

# Seclusion/Restraint Plan

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STAFF TRAINING PRESENTATION

PRODUCED BY: EXCEPTIONAL CHILDREN'S CO-OP

# IMPORTANT

## Please read carefully!

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This training is required for ALL school staff and must be repeated annually. There will be a quiz you must complete at the end of this presentation that will serve as documentation that you have completed this training.

# PURPOSE

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The purpose of this training is to train school personnel on the Seclusion/Restraint Plan which is based upon Indiana Administration Code concerning Seclusion and Restraint, and has been adopted by your school corporation.

# QUESTIONS?

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This plan is available in your school office. Consult with your school principal or behavior consultant if you have any questions concerning this Seclusion/Restraint Plan.

All students have a right to be treated with dignity and respect and to be free from abuse.

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# Appropriate Student Behavior...

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## Will be promoted...

- \* Let student know when they are doing the right thing and treating people the right way
  - \*Catch students being good
- \*Provide specific positive praise and give reasons why the behavior is important

## ...and Taught

- \*PBIS
  - \* Direct instruction in social skills
- \*Through Behavior Intervention Plans when necessary
  - \*Modeling
- \*Corrective feedback/corrective teaching

# For Students with Disabilities

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Any behavioral intervention used must be consistent with the most current IEP and Behavior Plan for that student if there is one.

All staff working with students with BIP's must be made aware of and know how to access behavior plans.

# Attempts should be made to de-escalate behavior prior to Seclusion/Restraint

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Possible positive behavioral interventions might include but are not limited to the following:

- Building (+) relationships early
- Providing 4:1 positive to negative interactions ratio
- Notice a need for a break
- Send student on errand /heavy work (i.e. carry backpack of books to office)
- Give student choices



# Seclusion:

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The confinement of a student alone in a room or an area from which the student is physically prevented from leaving.

# Seclusion

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Only used for short period of time.

Student must be continually monitored and be in view of staff at all times.

The door to the seclusion area must remain unlocked at all times unless the lock is a fire marshal approved lock that will allow student to exit freely in case of an emergency.

Student should be allowed to leave seclusion room after they have regained emotional and physical control of their behavior.

Each incident of seclusion must be documented including all pertinent information.

# Seclusion

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Only used as a last resort or in case of imminent risk of bodily injury...

- When student is destroying property
- When student is harming self or others
- After other attempts to de-escalate behavior have failed
- When building administrator or IEP dictates
- Volunteers and Substitutes are NOT ALLOWED to seclude

# Physical Restraint:

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Physical contact between a school employee and a student in which the student unwillingly participates and involves the use of a manual hold to restrict freedom of all or part of the student's body. This term DOES NOT include briefly holding a student without undue force in order to calm or prevent unsafe behavior.

# Must possess current CPI training and certification to restrain student

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- CPI recertification as required
- Used only as a last resort when all other attempts to de-escalate have failed and the student poses an imminent risk of injury to himself or others.
- Only when not intervening will cause more damage than intervening
- Always provide for the best possible care, welfare, safety and security of all involved , student and staff, in the crisis situation.
- Only restrain the student for a short period of time or until imminent risk of injury has passed.

# Debrief after Seclusion/Restraint

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- ❑ A staff member not involved in the restraint should examine the student to ascertain if any injury was sustained during the seclusion/restraint.
- ❑ Establish Therapeutic Rapport
- ❑ Seclusion/Restrain documentation forms completed

# Establish Therapeutic Rapport

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Establish Therapeutic Rapport using the “COPING” Method

- ❑ Control – make sure student is in control of his emotional and physical state
- ❑ Orient- Everyone needs to be oriented to the facts and events that were involved in the incident.
- ❑ Patterns- Look for patterns of behavior and discuss these.
- ❑ Investigate- identify alternatives for the inappropriate behavior.
- ❑ Negotiate- Make a contract or agreement with the student to display a more pros0social behavior next time same situation occurs.
- ❑ Give- Give student the support, trust training necessary to carry out the plan for future.

# Time-Out:

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A behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time out occurs when the ability of the student to receive normal reinforcement in the school environment is restricted.



# Time-Out

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- Student is not confined to room
- Door may be left open
- Line of sight supervision is permitted
- Should be followed by procedure in behavior plan if applicable
- All stimulus and reinforcement should be removed from student during time-out.

# Parent Notification

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- ❑ As soon as practical after any seclusion or restraint
- ❑ School administrator or designee will attempt to call the parent if phone access is available for the parent.
- ❑ The formal letter of notification of seclusion/restraint incident will be sent to parent within 5 school days.

# Documentation Components

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1. Student name, date, school, time of incident
2. IEP, 504, Gen Ed.?
3. Events leading to incident
4. Location of incident
5. De-escalation strategies attempted
6. Behaviors that led to seclusion/restraint and description of incident
7. Type of seclusion/restraint and duration
8. Supervising staff member
9. Description of students behavior during seclusion/restraint
10. Description of behavior after seclusion/restraint
11. Was student examined by third party? Was any injury of student or staff identified ? If so Personal Injury form must be completed
12. Was there any property damage as a result of seclusion/restraint?
13. Was parent notified? Letter or Phone
14. Copies must be sent to principal, student file, behavior consultant and parent.

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Reporting Form is available on the  
Exceptional Children's Co-op website

Please go to the Coop  
website to begin your quiz.  
Thank You!

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[www.dspcoop.k12.in.us](http://www.dspcoop.k12.in.us)

Teachers/Staff - Easy Apps - Seclusion and Restraint - Post Training Quiz - Select School Corp Quiz