Restraint and Seclusion of Students

~~Go with ask - Vision -~~

~~We have increased Arkansas standing to~~

~~5th in the nation for education.~~

HANDOUT #1

Definitions

- Restraint - Physical, Mechanical Chemical
- Physical Restraint - Mechanical or personal restriction that immobilizes or reduces the ability of an individual to move his or her arms, legs or head freely.
    - Does not include physical escort, which is generally defined as the teporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

- **Seclusion** – the involuntary confinement of a student in a room, enclosure, or space which is locked or from which the student is physically prevented from leaving.
  - Seclusion is not a timeout, which is a behavioral management technique that is part of an approved positive program based on a functional assessment and may involve the short term or temporary separation of the student from the group, in a non-locked setting, fr purposes of calming.

Restraint in Practice

- 69% of students subject to restraint have disabilities.
- 60% of those children are non-verbal (Child Welfare League)

- Mostly smaller, younger children are restrained and secluded.
- In Arkansas, a child may be restrained for any reason, including refusal to do work, refusal to leave an activity, and gestural aggression (shaking a fist).

- In Arkansas, a child's medical condition need not be considered when subject to restraint.
  - A child with asthma may be held face down
  - A child with a skeletal disorder may have a knee placed on his back
  - A child with cardiac issues may struggle for any length of time

may

"Dan"

- Dan is 12 years old and has been subject to restraints since kindergarten. He has asthma, and struggles to breathe at times. He often needs his inhaler while he is held face down. Dan's mother says he is claustrophobic, and his behavior worsens when he spends time secluded in the school's small, padded room.

"Lane"

- Lane was 9 years old when his mother found bruises first on his back, and later on his arms. It took Lane's mother weeks of asking until a teacher pulled her aside and told her Lane had been carried by his arms and legs down a school hallway, bumping his back along the way.
- Lane's behavior? He sat down and cried because he didn't want to leave recess early.

"Adam"

- Adam is a first grader who spent too much of his year in restraint or seclusion. Prior to entering kindergarten, Adam attended a typical preschool without any issues. Adam's private psychologist calls him "twice exceptional", because of his intellectual giftedness and his social/behavioral weaknesses. Adam doesn't like spending his days in the Autism self contained room but he hasn't "earned" the right to leave yet.

Pause / tell it, don't use it

"Sam"

- Sam is a second grader who has been restrained numerous times a day, numerous days a week. Sam has suffered bruises, two of which were on his inside elbows. The cause? A staff member held him in a basket hold, covering his mouth with his own arms, where he bit himself while struggling to get loose.

Why Restraint is Not "Best Practice"

- Restraint is not time or staff effective
- Restraint can be dangerous to both child and staff
- Restraint disrupts the learning process
- Restraint doesn't teach anything, it merely punishes

teachers do not want to do this!

this is not teaching!

Current Arkansas Law Regulating the Restraint of Public School Children

0(zero)

How can we Protect Children and Teachers from Further Harm?

- We need a regulation that:
  - Defines Restraint, Seclusion, transport
  - **Limits use** to risk of physical harm to self or others
  - Requires data collection and reporting
  - Requires parental notification and involvement
  - Emphasizes Prevention
  - Promotes Safety

not guideline

What are others doing?

- 30 states limit the use of restraint/seclusion in schools
- Centennial School reduced the use of restraints significantly - see handout
- Department of Education issued letter and guidance document
- Stop Hurting Kids - stophurtingkids.com - national campaign

Want to know more?

- Model Bill
- Wisconsin Memo
- Duncan Letter
- Centennial School research paper
- TASH.org
- Stop Hurting Kids Campaign