

Reduction Plan Template

List the names and titles of members of your district restraint and time out oversight team: The following are the list of titles for the oversight team must include, but is not limited to, teachers, paraprofessionals, school service personnel and administrators.

Jennifer Butler, Principal
Jennifer Accord, Assistant Director
Whitney Tripp, School Social Worker and BCBA
Kendall Green, School Nurse
Mendy Scherrer, Paraprofessional
Crystal Amento, Special Education Teacher

List dates of oversight team meetings:

May 20, 2024

Goal Development: The plan's objective shall be centered around at least three reduction goals. **The two required goals for every district are:**

Goal
1
Reduce the number of RTO
Incidents by 10%.

Goal
2
Reduce the number of students
experiencing RTO by 10%.

The plan shall include at least one goal selected by the district from the list of optional goals based upon district data. **Select at least one of the following:**

- Reduce the number of K-2 students experiencing RTO by 25%.
- Reduce the number of students of color experiencing RTO by 25%.
- Reduce the number of students experiencing five-plus instances of RTO in a 30-day period by 25%.
- Reduce the number of male students experiencing RTO by 25%.
- Reduce the number of incidents of RTO for students with autism by 25%.
- Reduce the number of students with an emotional disability experiencing RTO by 25%.
- Reduce the number of students with Individualized Education Programs (IEPs) experiencing RTO by 25%.

Physical Restraint, Time Out, and Isolated Time Out Reduction Plan

District: Wabash and Ohio Valley Special Education District

Date: 5/24/2024

Summary of the district's review of time out, isolated time out, and physical restraint data:

2022-2023:

__16__ number of incidents of time out, __27__ number of incidents of isolated time out, and __41__ number of incidents of physical restraint interventions

__11__ number of students involved

2023-2024:

__2__ number of incidents of time out, __4__ number of incidents of isolated time out, and __29__ number of incidents of physical restraint interventions

__6__ number of students involved

__3__ number of K-2 students experiencing RTO

Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>A) Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time out, and isolated time out;</p>	<p>The school district will continue to utilize PBIS to promote positive behavior and safety for all students and staff members. Behavioral expectations are taught, interventions are developed and provided, and positive student behavior is acknowledged. School staff members use strategies such as pre-teaching and teaching replacement behaviors in efforts to avoid using RTO techniques.</p>	<ul style="list-style-type: none"> ● Continue providing a supportive environment ● Ensure that basic needs are met while at school ● Offer choices ● Access to preferred staff members ● Reinforcement of desired behaviors ● Stay alert and safe positioning ● Pay attention to body language ● Communicate respect ● Promote dignity ● Avoid power struggles ● Identify triggers and signals ● Develop appropriate BIPs and/or safety plans ● Offer help ● Prompt incompatible behavior ● Provide wait time ● Analyze data 	<p>Ongoing</p>	<p>Administrators, school staff members</p>

<p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	<p>Best practices to de-escalate situations are taught to school staff through professional development activities focused on topics such as non-violent crisis intervention and childhood trauma.</p>	<ul style="list-style-type: none"> ● Continue providing a supportive environment ● Offer choices ● Access to preferred staff members ● Reinforcement of desired behaviors ● Stay alert and safe positioning ● Pay attention to body language ● Communicate respect ● Promote dignity ● Avoid power struggles ● Identify triggers and signals ● Offer help ● Prompt incompatible behavior ● Provide wait time ● Participate in non-violent crisis intervention training 	<p>Best practices are ongoing</p> <p>Non-violent crisis intervention training is provided at least annually</p>	<p>Administrators, school staff members</p>
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical restraint, time out, and isolated time out; and</p>	<p>School-based counselors, social workers, and administrators are available as needed for crisis situations. Non-violent crisis</p>	<ul style="list-style-type: none"> ● Continue providing social work and counseling services as listed on IEP ● Continue providing social work and 	<p>Best practices and communication with outside agencies are ongoing</p> <p>Non-violent crisis intervention training is</p>	<p>Administrators, school staff members</p>

	<p>intervention techniques (i.e., Safety Care and Ukeru) are utilized to prevent and/or de-escalate crisis situations. Outside agencies are also contacted when necessary for support and resources.</p>	<p>counseling services in crisis situations</p> <ul style="list-style-type: none"> ● Participate in non-violent crisis intervention training ● Communicate with outside agencies regarding services available for students and families 	<p>provided at least annually</p>	
<p>D) Describe the entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred and to think through ways to prevent use of intervention the next time.</p>	<p>D) Following incidents of physical restraint, time out, and isolated time out, staff members involved will conduct debriefing meetings to identify triggers, examine the response regarding what worked and what did not work, discuss how the incident affected those involved, and make plans for how to respond differently.</p>	<ul style="list-style-type: none"> ● A student debriefing meeting will be held following each incidence of physical restraint or time out to discuss the incident. ● A staff debriefing meeting will also be held to discuss the incident and ways to respond differently. 	<p>Ongoing (after each incident of physical restraint or time out)</p>	<p>Administrators, school staff members</p>
<p>E) Include action step(s) that describe procedures to ensure that appropriate school personnel are fully informed of the</p>	<p>All staff members that have an educational need to know about a student's history will be informed by the school</p>	<ul style="list-style-type: none"> ● School social workers/counselors and/or administrators will discuss pertinent student history with 	<p>Ongoing</p>	<p>Administrators, school social workers/ counselors</p>

<p>student's history, including any history of physical or sexual abuse, and other relevant medical/mental health information. Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.</p>	<p>social worker/counselor or administrator.</p>	<p>appropriate staff members.</p>		
<p>F) Identify steps to develop individualized student plans as required by PA 102-0339. Plans should be separate and apart from a student IEP or 504 Plan.</p>	<p>According to 23 IAC 1.285(f)(4), when a student experiences instances of isolated time out, timeout, or physical restraint on any three days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's</p>	<ul style="list-style-type: none"> Individualized plans will be written for students that have experienced instances of time out, isolated time out, or physical restraint on any three days within a 30-day period. The plan will outline appropriate behavioral interventions. If needed, team will discuss the potential need for an evaluation. 	<p>As needed</p>	<p>Administrators, social workers, counselors, and teachers</p>

	<p>functional behavior assessment, and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of the other, specified interventions.</p> <p>In addition, to comply with child find regulations, the team will discuss whether an evaluation is necessary.</p>			
<p>g) Describe how the information will be made available to parents for review.</p>	<p>ISBE Form 11-01 is used to document instances of isolated time, time out, and/or physical restraint.</p> <p>Following each incident of isolated time out, time out, or physical restraint, school staff make attempts to notify parents via phone.</p>	<ul style="list-style-type: none"> ● Parents/guardians are called and ISBE Form 11-01 is sent to parents/guardians. ● When requested by parents/guardians, meetings are held to discuss the physical restraint or time out. ● Post RTO plan and progress reports on district website. 	<p>Ongoing</p>	<p>Administrators, social workers, counselors, and teachers</p>

	<p>WOVSED sends ISBE Form 11-01 to the student's parents or guardians within one business day after any use of isolated time out, time out, or physical restraint.</p> <p>Parents/guardians are notified as soon as possible but no later than two school days after the event of the right to request a meeting to discuss the incident. If a parent/guardian requests a meeting, it is held within two school days.</p> <p>In addition, WOVSED's RTO plan and progress reports will be made available on our district website.</p>		Ongoing	Oversight team members
H) Describe a modification process (as	Team members will analyze data on a regular basis and	<ul style="list-style-type: none"> Oversight team will meet at least twice a year or more often if 		

necessary) to satisfy aforementioned goals.	modify this plan as needed to work toward the RTO Reduction Goals.	needed to analyze data and make revisions to the plan.		
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Team Members:

Crystal Amento

Mendy Scherrer

Teacher

Paraprofessional

Kendall Green

Whitney Tripp

School Service Personnel

School Service Personnel

Jennifer Butler

Jennifer Acord

Administrator

Administrator