Seclusion and Restraint

- An issue of concern nationally, statewide and at the local level.
- Restraints/seclusion is an emergency procedure; not an educational strategy.
- Responsibility of public schools to teach all students in the least restrictive environment.
Seclusion and Restraint: Conflicting Views
Duties of Educators

- Duty to Educate
- Duty to Supervise
- Duty to Prevent
- Duty to Protect

- Peterson, 2012
MCCSC: addressing the issue

- Crisis Intervention Training < 1995
- PBIS – 2004
- Administrator Trainings
- Well Managed Classroom/Schools – 2010
  - Teachers and other staff
  - Building Administrators
PBIS

- PBIS – Positive Behavioral Interventions and Supports
  - Provides a framework for how the school organizes intervention
  - Includes procedures and interventions for all students
  - Clear behavior expectations for students and staff
  - Focus on teaching appropriate behaviors
Well Managed Classroom

- Focuses on the environments, examples, and skill deficits rather than the student as the problem
- Attempts to develop skills for the student that will help him or her be successful in many environments
- Teaches replacement behaviors and helps to create positive experiences
- Encourages positive approaches
- Is an ongoing process

Boy’s Town, 2012
Well Managed Classroom

- Implemented in all Bridges to Success classrooms
  - 5 days initial intensive training for teachers
  - Annual training for paraeducators
- Administrative Intervention Training
  - > 30 staff since 2009
  - + 10 fall 2014
- Implementing in schools beginning in 2009
  - 6 district WMC trainers
    - Provide 2 day WMC training annually
Dr. Reese Peterson – 2012 training for administrators

Agenda

- Definitions;
- Dangers & Abuses; Why is this happening?
- Research on Restraint & Seclusion
- Litigation, Law & Policy
- Organizations- failure of programming
- Duties of Educators

Break/Questions?

- What should your school be doing?
  - Developing school policies
- Issues & Questions
  - Training
  - Data requirements
  - IEPs and Plans
  - Prevention/ Reducing the use
  - Requirements for Seclusion
  - Other questions?
Dr. Perry Zirkel – 2013
training for administrators

- Emerging Issues in Special Education
  - Review of Seclusion and Restraint Laws both Nationally and in Indiana Law
  - Review of the Indiana Model Seclusion and Restraint Plan
CPI training

- CPI = *Nonviolent Crisis Intervention*
- Incorporates positive behavioral interventions and supports (PBIS)
- Focuses on verbal de-escalation
  - “the very best way to avoid injury is to avoid the need to restrain in the first place”
  - Teaches restraint as a last resort

- 2010 CPI
CPI training

- CPI training teaches
  - Recognizing signs of escalating behavior
  - Nonverbal behavior
  - Empathic Listening
  - Antecedents to behavior/precipitating factors
  - Rational Detachment
  - Sensory Factors
  - In addition to
    - Personal safety techniques

- 2010 CPI
Unit I: The CPI Crisis Development Model℠

Parallel PBIS Concepts

- Early intervention can reduce or prevent problematic behaviors.
- Changing inappropriate individual behavior requires changing staff behavior.
- Awareness that consequences, including staff responses, can inadvertently maintain a given unacceptable behavior.
- Both desirable and undesirable behaviors have a function.
- Behavior has a purpose or function.
- Behavior is often a form of communication.
- Most inappropriate behavior may be predictable and linked to specific places, people, or events.
- Develop three to five clearly stated organization-wide behavior expectations, and a minimum of four positive redirections for demonstrating these expected behaviors.
- A relationship-based approach fosters person-centered, respectful interactions between staff and the individual.
- Build routines; create relationships; provide rules/expectations; acknowledge with rewards or reinforcers.
- Engineer effective settings; fix the system rather than fix blame; teach skills to the individual, staff, and families.

Citation: Association for Positive Behavior Supports
Nonviolent Crisis Intervention Training

- 2012-2013
  - 11 trainings
  - 129 staff trained

- 2013-2014
  - 12 trainings
  - 132 staff trained

- 2014-2015
  - 12 trainings scheduled
Nonviolent Crisis Intervention Training

- CPI is recognized nationally
- 7 MCCSC corporation trainers
- Every building has a Crisis Team that includes staff who are trained in CPI and other crisis techniques
- All staff in self-contained classes are trained
- Initial training is 12 hours
- Refresher training each year for 3 hours
MCCSC: addressing the issue

- PBIS strategies are the overall framework and procedures
- Well Managed Classroom techniques teach specific skills to students who need them
- CPI techniques are emergency procedures to de-escalate potential crisis situations and intervene safely if necessary.
MCCSC: Seclusion and Restraint

- continuing trainings for staff
- MCCSC policy adopted January 2013
  - Includes documentation of incidents,
  - Parental notification
- MCCSC Seclusion/Restraint Documentation revised September 2013
- MCCSC guidelines developed June 2014
MCCSC: next steps

- Ongoing trainings
- Heather Ormiston, Ph.D. – Behavior Specialist; PBIS Trainer
  - Pulling together all the pieces of the puzzle
  - Accessing building needs
  - Working with staff implementing current programs
Thank you!