

This webinar on Restraints and Seclusion is going to focus on Seclusion

Seclusions:

“Seclusion” **means** the placement of a student **alone** in a room from which **egress** is involuntarily prevented. While in seclusion relief periods from seclusion shall be provided for reasonable access to toilet facilities. “Seclusion” **does not mean**: Placement of a student in residential services in his or her room for the night.

“Seclusion” does **not mean** Time-out. “Time-out” is the removal of a student from potentially rewarding people or situations.

- A Time-out is not used primarily to confine the student but to limit accessibility to reinforcement.
- In a Time-out, the individual is not physically prevented from leaving the designated Time-out area.
- Such a Time-out requires effective monitoring by staff.

Time-out:

Time-out is a behavior change technique used to decrease the frequency of a target behavior, and is most effective for behaviors that are maintained either by attention or tangible reinforcers.

Time-out has been effective in reducing such behaviors as tantrums, inappropriate social behaviors, yelling, aggression, time spent out-of-seat, and inappropriate verbalizations (Alberto, Heflin, & Andrews, 2002; Mortimer, Adamsky, & McLaughlin, 1998).

Time-out is a complicated and intricate intervention that is frequently misunderstood and exists on a continuum.

The time-out continuum ranges from least restrictive to most restrictive. We can see from this continuum that there are different types of time out approaches ranging from planned ignoring to extinction, to contingent observation, exclusionary timeout to isolation timeout.

Planned ignoring: is the removal of social attention from the individuals.

The use of Planned Ignoring is a simple, yet extremely effective strategy to decrease minor problem behaviors in the classroom. Planned ignoring is the opposite of providing your attention: it is *planning* to withhold overt attention (keeping awareness of events and **not ignoring the child**) following a specific behavior. Often, teachers do not realize that when they respond to a student who seeks to gain attention, even via a reprimand, this is still a form of attention. In fact, with some behaviors, providing a reprimand will make it more likely you will see the behavior again.

Effective **planned ignoring** can help students unlearn problem behaviors that obtain attention and, when paired with positive attention, teaches them more socially appropriate behaviors to interact with peers and adults.

Extinction/Nonexclusioary: Is understanding the function of the behavior, more specifically what is reinforcing the behavior and then you withhold the reinforcement for this behavior. It is the removal of stimulus conditions that are reinforcing to the student.

Extinction is a behavioral term that basically means to determine the function/cause of a behavior and then to terminate access to that function in order to extinguish the behavior. You determine what the reinforcement for the behavior is and then you withhold it.

There are different types of extinction:

- Tangible Extinction (the child does not receive access to a desired item or activity)
- Escape Extinction (the child does not get to avoid or escape a non-preferred task or person).

Extinction is used to decrease inappropriate behaviors such:

- Tantrums
- Screaming

Here's some examples of extinction:

- Screaming: Your child screams in the car when they want you to turn the radio on. You used to plead with him to stop screaming, now you give no response to the screaming.
- Crying/Tantrums: Your child tantrums at restaurants when she is ready to go home. You used to pick her up and leave the restaurant when this happened, now you stay at the restaurant and continue eating.
- Excessive scratching: Your client scratches at scabs or wounds excessively to the point of causing harm. You used to tell him not to do this, and sometimes place him in time out. Now you place cotton gloves on his hands so he cannot cause harm by scratching.

Contingent observation: is having a student watch from the periphery and not participate in group activities during the timeout period.

- This type of time-out would be ideal during some activity such as recess or a structured group academic task in which the child can observe appropriate peer behaviors and see those behaviors being reinforced.
- To make contingent observation time-out most effective, the teacher must reinforce appropriate behaviors and the resulting reinforcement (Turner & Watson, 1999). After time-out is over, the teacher must then monitor the child to reinforce the first appropriate behavior demonstrated by the target child to ensure a rich time-in environment and to increase the discriminability between time-out and the classroom (Marlow, Tingstrom, Olmi, & Edwards, 1997).

Exclusion timeout: is removing the student from the reinforcing environment, where the student remains in proximity to environment where stimuli has reduced assess such as the use of a carousel that might be used in testing situation.

Exclusionary time-out involves removing the child from the reinforcing situation but not from the room or area of activity (e.g., playground, gym). When a child displays the inappropriate target behavior, he or she is immediately removed from the activity for a period of time. Examples of this type of time-out are sending a child to a location within the room or a chair positioned away from the ongoing activity. (Harris, 1985; Mace & Heller, 1990; Mortimer et al., 1998).

Isolation timeout: the most restrictive of these interventions, in which the student is removed from the classroom and stays alone in a barren room for a specified period of time.

Isolation involves the removal of the child from the reinforcing environment to an environment where, at least theoretically, there are no reinforcers available to the child (Tingstrom, 1990). Isolation typically entails placing the student in a different area such as another room for a specified amount of time.

Before making use of isolation time out you will need to know your local policies and procedures which will inform the details of how this approach might be implemented and what extra resources might be needed.

Seclusion Rooms:

The regulations provide the following guidance for the use of seclusion rooms.

Any seclusion room/space in which a student is secluded must have adequate lighting, ventilation and size.

House Bill 22-1376 changed to Seclusion Regulations in PPRA:

HB 22-1375 has added additional seclusion room requirements to the PPRA regulations. These changes include having at least one window for monitoring when the door is closed, if a window is not feasible, then monitoring must be possible through a video camera. The student placed in a seclusion room must be continually monitored. The room must be a Safe place free of injurious items. The seclusions room must not be a room that is used by school staff for storage, custodial or office, space