



"Unlocking Potential for Lifelong Learning and Service"

Procedures for Supporting Student Behavior in the School District of Sheboygan Falls

Revised June 5, 2012

*Adapted from WDPI Directives for the Appropriate Use of
Seclusion and Physical Restraint in Special Ed Programs
And
The 2011 Wisconsin Act 125 Requirements*

School District of Sheboygan Falls
Procedures/Policy for Supporting Student Behavior in the SDSF

Introduction

THE SCHOOL DISTRICT OF SHEBOYGAN FALLS is concerned about the use of seclusion and restraint in our schools. Both should be used only as a last resort in cases of a danger to the student or others. Watching for early warning signs is essential. Positive Behavior Intervention Support (PBIS), including early intervention and interruption of escalating behaviors should be used to avoid seclusion and/or restraint. In some specific situations involving a student with a disability, the use of seclusion and/or restraint may be necessary and appropriate to maintain the student's safety or that of others and must be documented in a student's IEP. Immediate goals of seclusion and restraint are to diffuse the dangerous situation, protect the student and others from injury and to gain a safe, controlled, productive learning environment.

Seclusion, (also called "seclusion timeout" or "isolated timeout"), as defined by the Wisconsin Department of Instruction (DPI), as used in this document means:

The involuntary confinement of a student, apart from other students, in a separate supervised area or room for a set period of time from which the student is physically prevented from leaving. It does not include in-school suspension, detention, student requested break or the student is instructed to return to his/her desk and/or sit on the sidelines.

WI Act 125 strictly *prohibits* seclusion in public schools *except when*:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- Constant supervision of the student is maintained;
- The student has adequate access to the bathroom, drinking water, required medications, and regularly scheduled meals; and
- Seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

A room may not be used for seclusion unless:

- The room or area is free of objects or fixtures that may cause injury,
- There are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed, and
- Meets all applicable school building code requirements.

Physical Restraint, (also called "manual restraint") according to DPI, as used in this document means:

A restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head. Physical restraints do not use any device or materials to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student in order to calm or comfort the student; holding a student's hand or arm to escort the student safely from one area to another when the student is complying with the request to move; intervening in a fight; using protective or

stabilizing devices, including adaptive equipment prescribed by a health care professional; using a weighted glove or wide arm cuff to hold one of the student's arms, allowing him/her to refrain from stereotypy and work with the free arm/hand.

The use of mechanical or chemical restraint is prohibited for use in schools. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assisting in mobility under the oversight of appropriate medical staff is not mechanical restraint.

WI Act 125 prohibits physical restraint in public schools except when:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- There are no medical contraindications to its use;
- The degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- No prohibited maneuver is used.

WI Act 125 further prohibits maneuvers or techniques that:

- Do not give adequate attention and care to protecting the pupil's head;
- Cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen,
- Place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; and
- Constitute corporal punishment

The terms seclusion (or seclusion timeout) and physical restraint are used here in the context of behavioral interventions for disciplinary reasons due to inappropriate, out-of-control behavior. The use of these techniques is never required and they are on a continuum of possible interventions to be used only when there is immediate danger to the student and/or others. The efficacy of the use of seclusion and physical restraint as behavior change techniques has not been documented, and research on the use of these techniques in schools is unclear. While the use of these techniques may not be empirically supported as positive behavioral interventions, their use may be necessary for safety reasons. In addition, the use of seclusion and restraint in school settings may enable the student to remain in a less restrictive environment (e.g., a public school program) instead of requiring an institutional or hospital setting.

Unforeseen Emergency Exception:

School staff who have not received the prescribed training in physical restraint may use physical restraint on a student at school:

- only in an emergency, and
- only if school staff members who have received training are not immediately available

There are two purposes for classroom management: to teach the student self-control and self-regulation, and to maintain an environment conducive to learning for all. The most desirable behavior management approaches are positive and proactive, while seclusion and restraint are reactive strategies and should be avoided if possible. The focus of behavioral intervention should be on antecedents: the “A” in the following paradigm below where A = Antecedent, B = Behavior and C = Consequence.

A ⇨ B ⇨ C

The behavior intervention plan (BIP) should focus on positive interventions as determined by a functional behavioral assessment (FBA), and should include teaching replacement or alternative behaviors for the inappropriate or unacceptable behavior. The goal should be to help students learn and practice better alternatives. In conducting an FBA, be sure to consider environmental issues, since setting, task, and/or the adults and other students present in the environment may contribute to escalated situations.

School staff should strive to be proactive problem-solvers when addressing inappropriate and unacceptable behaviors. If, after a reasonable trial period, an intervention is unsuccessful and behavior is not changing, try another approach, and then another. Ask whether the environment should be modified – the physical setting, curriculum, presentation style, the interaction of others, and so on. It is important to teach behavior just as we teach academics and a good behavior intervention plan will reflect this. There should be opportunities for the student to practice new behavior skills, and to get constructive feedback. As students are learning new, more acceptable behaviors, they may need cues or reminders.

When considering the use of seclusion or restraint, it is important to maintain respect for the child and protect his/her dignity and safety. Be sure that the intervention is appropriate to the student’s age and developmental level, and takes into account any medical or other issues the student may have. Keep in mind that inappropriate verbal behavior from a student should result in a verbal (rather than a physical) intervention. Threats or profanity are not physical danger, and cannot be considered as such unless the student also demonstrates a means of carrying out the threat. Seclusion and restraining should only be used when there is immediate physical danger to the student or others, and for the shortest time possible.

Staff members should be reflective and consider what they may bring to any interaction. How do they react during a crisis? What does their body language or voice convey? Do they think the students perceive them as calming and in control? What is the relationship with the student and how will this affect the intervention?

In summary, trained school personnel should only use seclusion or physical restraint

- When less restrictive or alternative approaches have been considered and attempted, or considered and deemed inappropriate for the current situation;
- In a humane, safe, and effective manner;
- Without intent to harm or create undue discomfort (physical or emotional);
- In some specific situations for a student with a disability, consistent with known medical or psychological limitations and a student with a disability’s IEP and behavior intervention plan (BIP).

Remember: Seclusion and physical restraint should only be used as a last resort when the student's behavior is an immediate danger to the student and/or others, and when other interventions have been unsuccessful.

If at anytime if an IEP team determines that the use of seclusion or restraint may be reasonably anticipated for the student, the IEP must include:

- Appropriate positive interventions and supports and other strategies that address the behavioral concerns based on a functional behavioral assessment; and
- Clear statements that the use of restraint and/or seclusion may be used as an intervention.

Positive Behavior Intervention Support (PBIS) Practices

PBIS is the broad range of proactive, systemic, and individualized strategies for achieving important social and learning outcomes in safe and effective environments while preventing a problem behavior with all students. Several THE SCHOOL DISTRICT OF SHEBOYGAN FALLS schools will be implementing PBIS practices beginning fall, 2009. All schools will implement these practices over the next two years.

PBIS Universal Practices:

- Define 3-5 school-wide expectations.
- Teach/Pre-correct through direct instruction and "in-the-moment" reminders.
- Model for students and have them practice what is taught.
- Acknowledge positive student behavior.
- Re-teach the expectation using different strategies and have students practice the skill.

Promoting the Well Being of THE SCHOOL DISTRICT OF SHEBOYGAN FALLS Staff and Students

There are inherent risks associated with the use of physical interventions. If they must be used as a last resort, considerations must be given to factors that will make the process as safe as possible for everyone involved, particularly for the individual needing physical intervention.

- While safety is always the priority, preserving the dignity of the individual should also be considered.
- Nonphysical interventions are always preferred.
- Physical interventions are never to be used to punish or coerce.

The Crisis Intervention Training

THE SCHOOL DISTRICT OF SHEBOYGAN FALLS has certified Non-violent Crisis instructors who are responsible to train district staff using the methods of the Crisis Prevention Institute. It is imperative that staff members responsible for preventing and intervening in crisis situations are well trained. Training should emphasize proactive and early intervention strategies and skills so that the use of physical intervention is truly minimal. Training can only be facilitated by certified instructors.

Training standards include:

Designated staff will receive a minimum of 8 hours of initial Non-violent Crisis Intervention Training (NCI) followed by subsequent 3 hours of the Non-violent Intervention Formal Refresher training at least every two years. Certain categories of staff will receive different levels and frequency of training as determined by Administration. Staff members who are intervening with physically aggressive students are encouraged to practice the physical movements involved with the physical interventions taught. Scheduled rehearsals to practice school team interventions in specific situations are strongly recommended. Building administrators are encouraged to contact a district trainer for assistance.

Designated staff will include:

Building Administrators, Crisis Team Members, School Counselors, Special Education Staff, Teachers-in-charge, and others designated by Ann Roy, Director of Special Education and Pupil Services.

All designated new staff members will receive initial training within the first semester of the school year that they are employed. In addition to refresher training, building administrators will provide opportunities for team members to conduct drills.

A Team Approach

A team approach should be used to prevent and intervene in crisis situations as explained in the NCI training. Building Administrators will determine who will respond to requests for help when a situation is escalating. The alert to be used on the PA system will be, "Fall's Response team report to room ____." The first staff member to respond or the staff member with the best rapport with the student will assume the responsibility of Team Leader.

Team Leader Responsibilities Include:

- Access the situation
- Plan the intervention
- Direct others
- Communicate with the person in crisis
- Determine circumstances when law enforcement should be contacted
- Take responsibility for incident documentation

Auxiliary Team Member Duties Include:

- Check situation for signs of stress or safety hazards
- Address safe use of all techniques
- Recognize when more help is needed or different strategies should be implemented
- Engage in support of teammates or communication if delegated by the Team Leader.
- Use of Physical Interventions

Within each building the safest possible use of physical interventions will be utilized.

- During the use of physical interventions, staff must closely monitor the well-being of the student
- Staff members are not to use any physical intervention for which they have not been trained
- Floor restraint should not be used

- Physical interventions which compromise safety or impair the individual's ability to breathe should not be used
- Whenever possible, foreshadow for a student what will happen if restraint is necessary

Procedures for Documenting Incidents Requiring Seclusion or Restraint

All situations requiring seclusion or restraint must be documented, as well as any that resulted in injury to any party involved. The Team Leader or designated person will complete the Seclusion/Restraint Reporting Sheet found on the District Google docs system or in hard copy on the clipboard outside of each seclusion room (a sample is attached to this document). The Team Leader will organize follow-up activities; staff members must debrief using the C.O.P.I.N.G. Model, as expressed in the NCI Training program. This may involve reviewing and reassessing both building and district policies and procedures.

If seclusion and/or physical restraint is used on a student at school, the principal or designee must further:

- As soon as possible, but no later than 1 business day after the incident, notify the student's parent of the incident and of the availability of the written report.
- Within 1 business day after the incident, after consulting with school staff present, prepare a written report containing all of the following information:
 - The student's name,
 - The date, time, and duration of the incident,
 - A description of the incident including a description of the student's behavior before and after the incident, and
 - The names and titles of school staff present during the incident.
- The written report must be kept at the school and made available for review by the student's parents within 3 business days of the incident.

Each year, by September 1, the principal or designee must submit to the Director of Special Education & Pupil Services a report:

- on the number of incidents of seclusion and physical restraint in the previous year,
- the total number of students involved in the incidents, and
- the total number of students with disabilities involved in the incidents.

Upon review, the Director will submit the District and School level reports to the Board of Education at the September Board meeting.

Policy/Procedure Review

The Pupil Services Director will collect data on the use of seclusion and restraint and regularly meet with a committee of trainers and administration to assess effectiveness of the district policy and NCI procedures.

Seclusion or Restraint Reporting Sheet

Student Name	Date
Teacher/Class	Time in/Time out
Staff person initiating seclusion/restraining; other present/involved:	
Describe the behavior that led to seclusion/restraint, including time, location, activity, others present, other contributing factors:	
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:	
Student behavior during seclusion/restraint: Was there any injury or damage? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe	Student behavior after seclusion/restraint:
Follow-up with student after the seclusion/restraint	
Is other follow-up needed (e.g., IEP meeting, additional evaluation, discussion with others)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, specify:	
Parent contact:	Administrative contact: