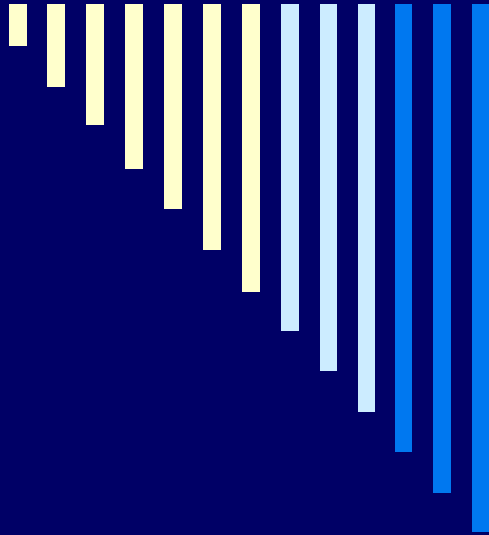
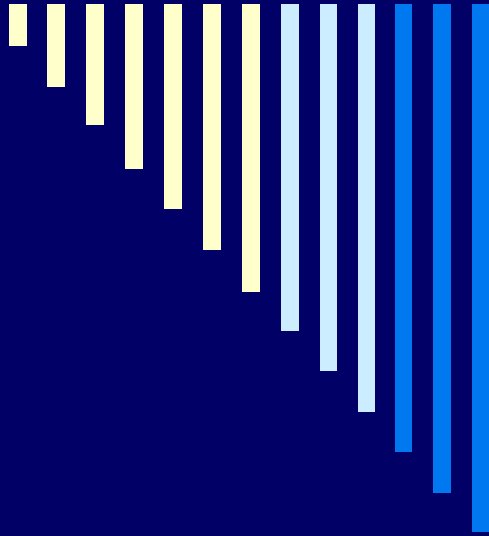


An Introduction to the Seclusion and Restraint Model

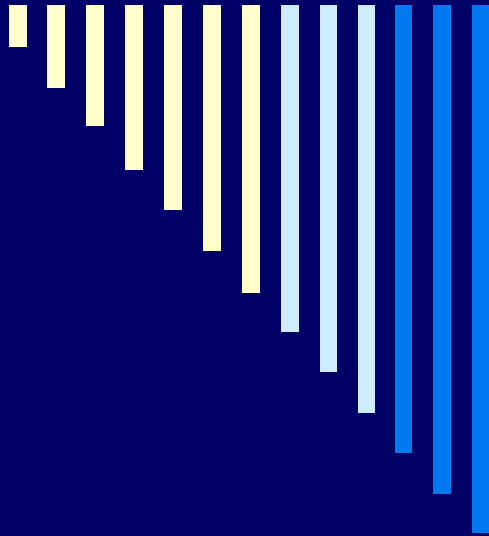
Required training for all AWSSC schools and employees



This training is required for all school staff that will have contact with students and must be repeated annually. The purpose is to inform school personnel on the Seclusion/Restraint Plan which is based upon Indiana Administration code and has been adopted by your school corporation.



All students have the right to be treated with dignity and respect and to be free from abuse.



Appropriate behavior will be promoted and taught. Examples include but are not limited to letting the student know he/she is doing the right thing, catch students being good, provide specific praise, modeling and corrective feedback.



Seclusion

Seclusion is a component of a written Individualized Behavior Plan that provides for the confinement of a student in a room from which the student is physically prevented from leaving and which provides for continuous adult observation of the student. Emergency seclusion is a last resort that may be employed when a student does not have a Behavior Intervention Plan.



Seclusion

The student's behavior must pose an imminent risk to the safety of the student or others. Imminent danger/risk is defined as serious physical harm or severe physical pain that requires medical attention or the possibility of death. Seclusion is not: An initial response to a behavior, used to force compliance, punishment, or an instructional method.



Time Out

1. The term time out is defined as time away from reinforcement.
2. Time out is a behavioral procedure, not a place.



Time Out

3. Types of time out:

a. Inclusive Timeout: The student is not removed from the room but the reinforcement (anything to support the behavior) is removed from the student. Example: Staff and peers will ignore the student when the student is engaging in target behavior.



Time Out

- b. Exclusionary Timeout: The student is moved to a different location within the classroom but is still excluded from the reinforcement.

- c. Seclusionary Timeout: Removal from the classroom environment. Can also be defined as the peers leaving the classroom and the student remaining in the room.



Restraint

Restraint is physically preventing a student from doing, exhibiting or expressing something by limiting, restricting, or keeping them physically under control in an emergency.

Staff may only physically restrain student utilizing best practices and safe behavior management methods that focus on prevention (CPI or other endorsed techniques) while holding current certifications.

This term does not include briefly holding a student without undue force in order to calm or prevent unsafe behavior.



Restraint

Mechanical Restraint: Use of any device or object to limit an individual's body movement or manage out-of-control behavior. The use of these devices can only be used as prescribed by a doctor, physical, or occupational therapist. If there are any mechanical restraints to be used, they need to be included in the student's IEP and with parent permission.



Restraint

Chemical Restraint: Medication prescribed by a doctor and administered by school health staff to control behavior or restrict a patient's freedom of movement. This will be the least used form of restraint.



Restraint

Physical Restraint: Any method of one or more persons restricting another person's freedom of movement, physical activity, or normal access to his or her body.



Restraint

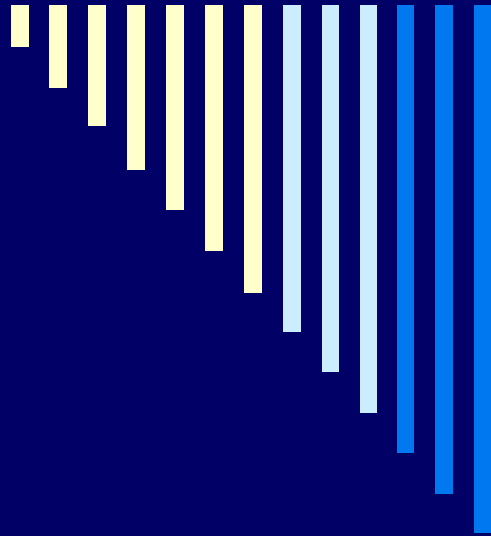
The purpose of restraint is for controlling the person's movement to restore behavioral control and establish safety for the out-of-control student and others.

Restraint is **NOT** used for maintaining instructional control or a consequence for property damage during a behavioral episode.



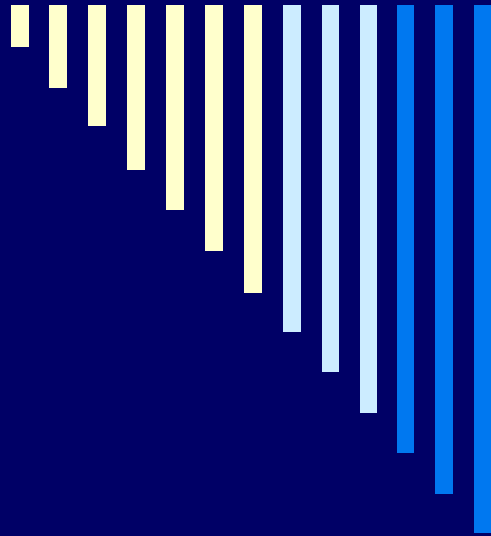
Debrief after Seclusion/Restraint

A staff member not involved in the restraint should examine the student to ascertain if any injury was sustained during the seclusion/restraint. In addition, the seclusion/restraint documentation must be completed.



Documentation Components

- Student name, date, school, time of incident, duration
- IEP, 504, or General education student
- Events leading to incident
- Location of incident
- De-escalation strategies
- Behaviors that led to seclusion/restraint
- Supervising staff member



Documentation Components

(continued)

- Description of student behavior during seclusion/restraint
 - Description of student behavior after seclusion/restraint
 - Was student examined by third party? Was any injury of student or staff identified?
 - Was there any property damage as a result of seclusion/restraint?
 - Was parent notified?
 - Copies sent to AWSSC director and parent
- Reporting form is available on the AWSSC website--