

Restraint and Seclusion

Bend-La Pine Schools
2017-2018

Definitions:

Physical Restraint: The restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. Physical restraint does not include the touching or holding of a student without the use of force (for physical support) for the purpose of directing the student or assisting the student in completing a task or activity.

Seclusion: The involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

Review of Data

Student Review Statistics:

*60 - Total number of students who were restrained or secluded

*Level:

54 - Elementary

5 - Middle

1 - High

Programs

6 - Sped Bridges/ABA Program (Gr. K-3)

16 - Sped ERC (Elementary)

11 - Sped Life Skills (Elementary)

16 - Sped Behavior Program (Elementary)

1 - Sped SRD (Secondary)

4 - Sped Life Skills (Secondary)

6 - General Education (Elementary)

Disability Categories:

1 - Intellectual Disability

5 - Communication

12 - Emotional Disturbance

17 - Other Health Impaired

19 - Autism Spectrum Disorder

Gender:

16 - Female

44 - Male

Race:

51 - White

3 - Hispanic

2 - American Indian/Alaskan

2 - Black/African American

Economic Status:

27 - Paid Lunch

1 - Reduced Lunch

32 - Free Lunch

1 - English Language Learner

District Student Population
June 2018
18,375

Incident Statistics

RESTRAINTS:

122 - Total number of restraints

43 - Total number of students restrained

2.8 - Average number of restraints

12.84 - Average restraints per month

401 - Total minutes of restraint

3.29 - Average length of each restraint

Incident Statistics

SECLUSIONS:

191 - Total number of seclusions

45 - Total number of students secluded

4.24 - Average number of seclusions

20.10 - Average seclusions per month

2,253 - Total minutes of seclusion

11.80 - Average length of each seclusion in minutes

Other Statistics:

0 = Number of student deaths as a result of restraint or seclusion

0 = number of personnel deaths as a result of restraint or seclusion

7 = Number of students that had 10 or more restraints or seclusions

Ongoing steps to decrease the usage of Restraint & Seclusions:

IEP meetings and discussions

Behavior goals and instruction

Functional Behavior Assessments - to gain an increased knowledge of the circumstances regarding specific student behaviors

Behavior Intervention Plans - focus on intervention and support(s)

Four district behavior coaches - providing observations, problem solving, coaching support

Three behavior skills trainers - working with individual students on a lagging skill for 4 weeks

Crisis Prevention Intervention (CPI) training - offering multiple initial and refresher trainings throughout the school year

Debrief meetings with all parties involved - parents are invited to participate

Implementation of sensory rooms in schools - school wide access for all students

Teaching calming and self-regulation strategies

New steps taken to decrease the use of Restraint & Seclusion

- *Restraint/Seclusion information entered ongoing into a google doc
- *Ongoing review of data
- *Google doc shared with behavior coaches and Sped Admin.
- *Data reviewed every 8 weeks with behavior coaches
- *Providing more Initial CPI trainings each year and more options to take refresher
- *Partnering with the ESD and ASD specialists for specific students

Lagging Skills & Plan of Action

Debrief Process Incomplete

Updated forms- Admin and to all SPED staff

Administrators/team involved not present for Debrief

Building Level Sped Team Review Process with each school. (Face to face)

IEP Process with Restraint/Seclusion Incidents

Remind teams an IEP meeting must be held after every 5 incidents

Reasons for restraint (use of restraint when not appropriate)

Analyzing data every 8 weeks with behavior coaches and admin.

Student Transports (Still occurring)

Working site specific on other strategies/techniques they could be using

2018-19 Goal:

To decrease restraints and seclusions by
25% overall

For SPED TEAM ONLY: Site Specific Celebrations

CMS - On target with reasons for restraint

LPES - Great Improvements with Restraint & Seclusion

PBMS - Great improvements around restraining for appropriate reasons

Site Specifics & Plan of Action

BCES- Highest number of students restrained and/or carried (Staff outside of SPED).

Individual Site Training in the fall for appropriate restraint.

BES- Inappropriate reasons for restraint

Individual Site Training in the fall

CMS- Paperwork incomplete

Individual Site Training on paperwork

Bridges- Inappropriate reasons for restraint

Individual Site Training in the fall

Miller- Specific Student Concern, but high number of total restraint

Addressed in student planning and will be reviewed in board report

Site Specifics & Plan of Action

Rosland- Inappropriate reasons for restraint

Individual Site Training in the fall

Tamarack-SRES- Highest number of student restraints total. Debrief meetings incomplete.

Specific staff Training, Program re-training in the fall. Long-term, Monthly training for staff.