Restraint & Seclusion 19-20

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Student Services
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Restraints (Sept 2019-March 2020)

Total Restraints: 7

Number of Students that contributed to Restraints: 6

Male: 6   Female: 0

Elem: 6   MS: 0   HS: 0

AA: 1   A/PI: 0   C: 3   H: 1   M: 1   NA: 0

Total Seclusions: 0

Male: 0   Elem: 0

SB: 963

Definition of Restraint

SB 963 defines **restraint** as "the restriction of a student's actions or movements by holding the student or using pressure or other means." Restraint is to be used only when the student's behavior "imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others" and "less restrictive interventions would not be effective."

SB: 963 Cont.

SB 963 lists circumstances that are not considered restraint. They include:

- Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- Assisting a student to complete a task if the student does not resist the physical contact;
- Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under ORS 339.288 and the intervention is necessary to:
  - Break up a physical fight;
  - Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
  - Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

Prior to the passage of SB 963, the use of mechanical, chemical, or prone restraints were prohibited. SB 963 increases the types of restraints that are prohibited. They are as follows:

- Chemical restraint;
- Mechanical restraint;
- Prone restraint;
- Supine restraint;
- Any restraint that involves the intentional and non-incidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon;
- Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat;
- Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite;
- Any restraint that impedes, or creates a risk of impeding, breathing;
- Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts;
- Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone;
- Any action designed for the primary purpose of inflicting pain.

The Mandt System

The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of The Mandt System is on building healthy relationships between all the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed in order to teach new behaviors to replace the behaviors that are labeled "challenging".

The Mandt System integrates knowledge about the neurobiological impact of childhood trauma with the principles of positive behavior support and provides a framework that empowers service providers to do their work in a way that minimizes the use of coercion in behavior change methodologies.

Training

Goal is to train administrators, special education teachers, special education EAs, counselors, school psychologists, other staff interventionists.

About 60% are currently trained. Staff must be recertified every two years.

Trainers: Amber Johnson, ASD Consultant; Julie Sams, Director of Student Services

Questions?