

In this webinar we will explore the use of restraints.

Emergency:

Restraints should only be used in an emergency with extreme caution after the failure of less restrictive alternatives (such as positive behavior supports, verbal and non-verbal de-escalation, and environmental modifications). After making a determination that such alternatives would be inappropriate or ineffective under the circumstances.

Emergency Situation means a situation in which there is probable imminent threat of bodily injury to self or others, with the present ability to affect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.

(2) Restraints must never be used as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior.

(3) School personnel shall use restraints only for the period of time necessary and using no more force than is necessary; using equal or less force than the student.

(3)(b) Prioritize the prevention of harm to the student.

Emergency Decision Making Tree:

This is a decision-making tree that can help you, figure out whether the situation, constitute an emergency, or not.

The first question you would ask yourself "is this an emergency" Yes, or no? If the answer is no, then you would ask this set of questions. Is this a discipline Issue where compliance is needed, or a general threat where actionability is questionable or a situation where control needs to be asserted? If that's where we're at then we do not restrain we want to use less restrictive methods, we want to follow a crisis, plan or contact trained Staff.

When behavior is not a danger to self or others, continue to use low-level interventions such as:

- Implement Positive Behavior Support strategies.
- Develop Behavior Intervention Plan.
- Use a continuum of low level positive proactive interventions.
- Alter environmental factors that impact student learning.
- Refer back to less restrictive interventions and strategies
- Teach student replacement behaviors
- Review Policies and Procedures annually.

If we go back to that same question, and the answer is, yes, this is an emergency situation, and the next question we have to ask ourselves, is a restraint appropriate in the context of this emergency situation if the answer is no then we look at a physical intervention versus, a restraint.

If the answer is Yes, then we need to proceed to the next level of questioning, which is are you trained in a nationally, recognized physical management and restraint Process?

If No, then we still are not going to restrain, you might go back and look at that physical intervention.

If, yes, then the use of a physical restraint might be need.

When making use of a physical restraint the following needs to be in place:

Student Monitoring:

All Health concerns are considered, as some students may have health concerns that prevent the use of restraints such as fragile bones, Asthma, hemophilia etc.

We need to monitor the students to make sure they are not being prevented from breathing or communicating. This monitoring process needs to be constant and ongoing throughout the use of the restraint. In addition to monitoring their breathing we also want to make sure they have proper, Circulation and are not cutting off their blood flow.

Excessive pressure on the chest, back, or extremities needs to be avoided.

Throughout the student's behavior cycle, including the restraint we want to make sure that we are following the students IEP (individual education plan) and or BIP (Behavior Intervention Plan).

Throughout the duration of the physical restraint opportunities need to be provided to the student to have the restraint removed if the unsafe, violent, dangerous behaviors Ceases. You want to constantly check in with the student and see if they're calm enough or have had a release of tension that allows for the release the restraint.

If protection is no longer needed and safety has been established, then you need to discontinue the restraint.

Except if safety concerns are still evident the restraint needs to be released after 15 minutes.

Documentation Considerations:

Written documentation needs to be provided to the school administration within one day (same day as the restraint occurred) prior to the end of the school day.

The school principal or their designee must notify the parents/guardians within one day (same day as the restraint occurred) prior to the end of the school day.

A more detailed written report needs to be provided to the family within 5-calendar day from the use of restraint.

A written report also needs to be placed into the student school file.

Review Requirements:

A review of the restraint needs to be conducted after each usage. The purpose of the review is not to place blame but to determine if the use of restraint could have been avoided. Could staff have taken different action steps to prevent the behavior from escalation to the point of needing to use restraints.

The Review of the usage of restraints needs to include:

- Having the staff involved review the usage of restraint.
- Follow up communication with the student and family
- A review of the documentation related to the use of restraints, looking for the usage of alternative strategies that were used.
- Recommendations for any needed adjustments.

The IEP team may want to review the current services that are being provided to the student to determine if the current services are meeting the student/s need or if the service to the student needs to be adjusted to avoid such situations in the future.

Crisis Behavior VS Maladaptive Behavior:

Crisis, Versus maladapt, behavior. A question that we can ask is the behavior we're seeing Crisis behavior or are we seeing maladaptive behavior?

The common characteristics of crisis behavior is they have that loss of the ability for rational thought. Heightened emotions typically take about 20 to 30 min to resolve, meaning that if a student is in crisis that it will take 20-30 mins for the behavioral cycle to run its course.

The majority of the nationally crisis intervention programs such as CPI, QBS, Mandit, etc. are designed around the student being in a state of crisis and displaying crisis behavior. They are making the assumption that the student has lost the ability of rational thought.

With maladaptive behaviors students are able to think their way through the situation countering staff actions though making adjustments to their own behavior. When a student is in crisis they cannot think their way through the behavioral situation, they cannot problem solve and adjust their behaviors over the course of the behavioral cycle.

If during a behavioral cycle the student displays the ability to turn on and off their emotions and make shifts in their responses and adjust within minutes such as a student stating that they are clam and displaying calm behavior to then immediately go back to being aggressive once the restraint has been released then this might be an indicator of maladaptive behavior where the student is not really in a state of crisis.

Maladaptive behaviors typically respond better to more traditional behavioral modification approaches that do not include the use of restraints then to crisis behavioral response.

It's important when working with students to be able to separate or identify am I seeing crisis, Behavior, or Maladaptive behavior as this will guide the intervention process. Behavior Intervention plans can help guide staff in making this distinction.

Property Destruction:

Property Destruction: a new change that came through House Bill 22-1376, for the definition of Restraint was expanded it to include property destruction. The definition still focuses on Safety as the primary concern but what was added is, if property, destruction might be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the individual or another person. With property destruction the use of restraints can be used, when the destruction of that property creates an emergency, where the destruction of property results in a danger to the student or others, where safety is a concern not out of concern for the property.