



Physical Restraint & Seclusion Model Handbook

**Adopted by North Nodaway R-VI School
District on August 16, 2023**

Area Cooperative for Educational Support (ACES)

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Definitions

ACES Staff and member districts are trained in the use of verbal de-escalation and physical restraint through the use of the Crisis Prevention Institute (CPI) Non-Violent Crisis Intervention Training Program.

Crisis intervention is a small segment of time in which staff members must intervene with another person to address behavior that may escalate into disruptive or even violent incidents. The goal is to intervene in a way that provides for the care, welfare, safety and security of all who are involved in a crisis situation. The Crisis Prevention Institute's Nonviolent Crisis Intervention Program addresses crisis intervention in a practical and humanistic manner.

CPI Nonviolent Crisis Intervention Training has the following objectives:

- Comply with legislative mandates
- Minimize exposure to liability
- Identify behavior levels of crisis development
- Match behavior levels with an appropriate staff approach
- Raise awareness of nonverbal communication during interventions and effects on anxiety level
- Identify and understand key components in nonverbal and paraverbal communication
- Understand how inappropriate staff reactions may cause an escalation in behavior
- Identify underlying factors which precipitate escalating behavior
- Understand the reciprocal relationship between staff behavior and student behavior during crisis intervention
- Identify forms of physical attacks and basic CPI principles of personal safety
- Learn how to safely manage physically aggressive individuals in a non-harmful way
- Demonstrate safe, non-harmful transport techniques
- Communication and behavior after the crisis-debriefing
- Reduce the risk of injury
- Promote the philosophy of *Care, Welfare, Safety, and Security*SM

Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the LEA. Seclusion does not include time-out, in-school suspension, detention, or other appropriate disciplinary measures.

Physical Restraint means the personal restriction that immobilizes or reduces the ability of a student to move his/her torso, arms, legs, or head freely. It does not include briefly holding a student without undo force for instructional purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

Department of Elementary and Secondary Education Model Policy on Seclusion and Restraint

November 2021

PREFACE

Section 160.263, RSMo, requires the local school board of each local education agency (LEA), including school districts and charter schools, in the state of Missouri to adopt a written policy on the use of restrictive behavioral interventions as a form of discipline or behavior management technique. The policy must be consistent with professionally accepted practices and standards of student discipline, behavior management, health and safety, including the Safe Schools Act.

An LEA may adopt a policy prohibiting the use of seclusion or restraint. This policy applies to all students. DESE recommends that each local entity develop effective practice guidelines and training resources that delineate system wide prevention and individual student positive behavior support interventions to increase the likelihood that extreme responses to crisis situations will not be necessary.

DEFINITIONS

Emergency situation: one in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others. [LEA option to also include "or destruction of school or another person's property."]

Law enforcement officer: any public servant having both the power and duty to make arrests for violations of the laws of this state.

Physical escort: the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Restraint: includes but is not limited to mechanical restraint, physical restraint, and prone restraint.

- **Mechanical restraint:** the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as
 - adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - restraints for medical immobilization; or
 - orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- **Physical restraint:** a personal restriction that immobilizes or reduces the ability of a student to move his/her torso, arms, legs, or head freely. It does not include briefly holding a

student without undo force for instructional purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight, or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

- **Prone restraint:** using mechanical or physical restraint or both to restrict a student's movement while the student is lying with the student's front or face downward.

Publicly contracted private providers: any person working at a school function under a contract or written agreement with the school system to provide educational, behavioral, or related services to students.

School personnel: includes

- employees of a local board of education or a charter school governing body;
- any person, paid or unpaid, working on school grounds in an official capacity.

Seclusion: the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving and that complies with the building code in effect in the LEA. Seclusion does not include time-out, in-school suspension, detention, or other appropriate disciplinary measures.

○ **Time-Out:** a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

USE OF SECLUSION OR RESTRAINT

The use of seclusion or restraint by LEA or publicly contracted private providers is limited to situations of conditions in which there is imminent danger of physical harm to self or others. Any student placed in seclusion or restraint shall be removed from seclusion or restraint as soon as the student is no longer in imminent danger of physical harm to self or others.

For all school years beginning on or after July 1, 2022, the LEA or publicly contracted private provider shall not use any mechanical, physical, or prone restraint technique that

- obstructs views of the student's face;
- obstructs the student's respiratory airway, impairs the student's breathing or respiratory capacity, or restricts the movement required for normal breathing to cause positional or postural asphyxia;
- places pressure or weight on or causes the compression of the student's chest, lungs, sternum, diaphragm, back, abdomen, or genitals;
- obstructs the student's circulation of blood;
- involves pushing on or into the student's mouth, nose, eyes, or any part of the face or involves covering the face or body with anything including, but not limited to, soft objects such as pillows, blankets, or washcloths;
- endangers the student's life or significantly exacerbates the student's medical condition;
- is purposely designed to inflict pain; or
- restricts the student from communicating. If an employee physically restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of restraint for

brief periods unless an employee determines that such freedom appears likely to result in harm to self or others.

POLICY, COMMUNICATION, AND TRAINING

All LEA and publicly contracted private providers shall annually review the policy and procedures involving the use of seclusion and restraint. Personnel who use seclusion or restraint shall annually complete mandatory training in the specific seclusion and restraint techniques utilized by the LEA.

School personnel debriefing: Following any emergency situation involving the use of seclusion or restraint, a debriefing shall occur as soon as possible but no later than two school days after the emergency situation. At a minimum, the debriefing shall include

- o a discussion of the events that led to the emergency and why the de-escalation efforts were not effective;
- o any trauma reactions on the part of the student, other students, or school personnel;
- o what, if anything, could have been done differently; and
- o an evaluation of the process.

Parental notification: Except as otherwise specified more stringently in a student's IEP or Section 504 plan:

- o Following an emergency situation involving the use of seclusion or restraint, the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than one hour after the end of the school day of the incident; and
- o The parent or guardian shall receive a written report of the emergency situation within five school days of the incident.

Personnel training: LEAs shall ensure that all school personnel receive annual training and know the policy and procedures involving the use of seclusion and restraint. The training shall include

- o a continuum of prevention techniques;
- o environmental management techniques;
- o a continuum of de-escalation techniques; and
- o information about the policy.

Personnel who utilize seclusion and/or restraint shall receive annual training in

- o de-escalation practices;
- o appropriate use of seclusion, inclusion, physical restraint, and mechanical restraint;
- o professionally-accepted practices in physical management and use of restraints;
- o methods to explain the use of restraint to the student who is to be restrained and to the individual's family; and
- o information on the policy and appropriate documentation and notification procedures.

Reports on use of seclusion or restraint: LEA and publicly contracted private providers shall monitor each incident of seclusion or restraint used by school, charter school, and/or publicly contracted private providers and create and maintain records documenting the use of seclusion and restraint to include the following

- o the date, time of day, location, duration, and description of the incident and interventions;
- o any event leading to the incident and the reason for using seclusion or restraint;

- o a description of the methods of seclusion or restraint used;
- o the nature and extent of any injury to the student;
- o the names, roles, and certifications of each employee involved in the use of seclusion or restraint;
- o the name, role, and signature of the person who prepared the report;
- o the name of an employee to contact if the parent or guardian wishes to file a complaint;
- o a statement directing parents and legal guardians to a sociological, emotional, or behavioral support organization and a hotline number to report child abuse and neglect; and
- o whether the student has an IEP, Behavior Intervention Plan (BIP), or personal safety plan.

The report shall be included as an education record of the student. A copy will be provided to the parent or legal guardian within five school days. An incident report must be filed within 30 days with the Missouri Department of Elementary and Secondary Education in the form, method, and with details specified by the department.

APPLICABILITY OF THIS POLICY

This policy applies to all LEA or publicly funded private providers. School personnel assigned to programs not located on LEA premises (e.g., hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

No person shall be retaliated against for reporting a violation of this policy or for providing information on a violation of Section 160.263, RSMo, by an LEA or member of the staff of an LEA or publicly contracted private contractor.



Physical Restraint Model Procedures

- De-escalation techniques and interventions will be used by all staff members.
- Every effort will be made to de-escalate student behavior using intervention techniques taught during CPI training.
- Physical Restraint will be used as a **last resort** and only if the student is in imminent danger of physical harm to self or others.
- Only staff certified and trained in CPI techniques for using Physical Restraint will restrain students in accordance with School Board policy.
- The staff member will ensure the safety of any other student or staff member by moving bystanders to an alternative location.
- All efforts will be made to de-escalate the student without the use of Physical Restraint, encouraging them to move to an alternative location for the purpose to de-escalate.
- If escalation occurs in the classroom or other common areas, the staff member will request the support of a CPI trained team member.
- Staff members will follow-up with documentation, parent notification and debriefing requirements in accordance with School Board policy.

Seclusion Model Procedures

- ❖ Seclusion must occur in a room that complies with applicable building codes. The space in which the student is confined should be a normal-sized meeting room or classroom commonly found in a school setting with standard lighting, ventilation, heating, cooling, and ceiling height and that is free from objects that could cause harm to the student.
- ❖ Seclusion is to be used as a **last resort** and only if the student is in imminent danger of physical harm to self or others.
- ❖ At least one staff member will have direct visual and auditory contact with the student at all times.
- ❖ At least one staff member will document student behavior during the use of the Seclusion room.
- ❖ Continuous reassessment and on-going consultation must occur to determine when Seclusion can be discontinued.
- ❖ If a student is physically aggressive towards staff, the staff member may hold the door shut to provide a barrier between the student and staff member and to also provide safety to the staff member.
- ❖ During the Seclusion, the staff member will only enter the room once the student is showing signs of de-escalation, or if the student begins to pose a serious threat to themselves which warrants Physical Restraint to maintain student safety.
- ❖ During the Seclusion, the staff member will only enter into verbal conversation with the student when the student has shown signs of de-escalation indicating that the student is physically and verbally under control.
- ❖ Once the student appears to be physically and verbally under control, and appears ready to be engaged by a staff member, the following procedure will be followed.
 - The student will:
 - sit on the floor with legs crossed in front of body or out straight in front
 - place arms at their side, crossed in front of the body, or in their lap
 - remain silent
 - The staff member will:
 - signal/notify the student that they will be setting the timer for 2 minutes. During this time the student will not be allowed to move or verbally engage the staff member.
 - refrain from verbally engaging the student until the 2 minutes have expired.
 - Once 2 minutes have passed, the staff member will enter the Seclusion room.
 - The staff member will engage in the debriefing process with the student as long as the student is physically and verbally de-escalated. If re-escalation occurs, staff will re-engage Seclusion techniques as necessary.
 - Debriefing will consist of initiating the COPING Model from the Crisis Prevention Institute (CPI) Training
 - The student will return to the setting they were participating in prior to the use of Seclusion if deemed appropriate by the school's administrator.
 - Staff will engage in the documentation, parental contact, and debriefing procedures as outlined in School Board policy and commensurate with the Department of Elementary and Secondary Education model policy on Seclusion and Restraint.



Physical Restraint Incident Report

Student Name:	MOSIS #:	Date of Birth:
<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> BIP <input type="checkbox"/> N/A	Grade:	School:

Incident Description		
Date Incident Occurred:	Time restraint began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Time restraint ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hall	Behavior(s) that lead to restraint:	

<input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Self <input type="checkbox"/> Other: _____	
Description of efforts made to de-escalate and alternatives to physical restraint that were attempted:	
Description of any event leading to the use of restraint, including any facts causing district personnel to determine that the student was in imminent danger of physical harm to self or others:	
Restraint methodology used: CPI Nonviolent Crisis Intervention Physical restraint hold(s) used: CPI Seated Position Hold Low Medium High <input type="checkbox"/> <input type="checkbox"/> • CPI Standing Position Hold Low Medium High • CPI Team Control Position Hold • CPI Children's Control Position Low Medium High	
Student's behavior during restraint:	Student's behavior after restraint:
If applicable, describe the nature and extent of any injury to the student:	
Plan to prevent the need for future use of restraint:	

Staff Administering Restraint				
Staff Members	Title	Certified to administer restraints	Name of approved restraint methodology	Received prior restraint training
Name: Certification (if any): Role in Incident:		<input type="checkbox"/> Yes <input type="checkbox"/> No	CPI Nonviolent Crisis Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No
Name: Certification (if any):		<input type="checkbox"/> Yes <input type="checkbox"/> No	CPI Nonviolent Crisis Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No

Role in Incident:				
Name: Certification (if any): Role in Incident:		<input type="checkbox"/> Yes <input type="checkbox"/> No	CPI Nonviolent Crisis Intervention	<input type="checkbox"/> Yes <input type="checkbox"/> No

Observers	
Staff members/other adult witnesses (include name and position):	Student(s):

Parent Notification		
Name of parent(s) contacted: Phone #: Date and time of contact: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Documented attempt to contact parent if unable to contact verbally (<i>describe</i>):	Contacted by the following staff member (<i>include name and position</i>):

For questions about this incident contact:

(Name)	(Position)	(Contact Information)

We encourage you to contact _____ [name and contact information of a sociological, emotional or behavioral support organization] for additional support in our community.

If you have concerns regarding this incident and would like to file a complaint, please contact _____ [name] at _____ [contact information].

To report child abuse and neglect in Missouri, call 800-392-3738 or Relay Missouri at 800-735-2466 (voice) or 800-735-2966 (text).

Signature of Person Preparing Report Date

Name of Person Preparing Report

Role in incident: _____



Seclusion Incident Report

Student Name:	MOSIS #:	Date of Birth:
<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> BIP <input type="checkbox"/> N/A	Grade:	School:

Incident Description		
Date Incident Occurred:	Time seclusion began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Time seclusion ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	Behavior(s) that lead to seclusion:	
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Other: _____		
Description of efforts made to deescalate that were attempted:		
Description of any event leading to the use of seclusion, including any facts causing district personnel to determine that the student was in imminent danger of physical harm to self or others:		

Student's behavior during seclusion:	Student's behavior after seclusion:
If applicable, describe the nature and extent of any injury to the student:	
Plan to prevent the need for future use of seclusion:	

Parent Notification		
Name of parent(s) contacted: Phone #: Date and time of contact: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Documented attempts to contact parent if unable to contact (<i>describe</i>):	Contacted by the following staff member (<i>include name and position</i>):

For questions about this incident contact:

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We encourage you to contact _____ [name and contact information of a sociological, emotional or behavioral support organization] for additional support in our community.

If you have concerns regarding this incident and would like to file a complaint, please contact _____ [name] at _____ [contact information].

To report child abuse and neglect in Missouri, call 800-392-3738 or Relay Missouri at 800-735-2466 (voice) or 800-735-2966 (text).

Signature of Person Preparing Report _____

Name of Person Preparing Report _____

Role in incident: _____



Physical Restraint & Seclusion Debriefing Notes

Student Name:	MOSIS #:	Date of Birth:
Date Incident Occurred:	Time seclusion/restraint began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Time seclusion/restraint ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.

Debriefing Information		
Date of Debriefing:	Time of Debriefing Meeting:	Location:
Debriefing Notes: C- O- P- I- N- G-		
Further Action(s) to be taken:		

Debriefing Meeting Attendees Signatures	Position	Individual writing report	Individual responsible for notifying parent/guardian
		•	
		•	

