

U CAN'T TOUCH THIS: LEADERSHIP MOVES TO REDUCE RESTRAINT AND ELIMINATE ISOLATION

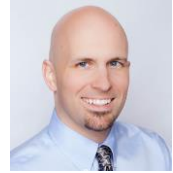
Patrick Mulick BCBA



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- Graduate of Gonzaga University
- Former NBCT in Special Education
- Nationally Recognized Speaker
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Continuous improvement is
better than delayed
perfection.

Mark Twain

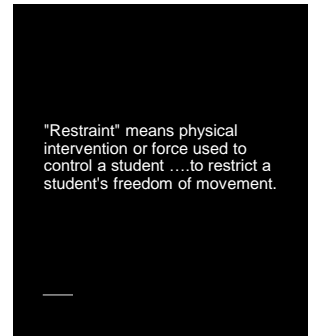


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"Restraint" means physical intervention or force used to control a studentto restrict a student's freedom of movement.



"Isolation" 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 behavior intervention plan.

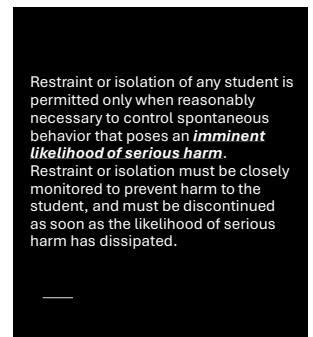


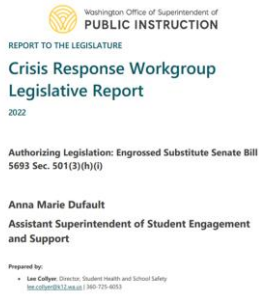
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Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an **imminent likelihood of serious harm.** Restraint or isolation must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated.





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"During the first few weeks of Kindergarten [my son] was restrained at school during a meltdown. The experience added to his trauma and eroded our trust with the administrators who restrained him. We felt we had no choice but to keep our child home to keep him safe, until the school could implement a plan that didn't involve restraint."

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"I found out [my son] was receiving regular instruction in that locked isolation room without my knowledge or consent. He took several strides backwards in development and was left with school-based trauma with an aversion to any academic schoolwork."

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Coming Into the Light:
An Examination of Restraint and Isolation Practices in
Washington Schools

Disability Rights Washington
ACLU of Washington



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"They don't treat you like people; they just grab you," said Christopher, curled up on his Star Wars sheets, holding his knees to his chest. He spoke about being shoved into a seclusion room. "It was hell —" Christopher said, glancing at his mom in the bedroom doorway. "Can I say that?" She nodded. "It was hell," Christopher repeated.

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"If I get put in a restraint, it is traumatizing," said a student and sexual assault survivor. "I can find a way out, but it gives me PTSD and trauma, going hands on. I don't like to be touched." This student also shared that teachers assumed he was aggressive because he is black. "You get blamed for things. You get looked at as a weapon. I don't like that. People look at me as an assaultive Black African American teenager. I get looked at way differently. I'm a regular kid."

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Quick Reality Check

- We must do better
- This work is messy and hard
- No one has it all figured out
- We must move from shame to support
- We can get better together



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Grit is tenacity, hanging in, and not giving up. Having grit means seeking the best solution, not the easiest, and accepting difficulties and hard work as a natural part of tasks.

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**Embrace the struggle,
this is the work.**

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The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in King County
- Very diverse community
 - 44% of students live in multilingual households
 - 11% of students are new to the country within the past two years
 - 111 languages spoken



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Self-Contained Programs in the Auburn School District



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The Restraint and Isolation Steering Committee

- 6 central office administrators
- 8 building administrators
- 1 school psych
- 1 BCBA
- 1 Paraeducator
- 1 BIS
- 2 special education teachers
- 2 general education teachers

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Road to Improvement

Increase awareness of practices related to restraint and isolation and the impact

Improve training and support to those who need to be trained

Improve data tracking system and support proper documentation

Improve FBA/BIP practices

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The Coaching Model

Percentage of teachers transferring learning to the classroom

	Knowledge	Skill	Transfer
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Coaching	95%	95%	95%

Joyce & Showers findings . . .

Coached teachers . . .

- Practice more frequently and develop greater skill
- Use new strategies more appropriately
- Exhibit greater long term retention of knowledge and skill
- More likely to explain the new strategies to their students
- Greater cognition about purpose and use to think with new strategy

Student Achievement Through Staff Development Bruce Joyce & Beverly Showers ASCD 2002

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My job feels like I am trying to do a puzzle where the pieces are always moving. As each piece moves, it is constantly changing into a different shape. Also, the puzzle is on fire. The pieces in my hand are on fire, the table and the floor are on fire. Everything is on fire, including me.



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Just like with your students, you must meet adults where they are at and not where you want them to be.

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Thinking Outside of the Box



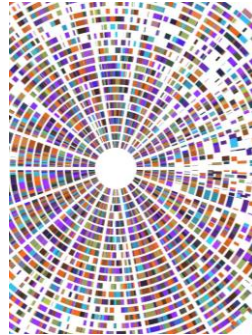
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"When you work in the clinic or in the home, you are all the lanes. When walk into the school, you are just one of the lanes and you must learn to stay in it and not step on the toes of others."

-Mariah Angele, BCBA



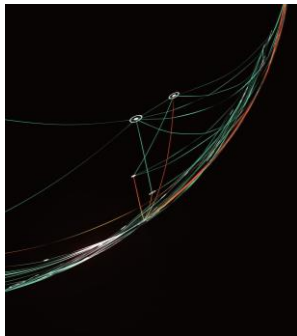
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Where it goes wrong with BCBAs in schools

- BCBAs are overloaded
 - Does not get to work on proactive systems
 - May not have time to develop the needed positive relationships
 - Does not have the chance to see the plan all the way through
- Coming in late in the game (after a long pattern of undesired behavior)
- When used to compensate for the lack of tiered supports
- Little buy in from the building staff
 - Can be viewed as a barrier to more restrictive settings and not as support
 - Is not fully integrated as a part of a team in a building

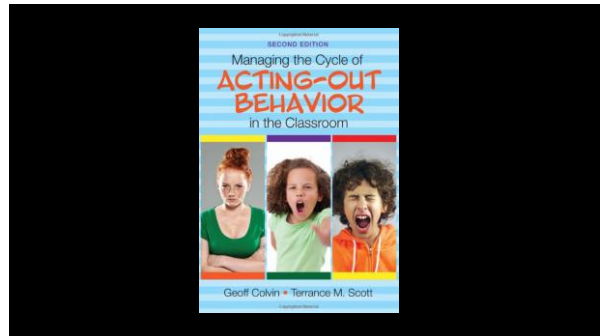
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How it can go right with BCBAs in schools

- District staff understand the scope of practice of the BCBA
- There is a timeline for BCBAs to reach out to when ethical issues arise
- There is a professional community in which to grow
- Collaboration Agreements
 - Provide access to people and records
 - Clear definition of the BCBA's role
 - Clear timeline of tasks to be accomplished and who will do what
 - Clear understanding of the nature and extent of BCBA support for each case

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Documentation of Restraint/Isolation

B I U ☐ 🔍

This form is to be filled out by certificated or administrative staff only. Please be sure you are logged in to Google using your own work account when you submit this form.

This form is required following the restraint or isolation of any student. The required procedures of documentation and notification indicated below must be followed/completed to ensure compliance with RCW 28A.600.485. Note that all data recorded here is public record, and most will be shared directly with parents, so please phrase your responses with care.

Summary of timeline requirements:

- Inform principal **immediately (same day)**
- The student's parent/guardian must be verbally contacted to discuss the incident (by principal or designee) **within 24 hours**; this conversation must include a discussion of the event and provide parents/guardians an opportunity to give their recommendations for changes in the student's plan to reduce/prevent the need for future restraint and isolation. Because you will be recording the summary of the conversation in the form, you must have this conversation prior to completing the form.
- Submit this form **within 2 days** of the event.
- Either email or print and physically mail the parent report to parents/guardians **within 2 days** of the event (parent report will be created automatically and emailed to you when you submit this form)

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Reporting Form

- Reporting staff name
- Name(s) of staff administering restraint/isolation
- Student full name
- Date of incident
- Name of school
- Location where restraint/isolation took place
- Names of all staff involved
- Restraint, isolation, or both?
- Time restraint/isolation began
- Duration of restraint/isolation
- Type of restraint/isolation

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Reporting Form

- Description of behavior that posed an imminent likelihood of serious harm that led to the incident
- Was a disciplinary school removal imposed?
- Antecedent
- What de-escalation strategies were attempted prior to the restraint/isolation?
- How did the student respond after the restraint/isolation?
- What are your recommendations for changes in the student's plan to reduce/prevent the need for future restraint/isolation?
- Was the student injured?
- Description of Medical Care
- How many staff were injured (if any)?
- Description of Staff Medical Care
- Summary of discussion with parent and when that took place

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Send

- A form letter is sent to the creator. Google Translate can be used if needed. This letter is then forwarded home via email and printed and sent home.
- A receipt with all information is sent to the creator.
- All information is sent to a district's master sheet.
- All administrators are sent an email that restraint/isolation took place in their building that day.

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Training

All staff who respond to and support the de-escalation of student behaviors in buildings must be trained in Safety-Care. This includes but is not limited to responding to:

- Property destruction
- Elopement
- Verbal or physical aggression
- Room clears
- Fights

All staff who interact with students who may escalate may take the "Foundations in De-escalation" course.

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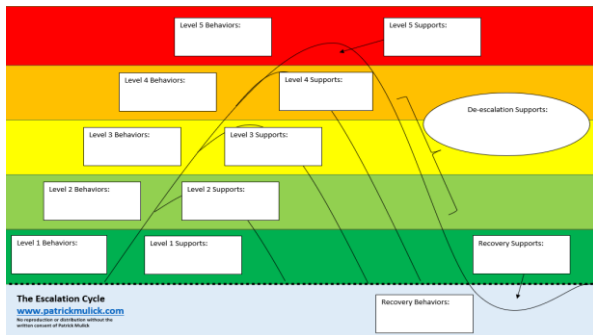
Mindset Matters

I would rather _____ than restrain a student, and I am prepared to do so.

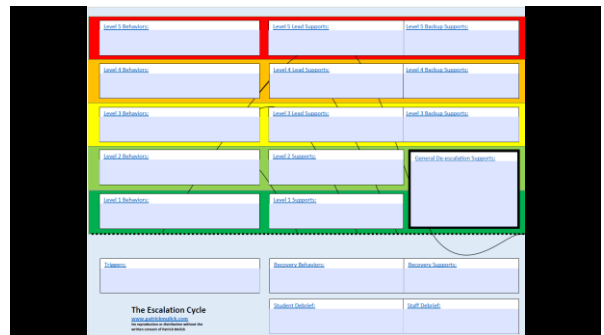
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Questions to ask yourself

- What information is being shared to all staff about the use of restraint and isolation?
- What high quality training is being provided to staff on proactive and reactive behavior supports? Who is getting what?
- How user friendly is your reporting system? Are staff appropriately documenting when restraint or isolation takes place?

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