



Board of Education Seclusion and Restraint Presentation

September 22, 2020

Tenets of Our Policy

- Frequent training for staff
- Build meaningful relationships with students
- Care, Wellfare, and Safety of students first
- Maintain students' integrity
- Seclusion and Restraint is only used as a last resort and is used if the student poses an imminent threat to themselves or others
- Debriefing with every staff and student involved after each incident of seclusion and or restraint
- Restore rapport or relationship with student after seclusion and restraint

Staff Training NVCI- “CPI”

Non-Violent Crisis Intervention

- Training is 90% verbal and non verbal de-escalation strategies, 10% physical interventions
- We define student behaviors- anxiety, defensive, risk behavior, and tension reduction
- We discuss what staff responses should look like-supportive, direct, and should always include building rapport with students
- We ask staff to take a closer look at their responses in order to avoid crisis
- Holding and disengagement skills and seclusion are used as a LAST resort , in case of emergency

Examples of when we have had to use Seclusion or Restraint

- A student has either attempted to harm another student physically or has already made physical contact with another student and was attempting to make contact again
- A student is exhibiting a self-injurious behavior that is extreme enough to cause bodily harm to themselves
- A student has either attempted to harm a staff member physically or has already made physical contact with another a staff member and was attempting to make contact again

District Response

- When a student displays behaviors that are frequently an imminent threat to themselves or others the district will do the following:
 - Hold a meeting with the family and school service providers
 - Set a regular meeting schedule with the family and any outside support personnel or agencies the family uses
 - Develop a Functional Behavior Analysis (FBA) and Positive Behavior Support Plans (PBSP) that includes an Emergency Intervention Plan (EIP).
 - Enlist the support of district Board Certified Behavior Analyst (BCBA) or WISD Academic and Behavior team
 - It is important to note that Seclusion and Restraint reporting became mandatory in the 2017/2018 school year.
 - 2017/2018 (2018/2019 report) school year data reflects 144 emergency or crisis situations. Of those, 8 students, or .01% of our special education student population (718), made up over 75% of the seclusion and restraint incidents. [CEPI REPORT](#)

Interventions

- When developing a Positive Behavior Support Plan the district will do the following:
 - Consult district BCBA or WISD team
 - Conduct Functional behavior assessment as a team (service providers and parents)
 - Collect ABC/Baseline data
 - Conduct observations across multiple environments/times (including home visits if parents agree)
 - Identify function of behavior
 - Create function based intervention
 - Preference assessment
 - Allows staff to identify activities and items that are most engaging/reinforcing to the student

Interventions

- When implementing a Positive Behavior Support Plan the district will do the following
 - Staff training of function based intervention
 - May be done as a group or 1:1
 - All staff receive a copy of the Positive Behavior Support Plan for the student whom they are supporting
 - Visual aids for adults to support implementation across people/environments
 - Continuous data collection
 - Wrap around meetings every 4-6 weeks to analyze effectiveness of intervention based on data
 - Changes to the IEP or development of an IEP based on data