

Restraint and Isolation

Data, Best Practices and Policies

School Safety and Student Well-Being Advisory Committee
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September 23rd, 2021

Agenda

1. Intro to Restraint and Isolation
2. Data in WA State
3. Core Strategies To Reduce the Usage



Introduction to Restraint and Isolation

Restraint and Isolation: Washington Laws

2013 ESSB 1688

- ✓ Defined restraint, isolation, and restraint device
- ✓ Reporting and procedures limited to IEP and 504

2015 SHB 1240

- ✓ Definitions amended to emphasize positive supports and provide clarity
- ✓ Procedures amended to apply to all students
- ✓ Limited use to behavior that poses an imminent likelihood of serious harm
- ✓ Districts required to report data to OSPI
- ✓ OSPI required to publish data
- ✓ OSPI authorized to investigate district efforts to reduce use



What is a Restraint?

- Restraint as defined in RCW 28A.600.485 means: **Physical intervention or force used to control a student**, including the use of a restraint device **to restrict a student's freedom of movement**. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to participate in activities safely.



Types of Restraints



Prone hold



Supine hold



Basic hold



Lying down



Restraint Does Not Include

- Holding a student's hand or arm to escort the student safely and without the use of force from one area to another
- Assisting a student to complete a task if the student does not resist the physical contact

What is Isolation?

- Isolation as defined in RCW 28A.600.485 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 behavioral intervention plan.



Isolation Rooms



Names for These Rooms

De-escalation room

Cool Down Room

Quiet Room

Safe room

Timeout room

Reflection Room

Calming Room

Calm Down Room

Special Room

Thinking Room

Behavior Room

Consequence Room

Solitude Room

Privacy Room

Sitting Room

Safe Space

Meditation Room

Mindfulness Room

Learning Room

Sensory Room/Sensory

Cave

Accountability Room

Contemplation Room

(Color of paint) Room

Introspection Room

Study Room

The Peace Room

The Content Room

Protection Room

Safe Shelter

Caution Corner

The Trust Room

Personal Safety Room

Quiet Space

Quiet Corner

Silence Room



Isolation: Examples and Nonexamples

Example

Student is alone and prevented from leaving the room after a “room clear” with the **teacher/staff person** on the **outside of the room**.

The student is alone in the classroom and prevented from leaving the designated area with the teacher/staff person outside of the designated area.

Non-Example

The room is “cleared” and a **teacher/staff person remains in the room** with the student to assist with needs.

The student is not alone and there is a teacher/staff person present with that student in the designated area.



WA State Restraint and Isolation Data.

Restraint and Isolation: Data Collection

2015 SHB 1240

- Districts required to report data to OSPI
- OSPI required to publish data

- 2015-16, R&I Data: Survey Gizmo – Incomplete
- 2016-2019: Application in EDS: A database spreadsheet that collected district total of R&I and injuries incurred, collated by district building.
- 2019-2020: First year of student level data for R&I



Data Limitations

- This is the first year we have collected these data.
 - Many LEAs still tried to report with the closed application in EDS, or did not report by the legislative deadline.
 - District SIS were not set up to communicate with this CEDERS collection.
- Reporting inconsistency
- These data are old and from an abbreviated (in-person) school year.
- The data for students that attend NPAs are mixed in with their peers at their neighborhood schools

- OPSI is developing a software based verification process for 20-21.
- OSPI WISM Team will begin including restraint and isolation data beginning with the 21-22 WISM.



**Number of Incidents
Involving Restraint and/or Isolation**

25,415

**Number of Students
Restrained or Isolated**

3,825



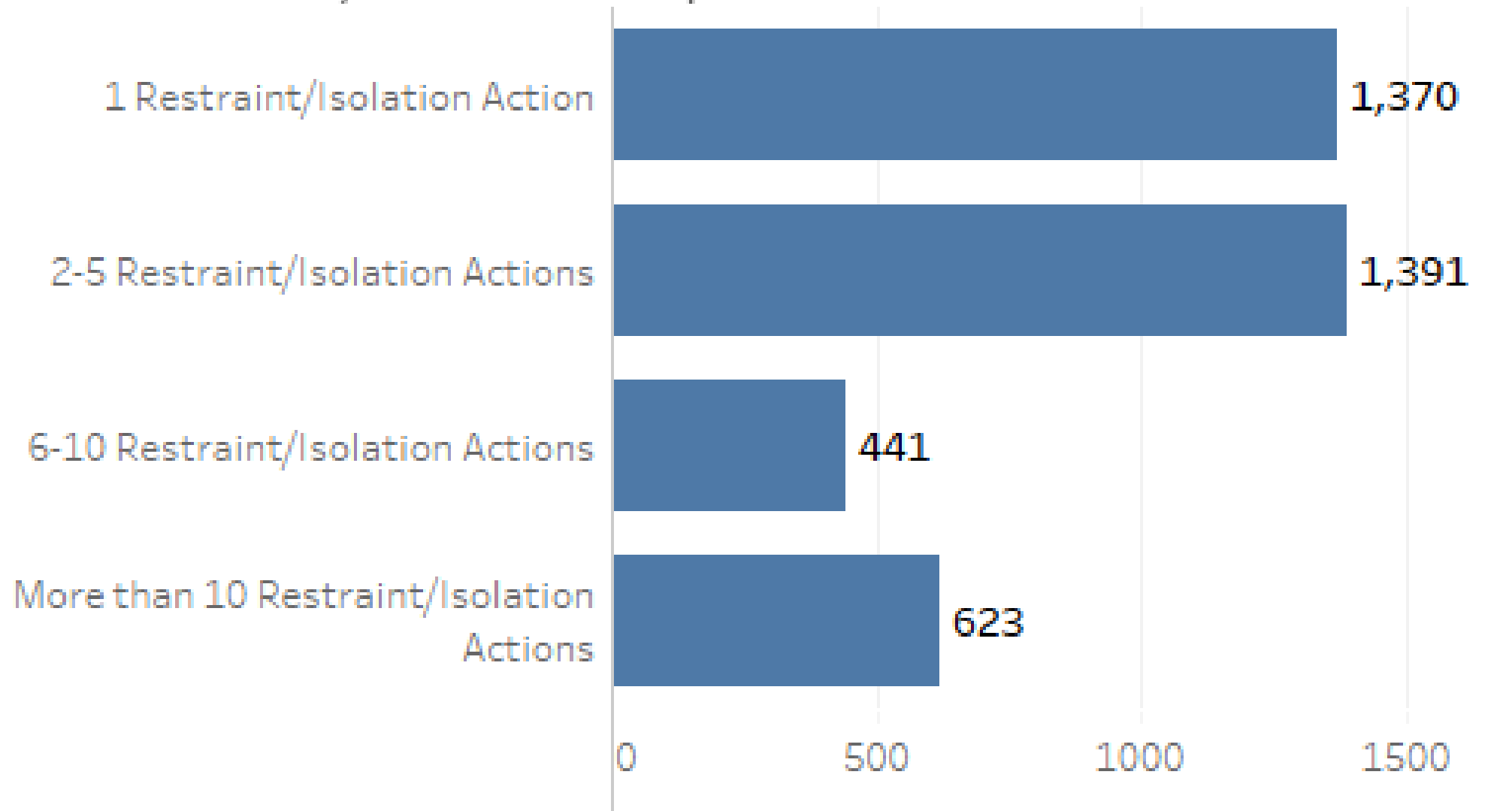
Restraint/Isolation Breakdown

Restraint Or Isolation Type	Number of Actions	
1 person restraint (bask..	6,189	24.35%
2+ person floor restraint	841	3.31%
2+ person seated restra..	1,018	4.01%
2+ person standing rest..	3,282	12.91%
2+ person wall restraint	54	0.21%
Bus/Car/Other Vehicle	16	0.06%
Classroom	1,474	5.80%
Closet, locker room or o..	658	2.59%
Designated Isolation ro..	6,594	25.95%
Handcuffs (performed b..	47	0.18%
Handcuffs (performed b..	12	0.05%
Office include nurse, co..	255	1.00%
Other Isolation	881	3.47%
Other Restraint	4,091	16.10%
Weighted Blankets	3	0.01%

Washington State totals,
2019-2020 School Year,
Restraint and Isolation
Data, Pulled 3/31/21.



Number of restraint/isolation actions per student:



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Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

Restraint and Isolation are Equity Issues

In the 2015–2016 school year, 122,000 students across **the country** were restrained or isolated.

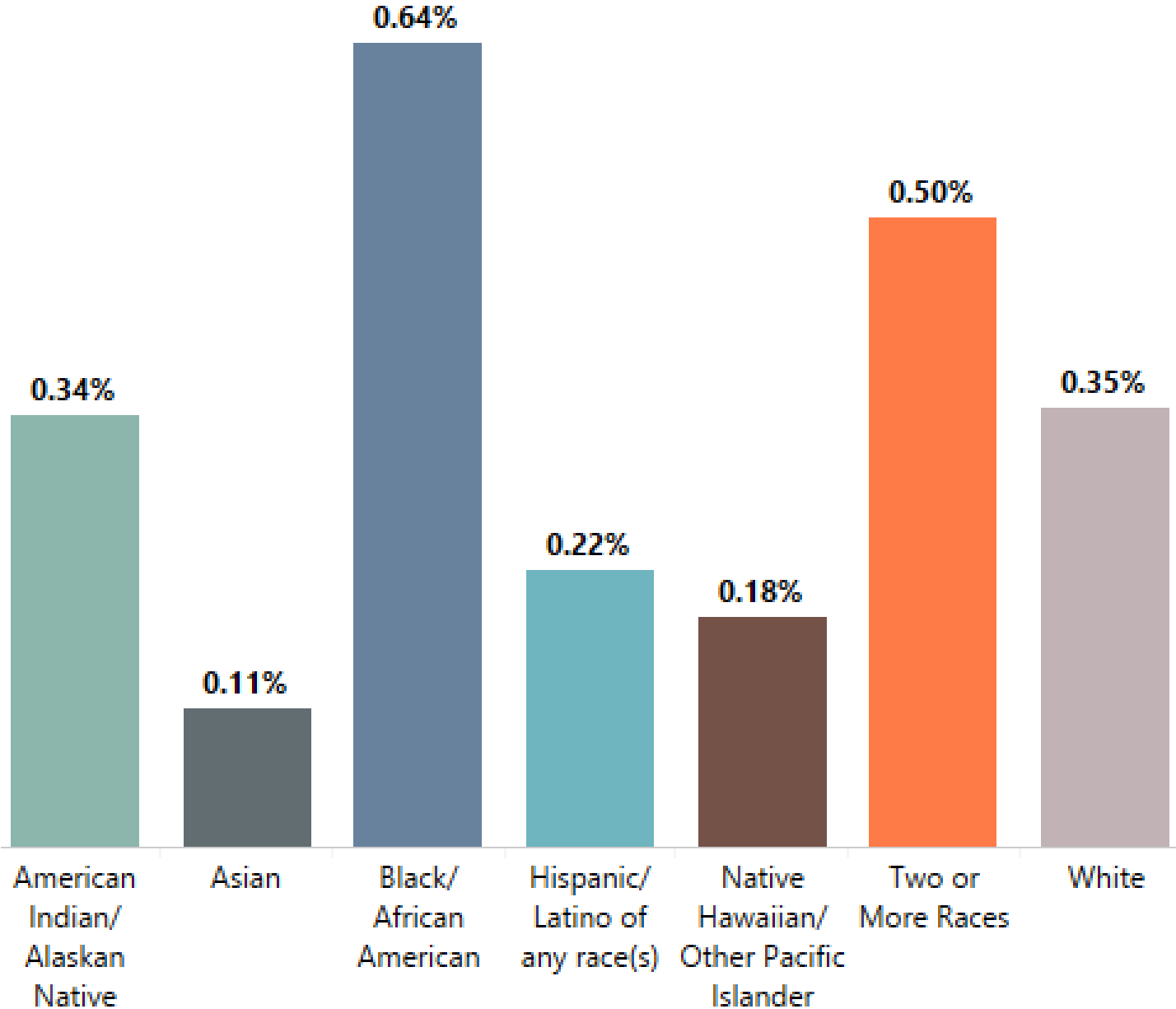
Student group	Percent total population	Percent subjected to restraint/isolation
Students with disabilities	12% of total enrollment	71 %
Black/African American students	15% of total enrollment	27 %

Restraint and Isolation are Equity Issues

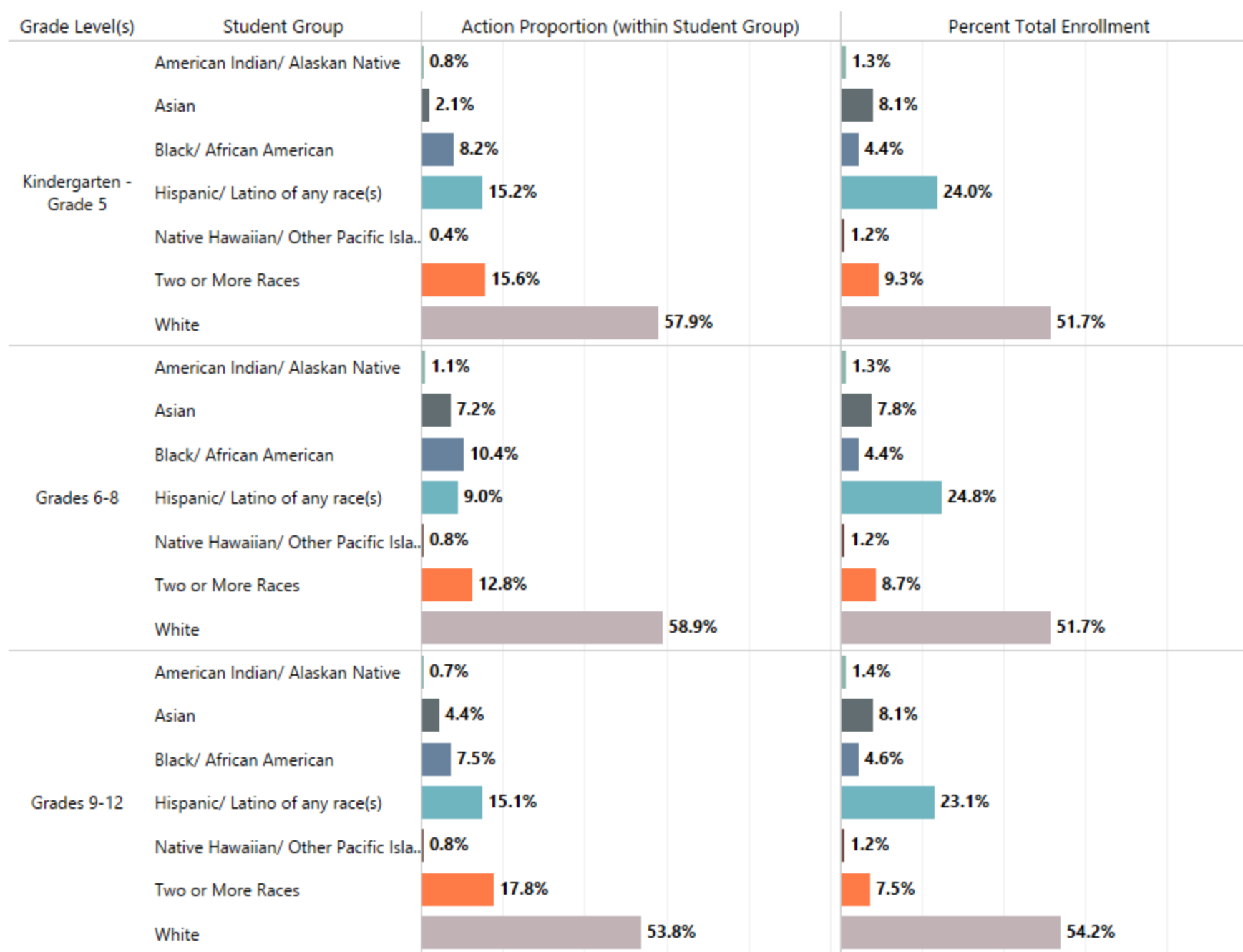
In the 2019–2020 school year, 3,827 students in Washington state were restrained or isolated.

Student group	Percent total population	Percent subjected to restraint and/or isolation
Students with disabilities	14.1 % of total enrollment	91.9 %
Black/African American students	4.6% of total enrollment	8.8 %

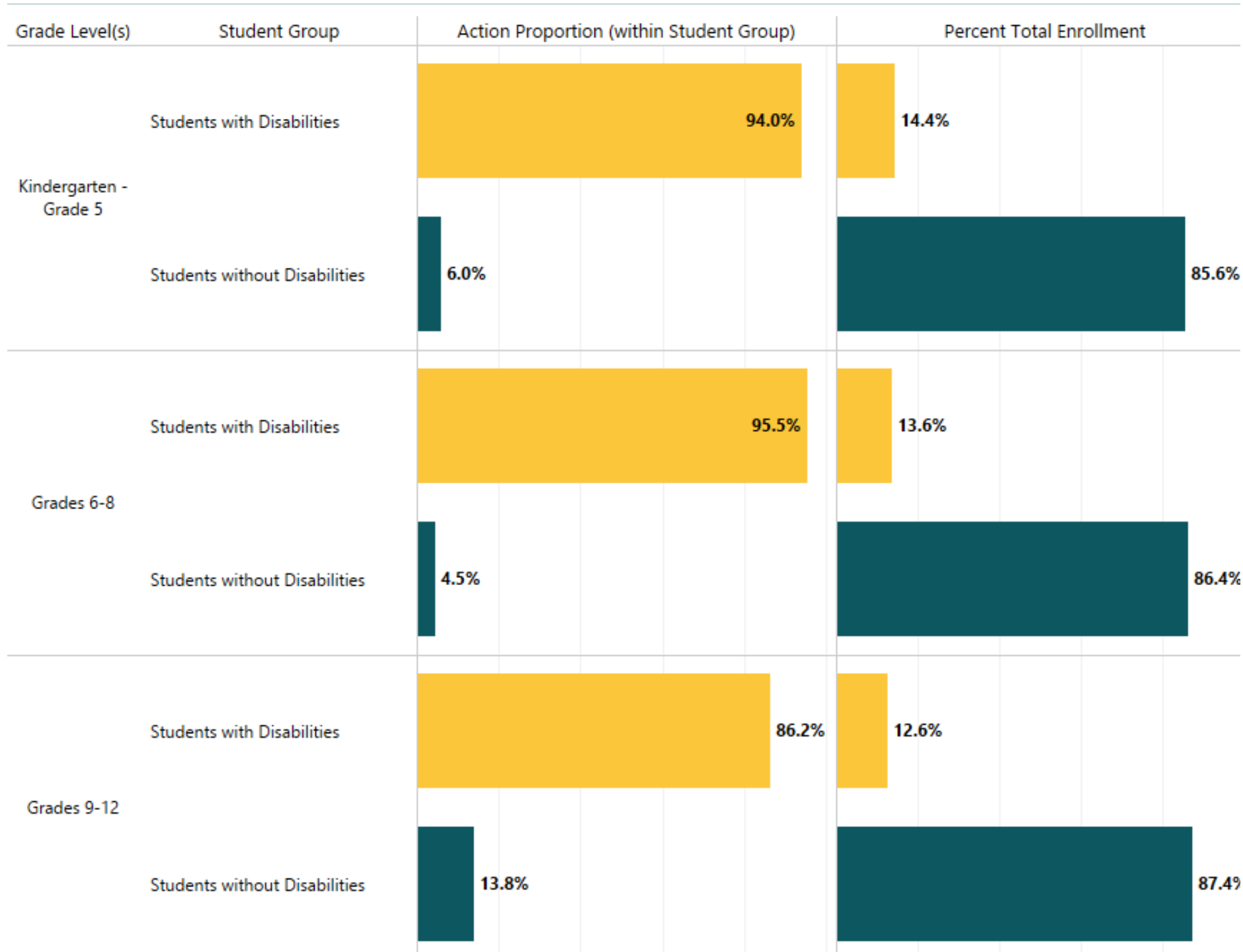
Students Involved in a Restraint/Isolation Action



Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.



Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.



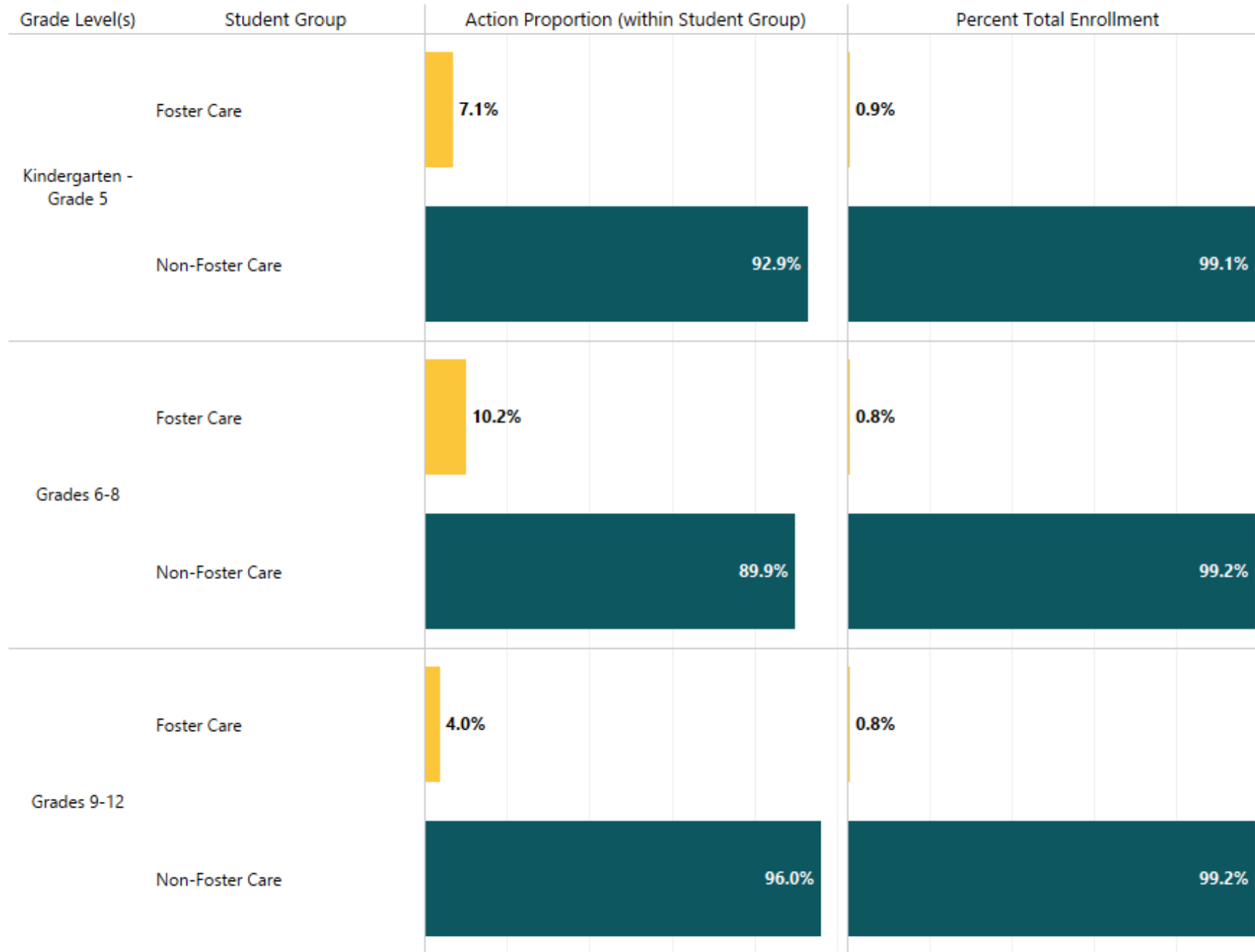
Washington State totals, 2019-2020 School Year Restraint and Isolation Data, Pulled 3/31/21.



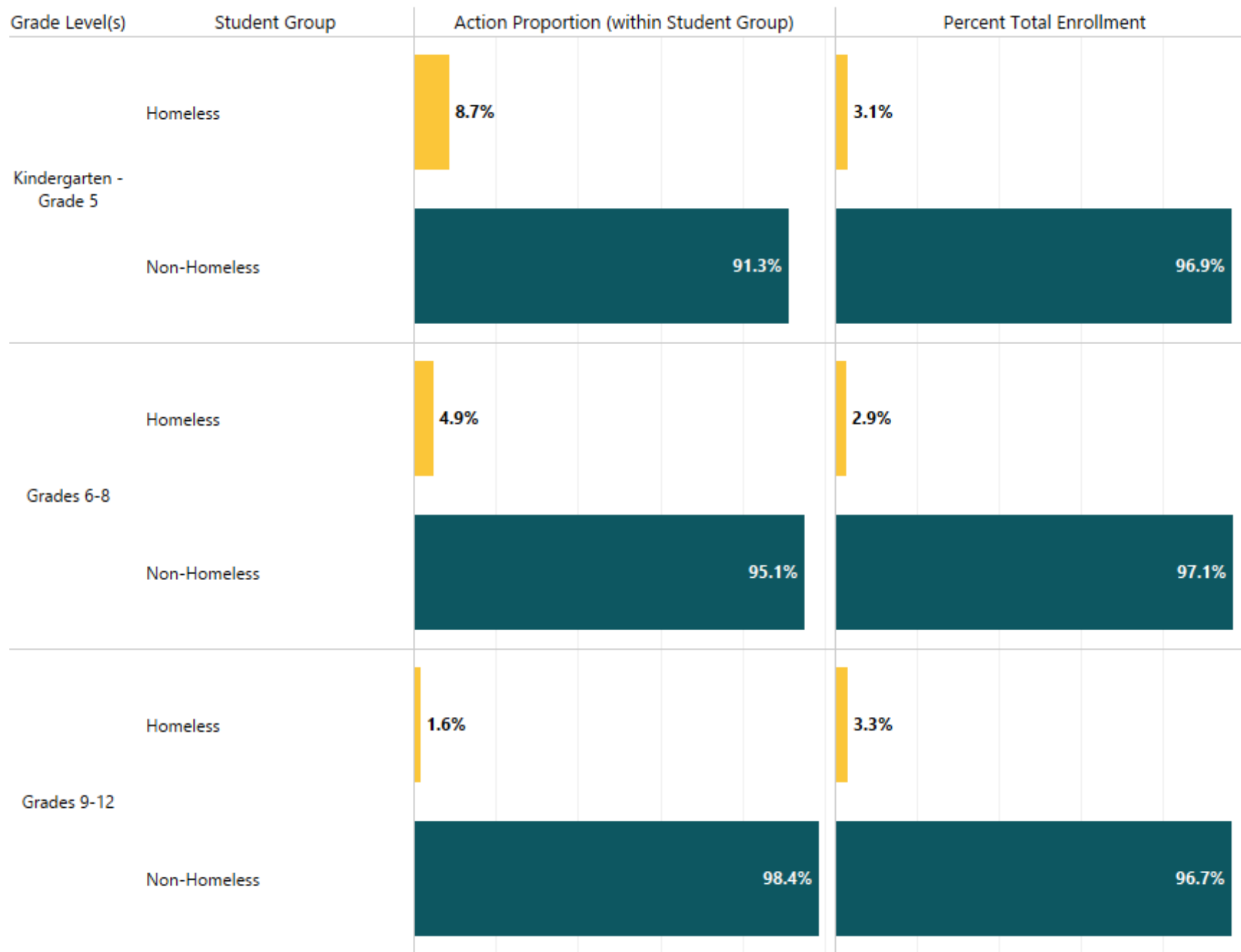
Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

Grade Level(s)	Student Group	Action Proportion (within Student Group)	Percent Total Enrollment
Kindergarten - Grade 5	Low-Income	72.0%	47.5%
	Non-Low Income	28.0%	52.5%
Grades 6-8	Low-Income	55.7%	47.6%
	Non-Low Income	44.4%	52.4%
Grades 9-12	Low-Income	51.8%	43.4%
	Non-Low Income	48.2%	56.6%

Washington State total, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.



Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.



Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

GAO Report: School Shouldn't Hurt

- The use of isolation and physical restraint in schools to discipline children has resulted in hundreds of possible abuse cases during the past two decades, including some ending in death, according to a government report in 2009:
<http://www.gao.gov/new.items/d09719t.pdf>
- **The report details 10 children's cases, four of which ended in death. Unlike in hospitals or residential treatment centers, there's no federal system to regulate such practices in schools.**



It's About Trauma

- Restraint and isolation are traumatizing for students and staff.
- Traumatizing people who are already suffering from complex trauma can have life altering effects.



It's About Trauma

"But, restraint and isolation are 'therapeutic interventions' and are based on clinical knowledge."

This is a myth. There is no such thing as a therapeutic hold.



Restraint and/or Isolation is a prohibited practice.

“except* when the student’s behaviors poses an imminent likelihood of serious harm to that student or another person.”

*** There are no exceptions for students with IEPs or ERPs.**



RCW 28A.600.485 (3)(b) Restraint or isolation of any student is permitted only when reasonably necessary to control *spontaneous behavior* that poses an *imminent likelihood of serious harm*.



What is Imminent Likelihood of Serious Harm?

- RCW 70.96B.010 (22) "Imminent" means the state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- Likelihood of serious harm as defined in RCW 70.96B.010 means:
- (1) A substantial risk that:
 - (a) Physical harm will be inflicted by a person upon his or her own person, as evidenced by threats or attempts to commit suicide, or inflict physical harm on oneself;
 - (b) Physical harm will be inflicted by a person upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - (c) Physical harm will be inflicted by a person upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
- (2) The person has threatened the physical safety of another and has a history of one or more violent act



Best Practice

- Restraint or isolation should **never** be used as punishment.
- Restraint and isolation is not a form of discipline (e.g., using restraint for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.



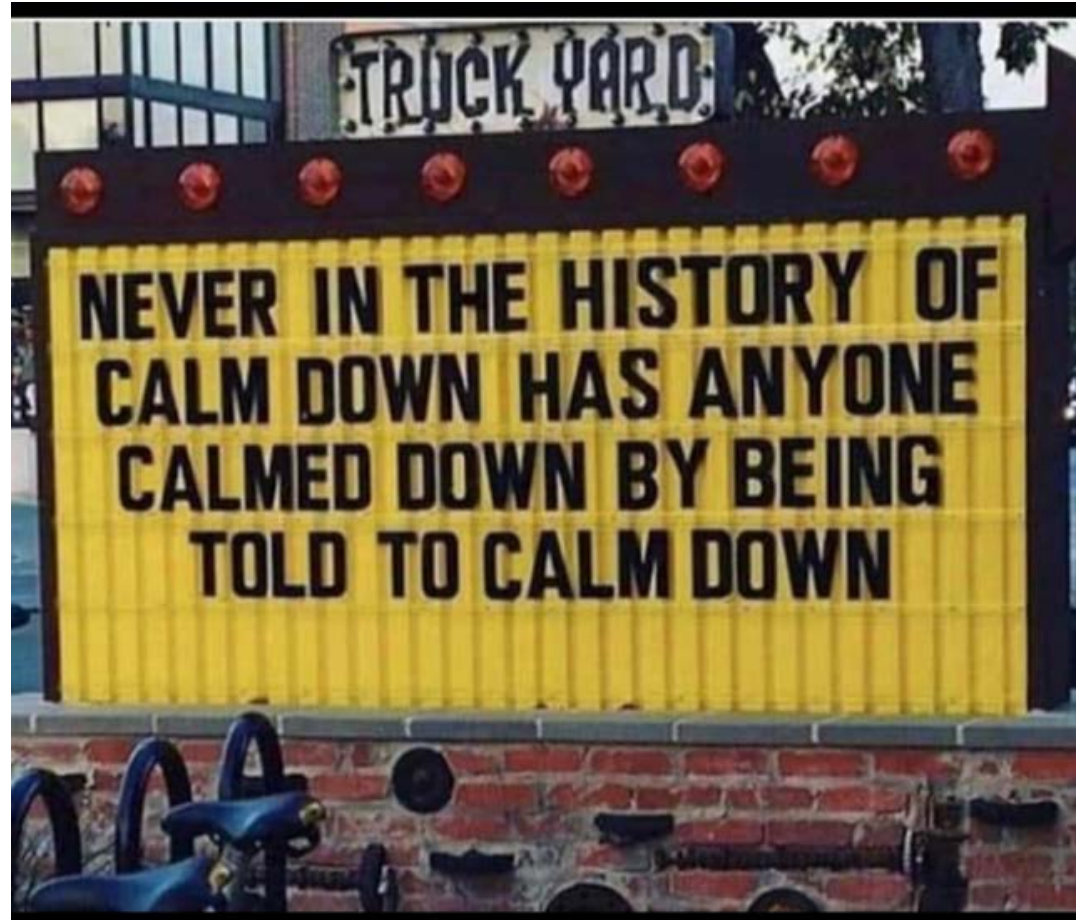
Identify Issues of Serious Imminent Harm

- A. While class is walking in a line to go outside for recess, student runs ahead of the class and is ripping display items off the wall.
- B. While on the playground at recess, student climbs over fenced area and begins running toward street that is adjacent to school property. This is a busy 2 lane street with 35 mph speed limit.
- C. Student in classroom refusing to follow directions and is tipping over chairs & desk in room?
- D. Student in classroom refusing to follow directions and is picking up chairs and desks and throwing them directly at staff and students in room?
- E. Student in classroom, begins to show signs of agitation and starts banging head on desk?
- F. Student in classroom, begins to show signs of agitation and begins to disrobe in classroom?



Best Practice Tips

- Physical restraint or isolation should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated. Not when students are “calm.”
- Calm is a subjective term and it is unreasonable to expect a student to “calm down” while restrained or isolated.



When has “Harm Dissipated”

- When the student is no longer:
 - Making substantiated threats to cause physical injury.
 - Swinging head, arms and legs in a violent manner in an obvious attempt to cause physical harm to self or others.

When the student has:

- Agreed to be safe and/or contracted for safety



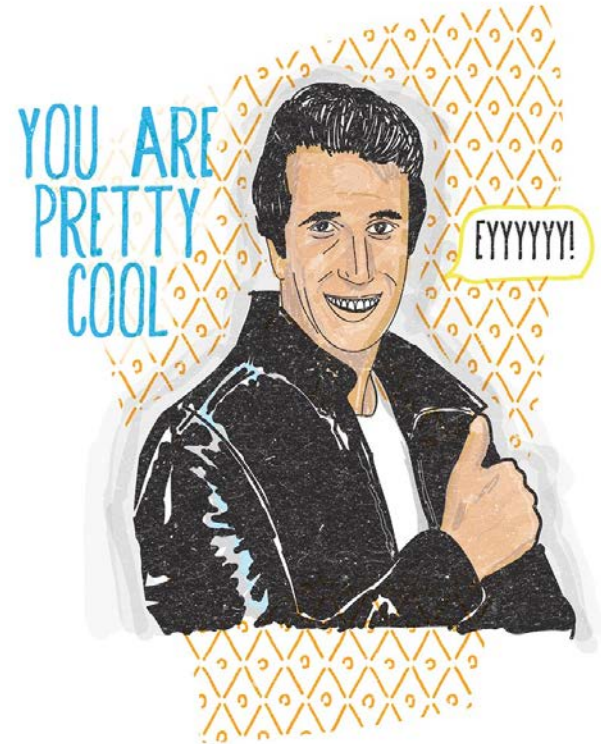
Best Practice Tips

- The use of restraint or isolation, particularly when there is **repeated use** for an individual student, multiple uses within the same classroom, or multiple uses by the same individual, **should trigger a review** and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.



Best Practice Tips

- Effective, evidence-based, positive interventions and supports need to be in place to help minimize and avoid behavioral emergencies.



The Six Core Strategies

Developed by National Association of State Mental Health Program Directors these strategies were developed through extensive literature reviews and dialogues with experts who have successfully reduced use in a variety of settings for children and youth across the United States and internationally.

<https://www.nasmhpd.org/sites/default/files/Consolidated%20Six%20Core%20Strategies%20Document.pdf>



The Six Core Strategies (1)

- **Leadership Towards Organizational Change** - emphasizing that efforts to create a violence free environment are most successful when facility executives provide guidance, direction, participation and ongoing review of the project, beginning with assuring that the facility's mission, philosophy of care and guiding values are congruent with this initiative.



The Six Core Strategies (2)

Using Data to Inform Practice - monitoring performance and sharing data.

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The Six Core Strategies (3)

- **Workforce Development** - reshaping hiring, training and job performance practices to promote trauma informed, recovery-oriented, non-coercive care.



Training is more than just once a year.

- Staff training to reduce the use of restraints resulted in:
 - 13.8% reduction in annual restraint rates
 - 54.6% decrease in average duration of restraint per admission
 - 18.8% reduction in staff injuries

(Forster, Cavness, & Phelps, 1999)

- Staff training to avoid restraint and isolation does have a positive impact. It is important that the training not focus on physical intervention *safety* but on *avoiding its use*.



The Six Core Strategies (4)

- **Use of isolation/Restraint Reduction Tools** - including trauma assessment, problem solving, positive behavior support, primary prevention and de-escalation strategies, and calming environments.



Effective Research Supported Alternatives to Restraint and Isolation

1. Curriculum-Based Strategies

- School-wide social emotional learning (SEL) curriculum
- Predictable scheduling
- Increased choice making
- Teaching FBA guided skills

2. Behavior Support Strategies

- School-wide PBIS implemented with fidelity across intervention tiers and for ALL students.

3. Relaxation-Based Strategies

- Creating calming areas in the classroom and in the school. Multi-sensory de-escalation spaces

4. Conflict De-escalation strategies

- Life Space Interviewing
- Motivational Interviewing
- Conflict cycle/crisis management training for all staff.

2015, *Reducing the Use of isolation and Restraint in Schools*, Joseph B. Ryan, Ph.D., Clemson

University.



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Positive, Proactive, Supportive Discipline



Relational and Engaging Examples

Teach, model, and reinforce expected behaviors

Developing consistent rules, that are visible and practiced

- Relationship development
- Behavior specific praise
- Catch students engaging in appropriate behaviors, then praise
- Pre-correction
- Correct misbehaviors before escalations or once a student has deescalated
- Increase opportunities to respond
- Encourage flexibility and build in frequent opportunities for choice (pen or pencil, 5 problems or 7 problems, what are we working for?)
- Supporting Functional Communication as a replacement for maladaptive behavior (break, help etc.)



Transactional and Exclusionary

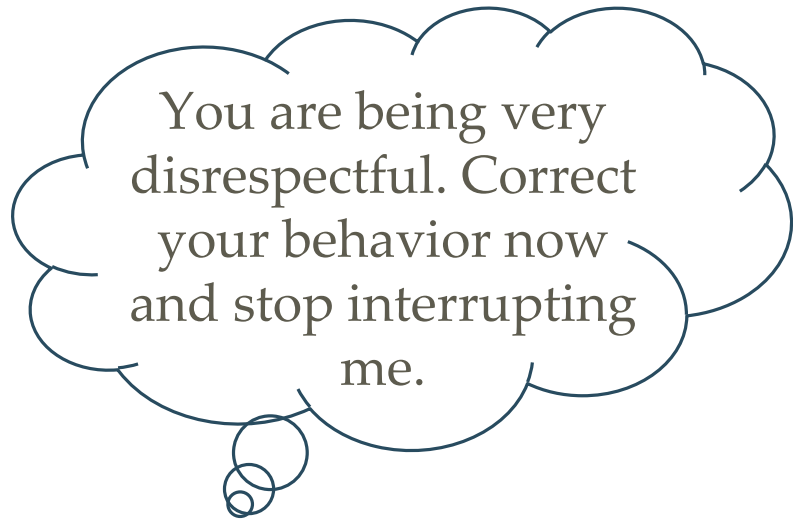
Non-Examples

- Public shaming (clip charts, color charts, public call out of misbehavior, comparing to peers or siblings)
- Calling home/threatening to call home
- Timeout
- Loss of privileges
- Loosing access to a reinforcer for the day (students should always have a chance to self correct and earn when possible)
- Requiring the use of a reflection room or calm down space (these should be encouraged but optional)
- Restraint and isolation
- Bribing or bartering.

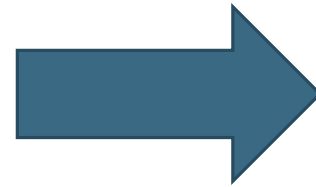


Behavioral Expectations: Feedback

Transitioning from reprimanding
negative behavior:



(Approach: shaming, punitive, deterring)



To acknowledging
positive behavior:



(Approach: acknowledging, positive, reinforcing)

Research-based and High-Leverage Strategies:



Relationships: Students and Families



Modeling, Teaching and Re-Teaching Behavior
Using Evidence-Based Approaches



High Expectations for All



Engaging and Culturally-Responsive Teaching



Addressing Explicit and Implicit Biases



Implementing these strategies in a Multi-Tiered
System of Supports (MTSS)

Behavior Management Shift

From using reactive and proactive behavior management strategies

- **To using primarily using proactive positive behavior support strategies**

From focusing on changing the student's behavior;

- **To changing adult behavior as a means to change student behavior**

From using physical intervention as part of a comprehensive plan to change a student's behavior

- **To only using physical intervention in emergency situations to address immediate safety concerns, with no expectations for long term change in student behavior**



The Six Core Strategies (5)

- **Student and Family Input-** providing full and formal inclusion of students and family members in a variety of decision-making roles in the organization.



The Six Core Strategies (6)

The “What’s Up” Intervention Guide

Debriefing Strategies -
analyzing
restraint/isolation events
to mitigate further trauma
and to gain knowledge
that informs policy,
procedures and practices.

Student: _____ Date: _____ Staff: _____

Phase 1: Provide Empathy - Gain Understanding <i>Make a neutral observation about child's challenge/ problem and ask, "what's up?" Explore who, what, where, when and why of a problem. Provide reassurance.</i>		
The problem is/ was:		
Phase 2: Define the Problem – Identify Adult Concern and Child's Concern		
Adult Concern:		
Child's Concern:		
Phase 3: Invitation to Brainstorm Solutions <i>Restate concerns and invite child to take a first shot at possible solutions, "I wonder if there's a way... Do you have any ideas?" Solutions must be possible and mutually satisfying.</i> <i>Solutions generally involve: 1. Ask for or seek help 2. Give a little 3. Do it a different way</i>		
PROVIDE 3 POSSIBLE SOLUTIONS		
Possible Solution 1:	Possible Solution 2:	Possible Solution 3:
LIST THE EFFECTS OF EACH SOLUTION FOR CHILD & OTHERS		
Effects of Solution 1:	Effects of Solution 2:	Effects of Solution 3:
THE BEST SOLUTION <i>List the solution from above that results in the best outcomes for all involved.</i>		
After thinking about the effects, I have decided that the best solution is:		
COURSE OF ACTION <i>List the steps that you would take to achieve the chosen solution. Will you need help?</i>		
To reach my solution, this is what I would do:		

January 2020 Federal Guidance

Key Message

- In some cases, the use of restraint and seclusion may result in unlawful discrimination against students with disabilities, in violation of Federal civil rights laws.



January 2020: Federal Guidance

A pattern of exclusionary disciplinary measures may indicate a child's IEP is not reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances and additional or different supports and strategies may be needed to ensure FAPE is made available to each child with a disability.



January 2020: Federal Guidance

Individual Strategies to consider:

A functional behavioral assessment to identify why a behavior occurs and interventions to reduce that behavior.

- ✓ Conducting an FBA should not be limited to students with emotional/behavioral disabilities or even children with disabilities
- ✓ FBA can be done with any child whose behavior is resulting in restraint or isolation to determine effective interventions and less aversive strategies.



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