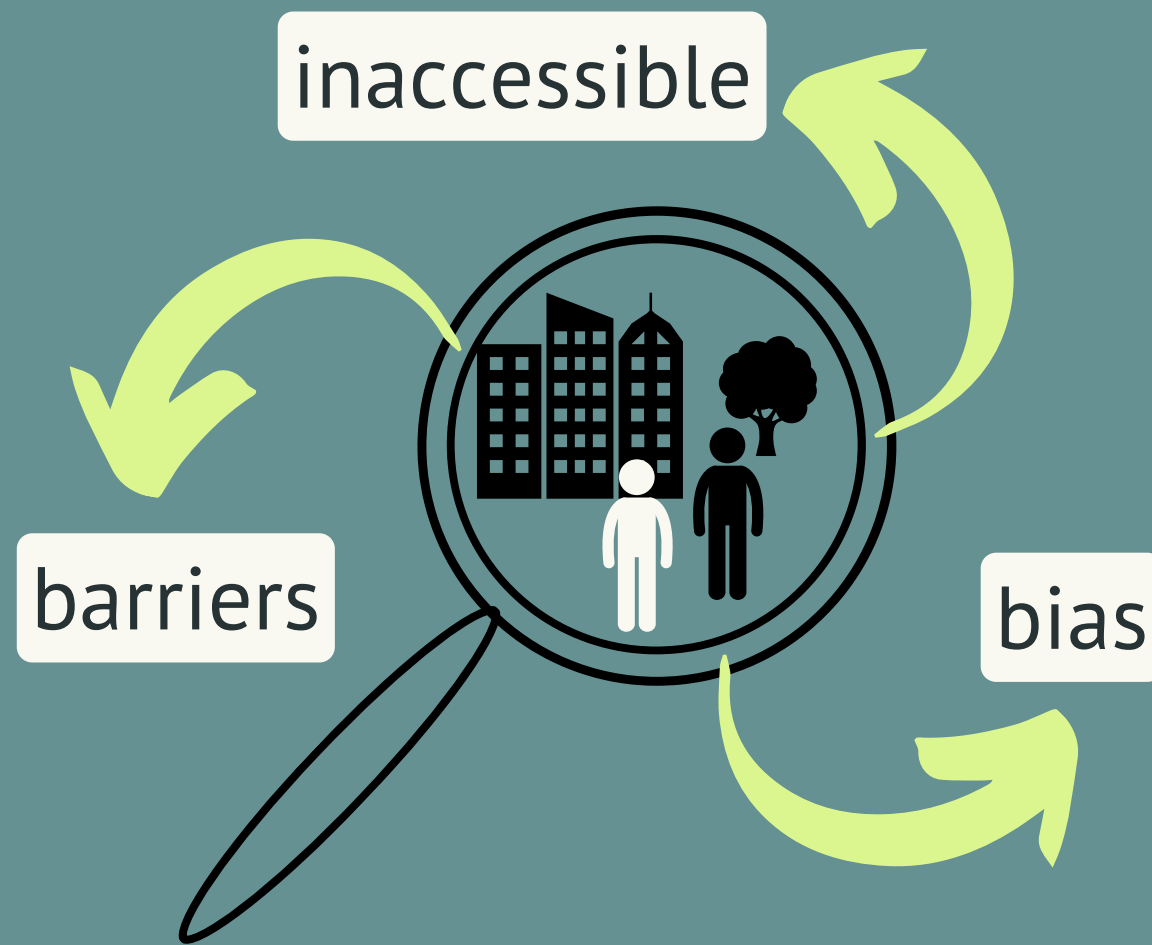
LENS



ACTION



CONCLUSION



Social Model of Disability



Social Model of Disability



Neurodiversity



— “ —

I feel like people are always telling me the things I need to do to fit in with the other kids, but no one tells the other kids the things they can do to make me feel like I belong.

-- Neurodivergent student, age 13

— ” —

Source: icannetwork.online



*Kids do well
if they ~~get a sticker~~
can!*

Supports

ENVIRONMENTAL SUPPORT



(*images and identifying information of student have been removed on the posted presentation)

Structured Teaching



It's a
keeper!

Addressed Barriers:

- lack of predictability
- cognitive overload

ENVIRONMENTAL SUPPORT



Reward System



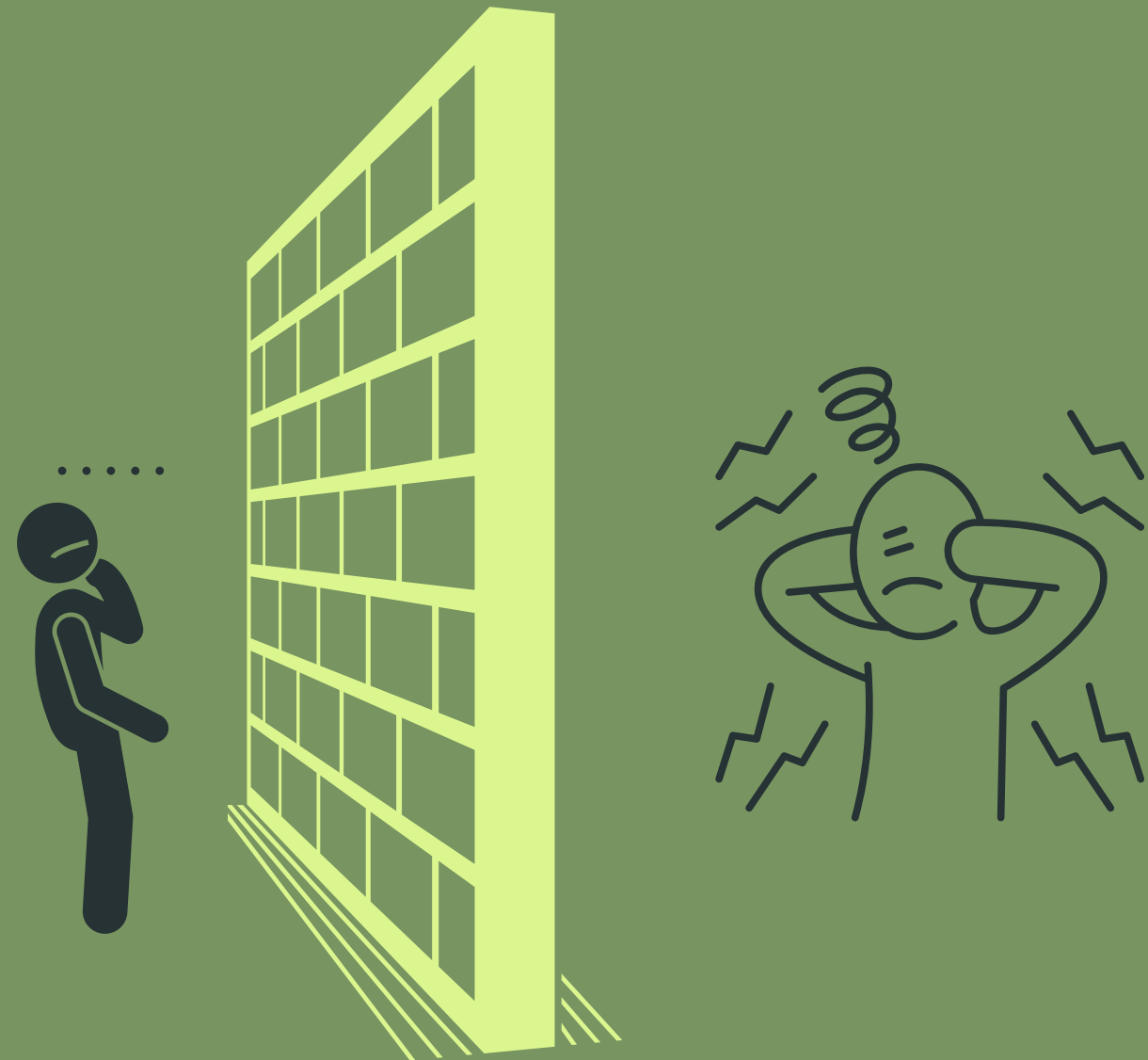
It's gotta
go!

Assumptions made:

- lacking motivation
- has the skills to meet expectations

BARRIER

Sensory Overload



ENVIRONMENT SHIFT

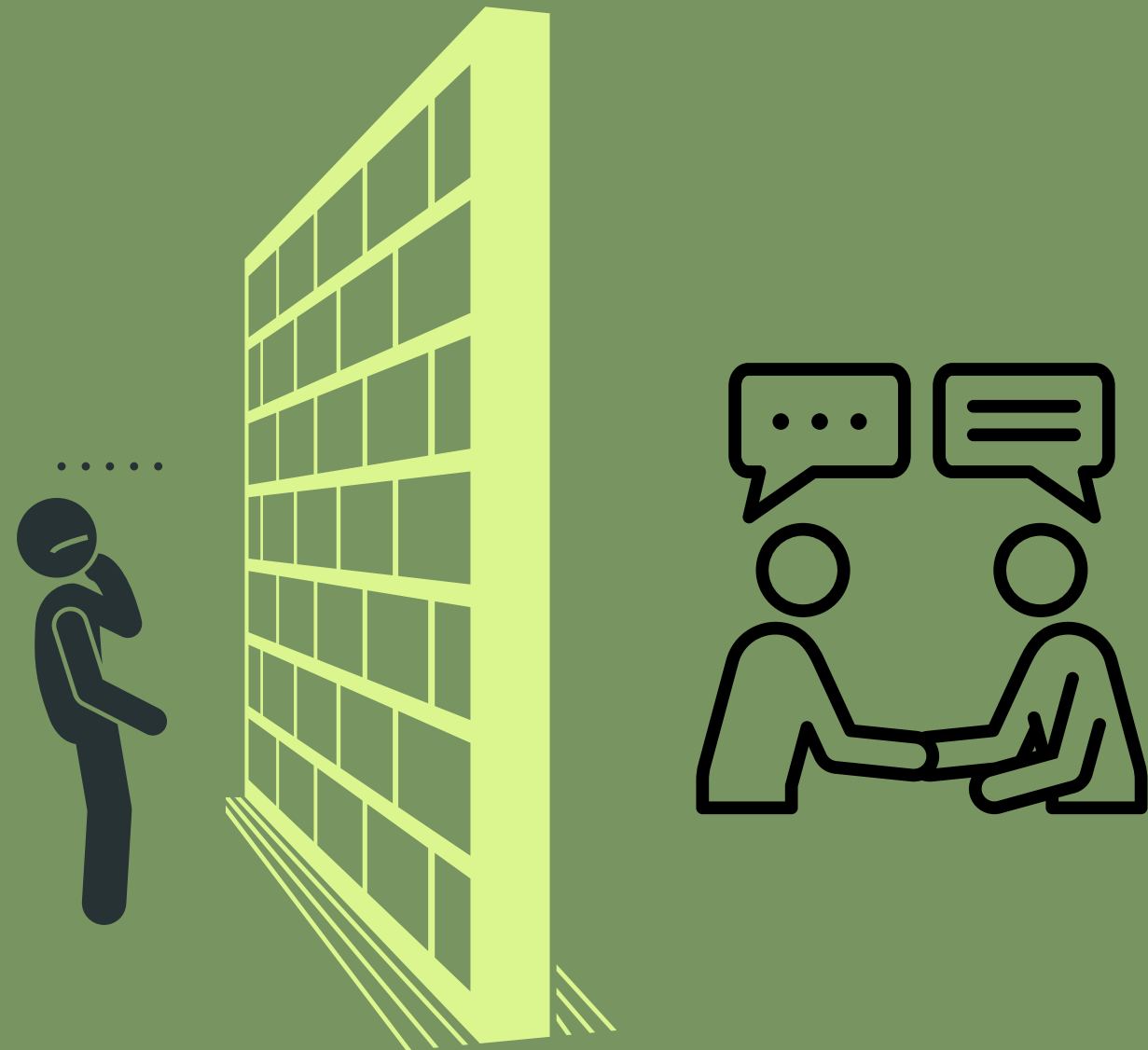
Classroom



(*images and identifying information of student have been removed on the posted presentation)

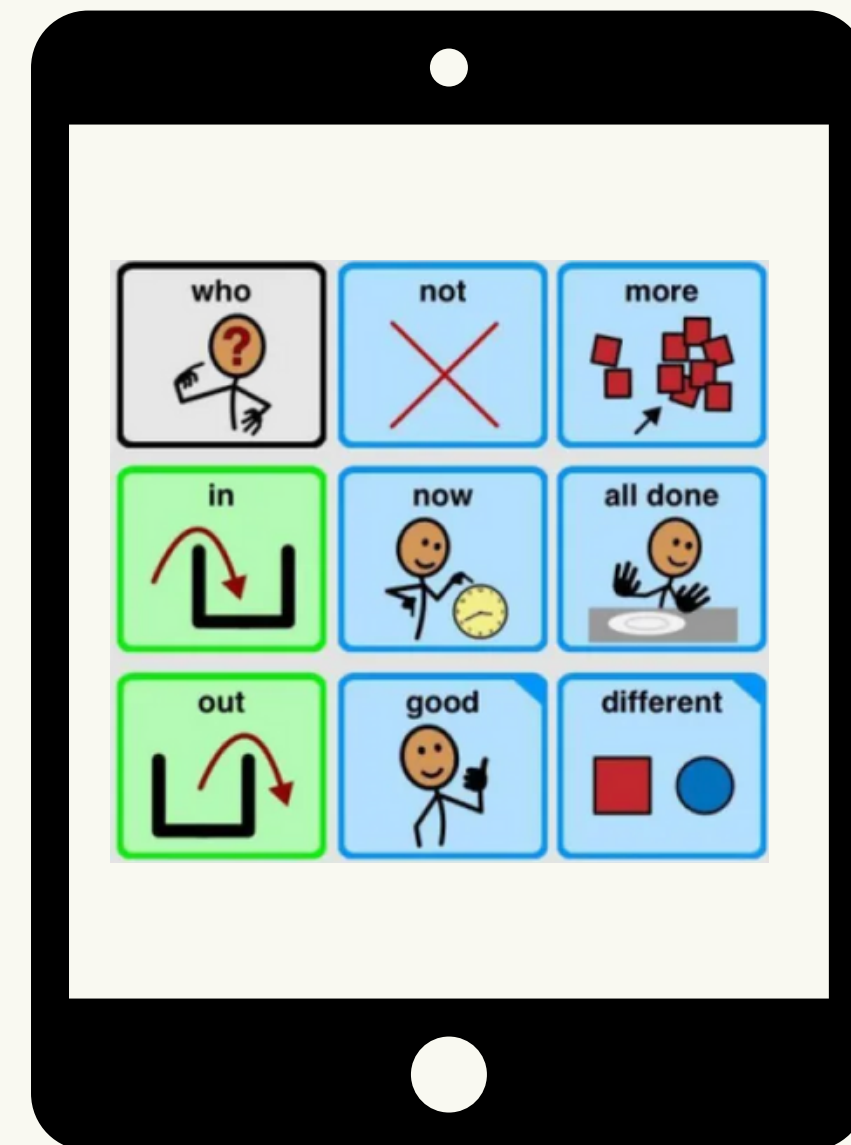
BARRIER

Accessible Communication



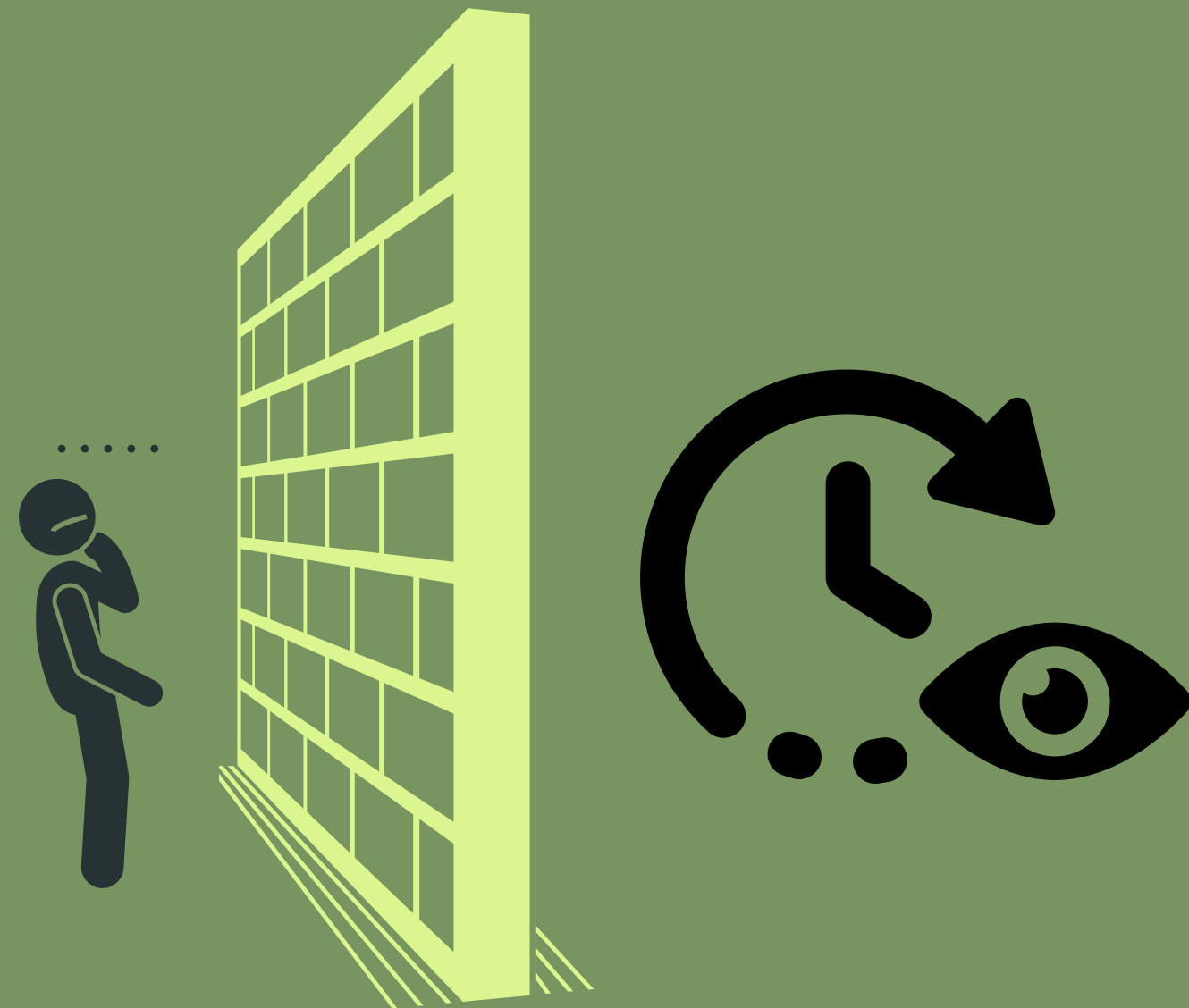
ENVIRONMENT SHIFT

AAC




BARRIER

Lack of Predictability



ENVIRONMENT SHIFT

Tips & Scripts

 Timmy Smith	Strengths:
	Concerns:
	Health Notes:

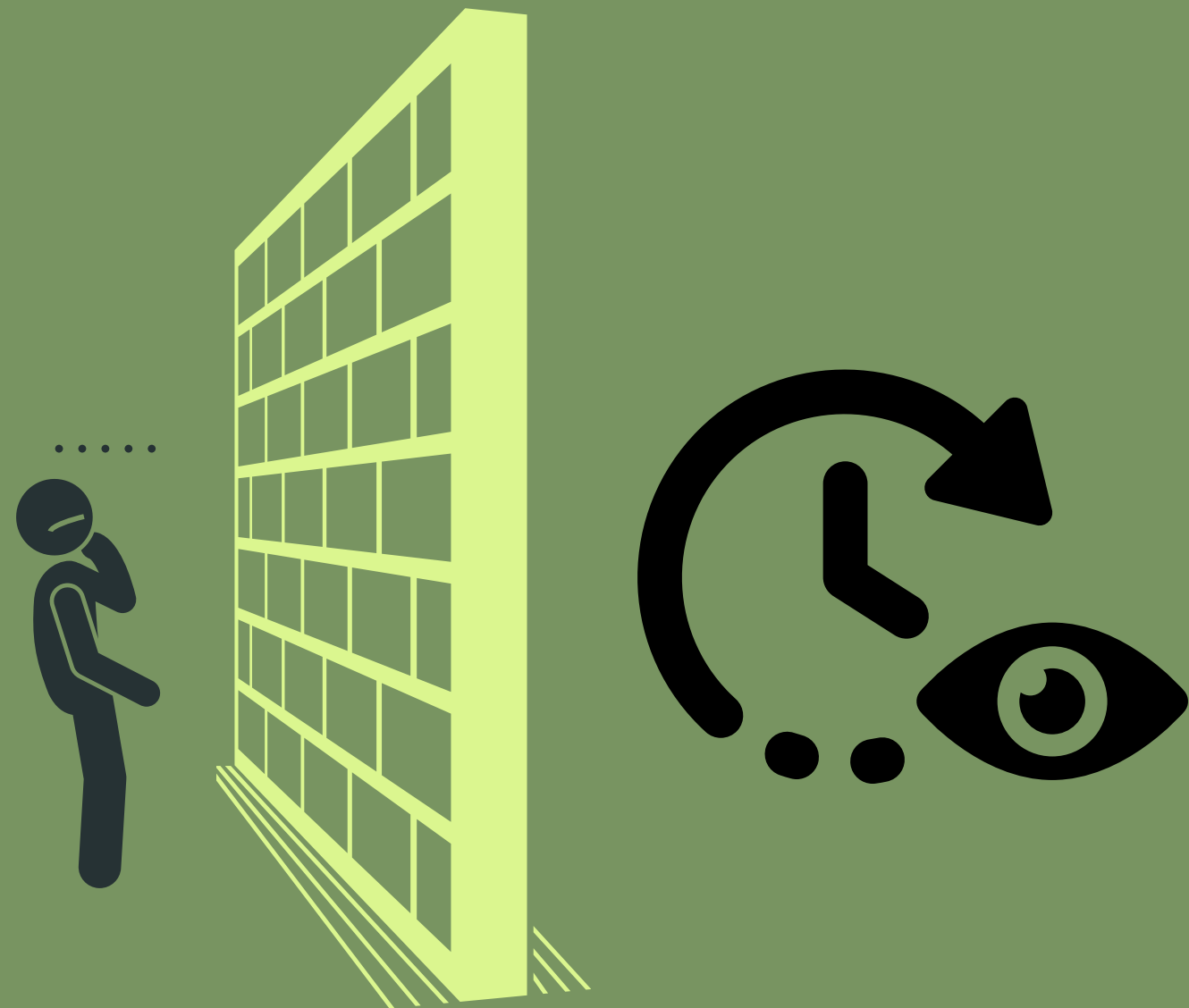
Tips	Scripts
<input checked="" type="checkbox"/> General tips for working with the student can go here	“ The exact script the adult might say that goes along with the tips can go here
<input checked="" type="checkbox"/> General tips con't	“ General scripts con't
<input checked="" type="checkbox"/> General tips con't (add as many as needed)	“ General scripts con't (add as many as needed)
<input checked="" type="checkbox"/> Tips related to using Structure 1 with the student can go here	“ The exact script the adult might say related to Structure 1 can go here
<input checked="" type="checkbox"/> Structure 1 tips con't	“ Structure 1 scripts con't
<input checked="" type="checkbox"/> Structure 1 tips con't	“ Structure 1 scripts con't
<input checked="" type="checkbox"/> Tips related to using Structure 2 with the student can go here	“ The exact script the adult might say related to Structure 2 can go here
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<input checked="" type="checkbox"/> Structure 2 tips con't	“ Structure 2 scripts con't
<input checked="" type="checkbox"/> Tips related to using Structure 3 with the student can go here	“ The exact script the adult might say related to Structure 3 can go here
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<input checked="" type="checkbox"/> Structure 3 tips con't	“ Structure 3 scripts con't

For questions, contact: Ms. Jones (case manager)

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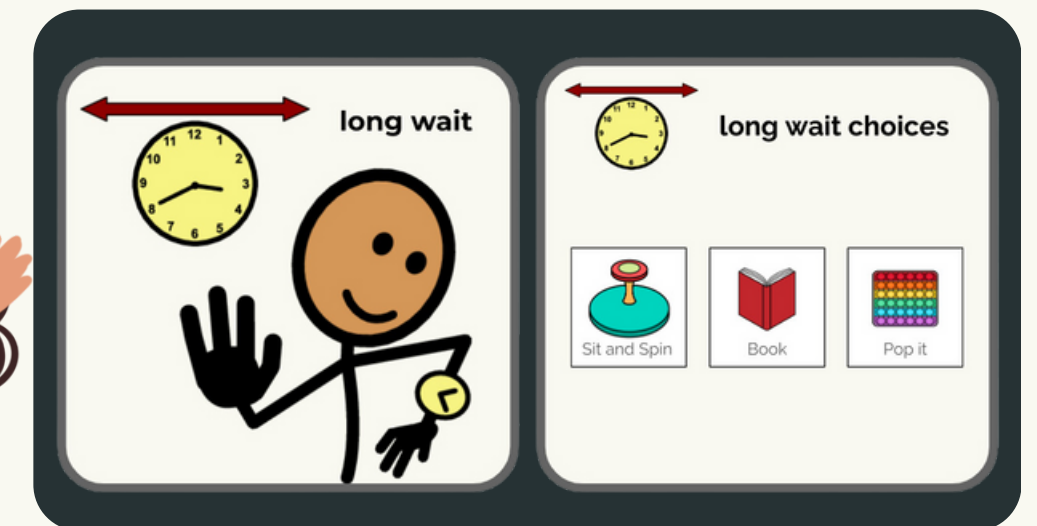
BARRIER

Lack of Predictability



ENVIRONMENT SHIFT

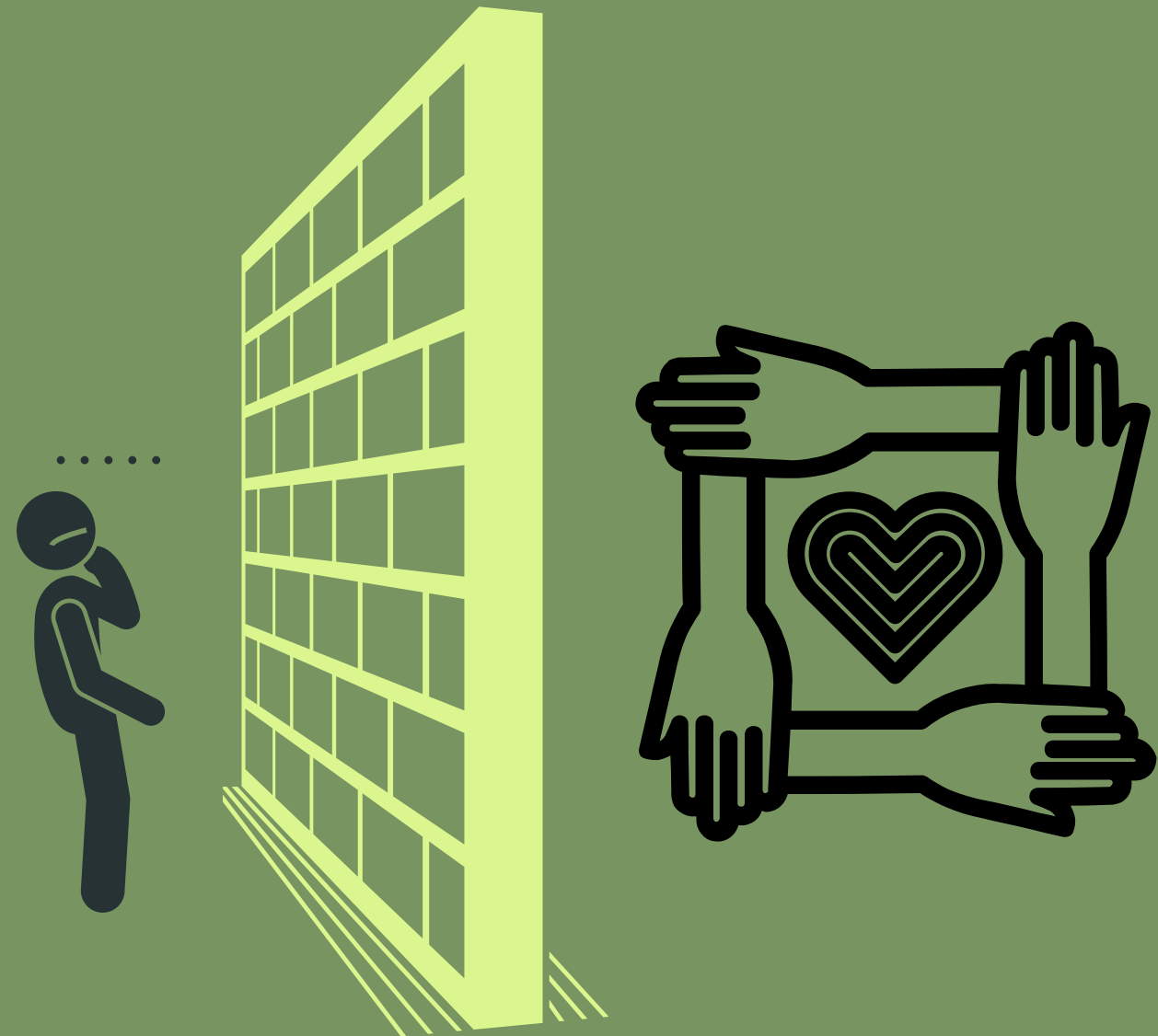
Wait System



(*images and identifying information of student have been removed on the posted presentation)

BARRIER

Lack of Belonging



ENVIRONMENT SHIFT

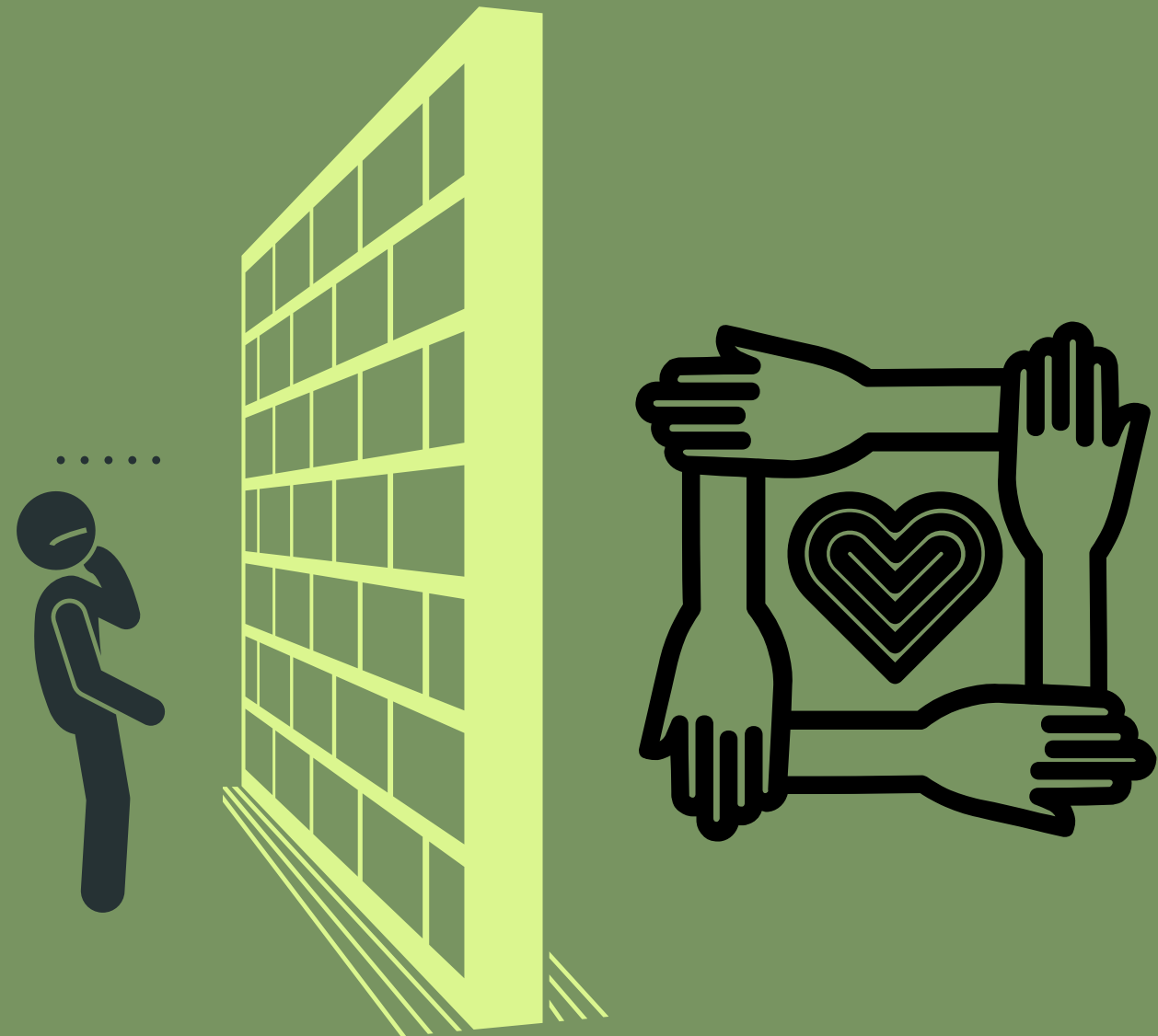
Include Interests



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BARRIER

Lack of Belonging



ENVIRONMENT SHIFT

Making Connections



(*images and identifying information of student have been removed on the posted presentation)

BARRIER

Lack of Autonomy



ENVIRONMENT SHIFT

More System



(*images and identifying information of student have been removed on the posted presentation)



(*images and identifying information of student have been removed on the posted presentation)

Outcomes

(*images and identifying information of student have been removed on the posted presentation)



Increased Communication

Safe, Happy

Full Day School

Learning & Independent

Increased Engagement & Independence

- Increased **communication**
- More opportunities and longer sessions of **teacher-directed** times
- Increased **independence** throughout school day
 - following a schedule
 - independent work

(*videos and identifying information of student have been removed on the posted presentation)



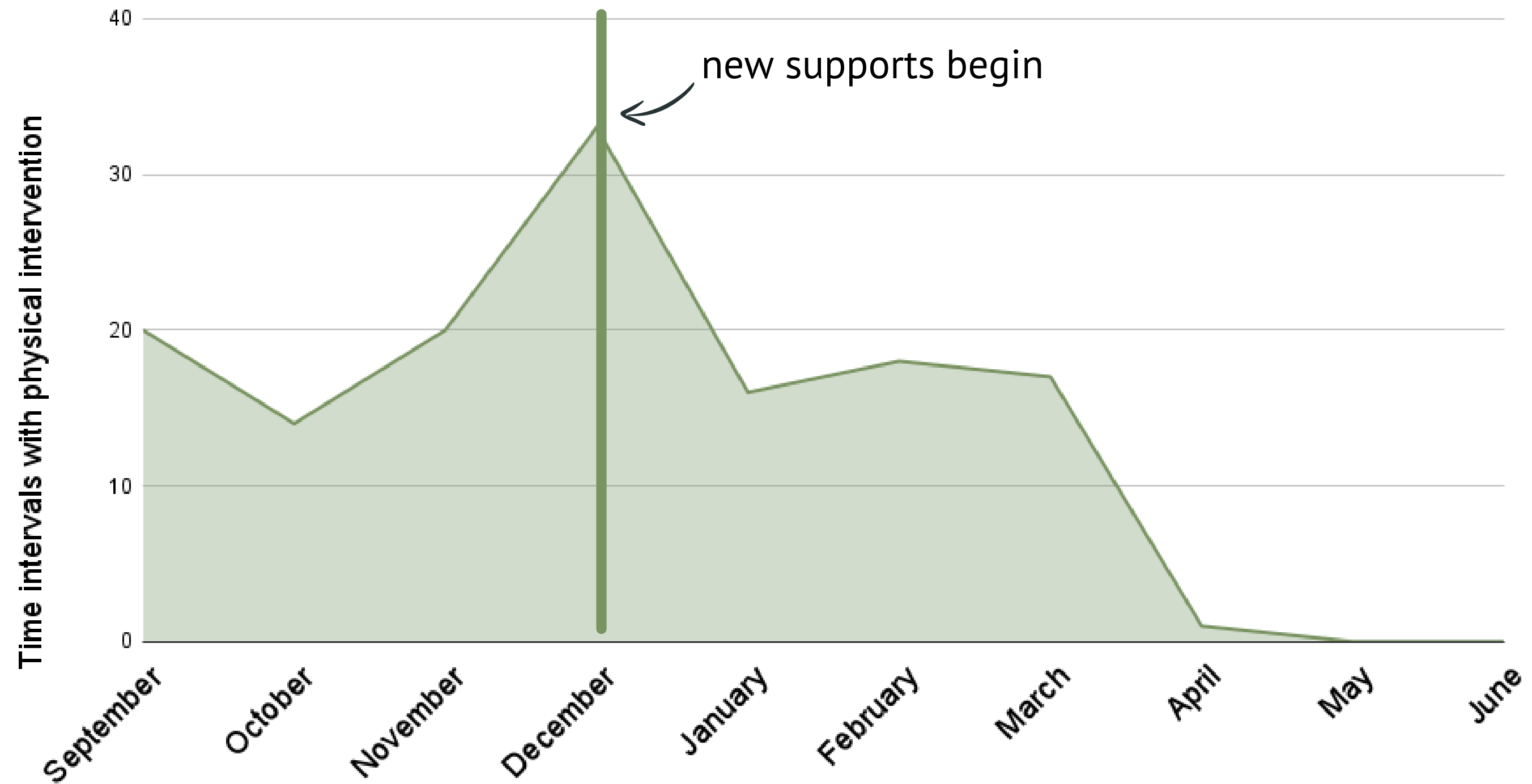
Increased Safety

- **Increased regulation** at school
- **Decreased severity** and frequency of dysregulation
- **Increased safety** towards herself and others
- **Eliminated restraint**

(*videos and identifying information of student have been removed on the posted presentation)



Elimination of Physical Intervention



Broad Impact

Replicable Outcomes for Other Students

- Increased time in the **general education** setting:
↳ LRE 3 (0-30%) to LRE 1 (80-100%)
- Increased independence and **decreased adult support**
- **Daily** unsafe stress responses to **zero** unsafe stress responses
- **Eliminated** use of **physical intervention**



Questions & Discussion

