

## **What Every Administrator Needs to Know About Seclusion Timeout and Physical Management**

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### **Historical Overview of Seclusion/Restraint (S/R)**

- 1998 Hartford Courant ran series of articles on patient injury and death due to medication, restraint, and seclusion combinations (not one of these reported incidents happened in public schools).
- Increased public awareness and sparked a move toward drastic reduction if not zero tolerance of restraint and seclusion
- May 2003 Charles Curie (Administrator of Substance Abuse and Mental Health Services) issued a national call to reduce and eventually eliminate restraint and seclusion
- April 2004 APRAIS founded (Alliance to Prevent Restraint, Aversive Interventions, and Seclusion)
- Increase in media attention and due process in school districts involving restraint and seclusion timeout use issues

### **Legal Information Regarding S/R in Schools**

- S/R is legally regulated and controlled in every other setting that serves youth with disabilities (state hospitals, psychiatric residential treatment facilities, etc.)
- Many professional groups have issued statements supporting the use of S/R only as a last resort as an emergency intervention to maintain safety and also call for additional staff training

- American Psychological Association (APA)
- American Medical Association (AMA)
- American Academy of Pediatrics (AAP)
- American Academy of Child and Adolescent Psychology (AACAP)
- International Society of Psychiatric-Mental Health Nurses (ISPN)

### **Legal Information Regarding S/R in Schools**

- Individuals with Disabilities Education Act (IDEA) does not mention S/R
- Several students with disabilities have sought damages for injuries sustained while in S/R under Americans with Disabilities Act
- 24 states have established policy or provide guidelines to school districts-content varied and not necessarily legally binding
- Courts and professional literature have made recommendations for appropriate use of S/R in schools for over 35 years
- 2006 educational law organization cautioned schools about possibility of litigation concerning seclusion and encouraged to establish policies

### **Roots of the Problem**

- Public schools ONLY entity legally obligated to provide services for students with disabilities that exhibit high levels of aggression
- Most (if not all) out of district contractual placements for these students use seclusion and/or restraint and are not as easily monitored by the legally responsible school district
- There is minimal research that addresses this issue although debated for over 30 years
- S/R is combined in the minimal research literature-need to look at each separately

### **Roots of the Problem**

- Teachers of students with emotional and behavioral disorders consistently among highest ranked needs areas
- Disproportionately uncertified and greater percentage entered through alternative programs than other special educators resulting in lack of needed specialized training
- Paraprofessionals not required to have any specialized training
- Leadership positions in public schools have even less experience and training working with this population

### **Call to Action**

**REDUCE  
REGULATE  
RATIONAL  
RESPONSIBILITY  
RESOURCES  
RESEARCH**

### **REDUCE**

Immediate steps must be taken to train staff on positive behavior supports focused on preventing aggression and therefore the need for safety interventions such as S/R.

### **REGULATE**

The use of S/R must be highly monitored (even if not legally mandated) for accountability and data based decision making

### **RATIONAL**

Communication and problem solving must stay rational and not emotional in order to make progress towards a solution.

### **RESPONSIBILITY**

This is a complex problem that can not be solved by or blamed on public school educators alone-many organizations and agencies must take responsibility and become part of the solution.

## RESOURCES

Increased financial, personnel, and time resources are needed to provide adequately trained service providers, appropriate curriculum and facilities, ongoing training, research etc.

## Cost of Proactive vs. Reactive

One staff injury costs district approximately \$25,000 in future insurance premiums.

(A&N Associates Study)

## RESEARCH

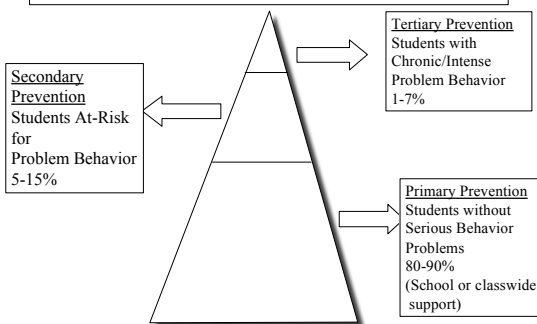
- Educational research needs to examine this highly controversial, important topic
- Need to empirically validate that free and appropriate public education free from seclusion and physical management for students that exhibit aggression (EBD, OHI, MR, ASD) can indeed be created and sustained.
- Seclusion and physical management need to be researched as separate interventions

## Reducing Seclusion/Restraint

- Individuals with Disabilities Education Act (IDEA) mandates the use of POSITIVE BEHAVIOR SUPPORTS (PBS)
- If ANY seclusion/restraint is used at any time, there should be no question that researched based positive behavioral supports are in place at ALL LEVELS

[www.pbs.org](http://www.pbs.org)

## Positive Behavioral Support



## School and Classwide PBS

- Shared vision/belief by all staff
- Total staff commitment
- Creation of enjoyable environment that precludes need for escape and avoidance
- Positive outweigh negative interactions with EACH student at at least a 4:1 ratio

## School and Classwide PBS

### SYSTEMATICALLY . . .

- Clearly define and TEACH positive expectations
- Socially recognize and tangibly reinforce positive behavior
- Create routines
- Alter physical arrangements

## School and Classwide PBS

- Provide consistent logical and meaningful consequences that engage students in problem solving and reflection and teach and allow practice of replacement behavior
- Provide ongoing training, continuous communication, and consistent adherence to the system so students learn and understand the procedures in order to anticipate the consequences of their choices
- Teach students to and reinforce them for ignoring problem behavior
- Use of office referrals or suspension minimally

## Secondary Prevention

- Targeted intervention to support students not responding to primary prevention
- Collaborative (not expert driven)
- Simple functional behavioral assessment activities
  - 1) More intense direct instruction in replacement behaviors (social skills training)
  - 2) Rearranging the environment to prevent problem behaviors
  - 3) Systematic monitoring, evaluation, and reassessment

## Why Is Primary and Secondary Prevention Relevant to S/R?

- Shows that you are committed to PBS philosophy rather than reactive, punitive approaches
- Reduces “white noise” that takes energy and resources away from students with chronic problems

## Tertiary Prevention

- Individualized functional behavioral assessment and behavioral intervention plans
- Combination and interaction among various research supported practices and procedures (classroom level system, response cost point system, token economies, individualized reinforcement)
- More intensive direct instruction in replacement behavior-both small group and embedded throughout school day
- Academic instruction as behavioral intervention-independent worksheet activities minimized and limited to already learned skills.

## Aggression Specific Tertiary Prevention

- Aggression replacement training
- Catch aggression low to prevent high-learn to recognize individual triggers and early warning signs
- Taking time to calm down versus timeout
- Turn around and bonus points for using aggression replacement skills
- Back up lessons flexible enough to relocate to allow instruction to continue despite serious disruption

### **What If PBS Doesn't Work?**

- Providing PBS is a process-it should not (and legally can not) be abandoned if dangerous situations continue to occur
- Behavior change takes consistency over time-student must unlearn problem behavior and staff must become fluent in PBS interventions
- Reality is sometimes dangerous situations may occur even with the best prevention efforts

### **Seclusion Guidelines**

- If continuously monitored generally less dangerous than restraint-fewer reported deaths
- Continue using in combination with COMPREHENSIVE and INDIVIDUALIZED positive behavior supports
- Seclusion not used as intervention unless less restrictive behavior intervention strategies were tried and found to be ineffective or insufficient
- Base use of seclusion on functional behavioral assessment with input and support of parents (e.g. removal of all attention and/or sensory stimulation)

### **Seclusion Guidelines**

- NEVER used as punishment-only to interrupt cycle of aggression, regain control, and maintain safety of all
- NEVER use as a long term solution or a permanent part of a behavioral intervention plan-the goal is always to develop replacement behavior and eliminate the need for safety intervention
- The student MUST be continually monitored and the use of seclusion must be documented in detail and monitored by building and district administration-teachers should not be doing this "alone"
- When calm, student must be taught to use seclusion as a place to calm down, practice using it appropriately and be HIGHLY reinforced for doing so

### **Physical Management**

- Use only as a LAST RESORT if there is immediate physical danger to the student or others
- Be aware of possibility of injury and danger of death by positional asphyxia
- Invest in nonviolent crisis prevention and intervention training for all staff
- Develop crisis policies and procedures at the building and district level
- Have staff and student be checked by medical personnel following any physical management incident

### **Seclusion and Physical Management**

Keep detailed data to graph for decision making and anecdotal documentation of everything that occurred during the incident

Include in individual education plans (IEP):

- Possible use of seclusion and/or physical management as crisis prevention and intervention
- Clearly define what is seclusion and what is a "student choice"
- Clearly define what is physical management and what is an "escort" or "hand over hand"

### **Lee's Summit R-VII Monitoring/Data Collection Process for Seclusion**

- Detailed process included in individual student IEP's based on results of a functional behavioral assessment of their past aggressive behavior
- Logs in every program that has a "safe room" documenting every occurrence (time in, time out, reason, door status, reason for door status, staff initials)
- Safe room logs turned into behavior specialist assigned to the program at the end of every month for review
- Anecdotal running record of everything that happened during occurrence

### Lee's Summit R-VII Monitoring/Data Collection Process for Seclusion

- Occurrences of more than one hour immediately reported to administrator and behavior specialist
- FBA/BIP reviewed and modified automatically for students averaging more than one occurrence per month or have an occurrence longer than one hour
- Data compiled for entire district at the end of the school year starting in 2006-2007
- In process of reviewing practices of contractual placements

### Lee's Summit R-VII Monitoring/Data Collection Process for Physical Management

- All staff in specialized programs and other support staff trained in Nonviolent Crisis Prevention and Intervention through the Crisis Prevention Institute (CPI)
- Included in individual student IEP is history of aggression as possible LAST RESORT crisis intervention
- Documentation log filled out as soon as possible after occurrence and copies given to administrator, SPED coordinator in building and behavioral specialist
- Parents notified immediately
- FBA/BIP may be reviewed and modified based on the severity of the situation
- Data compiled for the entire district starting in 2006-2007
- In process of reviewing practices of contractual placements

### Included in Your Handout

- 1) Nonviolent Crisis Prevention and Intervention Programs
- 2) Example Seclusion or "Safe Room" Log
- 3) Example Physical Management Documentation Form
- 4) "In the Name of Treatment" Article

### Resource Articles

Council for Exceptional Children. (1997, Fall). School-wide behavioral management systems. *Research Connections*, Vol. 1, 1-8.

Fogt, J.B. & Piripavel, C. (2002). Positive school-wide interventions for eliminating physical restraint and exclusion. *Reclaiming Children and Youth*, 10(4), 227-233.

Kauffman, J.M., Bantz, J., & McCullough (2002). Separate and better: A special public school class for students with emotional and behavioral disorders. *Exceptionality*, 10(3), 149-170.