

## Connecticut laws regarding the use of restraint and seclusion in schools:

### Required Training and Professional Development for ALL STAFF must include, but is not limited to:

An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students must be provided at least annually to all professionals, paraprofessionals and administrators.

- prohibition of prone (face up) restraint
- Restraint and seclusion may only be implemented during emergency situations by trained staff (PMT)
- monitoring and documentation (timely reporting of incidents, incident reports, PPT)
- Crisis Intervention Teams;
- seclusion
- Physical Escorting/Carry



## What is and is NOT physical restraint?

***Effective 7/1/18:***

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs, or head, **including, but not limited to, carrying or forcibly moving a person from one location to another.**

Escorting student is now documented as a restraint

The term **does not include:**

- briefly holding a person in order to calm or comfort the person;
- medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a person from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan and is the least restrictive means available to prevent such self-injury.



## What is and is NOT seclusion?

*Effective 7/1/18:*

**Seclusion** means the involuntary confinement of a student in a room from which the student is physically prevented from leaving.

**"Seclusion" does not include an exclusionary time out.**

- Prohibits seclusion in BIP/plans
- Can only be used as an emergency interventions to prevent immediate injury to student or others

**"Exclusionary time out"** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior (exclusionary time out becomes a reportable "seclusion" if or when the student is physically or otherwise prohibited from leaving the space).



# Behavior Mantra

It is easier to PREVENT a behavior from occurring, than it is to deal with it after it occurs.

-Preventative  
Positioning

-Environmental  
Arrangement

-Precursors

-De-escalation  
Strategies

-Trauma Informed  
Classrooms

-ABA Strategies

# Prevention Strategies

## Preventative Positioning

where are the adults located in comparison to the location of children  
“who’s minding the store?”



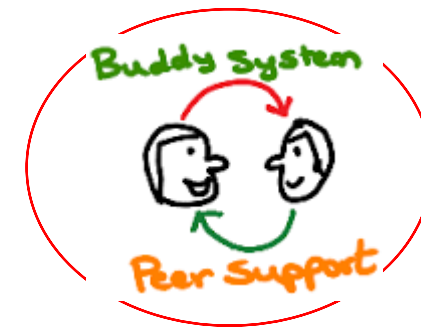
Proximity to observe and intervene as necessary  
Put yourself in the middle



Who sits next to each other? For what activities? Why?

Assigned Seats

ROUTINE!



## Prevention Strategies

## *Environmental Arrangement*

# EXIT



How do I get out of here?

What is in my way...literally?  
(I can't hurdle desks)

Is there anything important or potentially dangerous within reach?

Whole group transitions-  
take turns- not everyone has to  
mob the coat hooks at once

Consider where and how  
materials and key locations are  
accessed by students (sink,  
crayons, finished bin)

Create a safe area that can be  
readily monitored

# Environmental Arrangement



# Precursor Behaviors/ Anxiety

observable behavior that indicates “something’s wrong”

- -rocking back and forth
  - -reddened face
  - -sighing or heavy breathing
  - -leaving the activity (bathroom, nurse, sharpen 10 pencils)
  - -distracted
- The list is endless and you need to observe and know your students to recognize precursors to problem behavior and be able to intervene at this stage



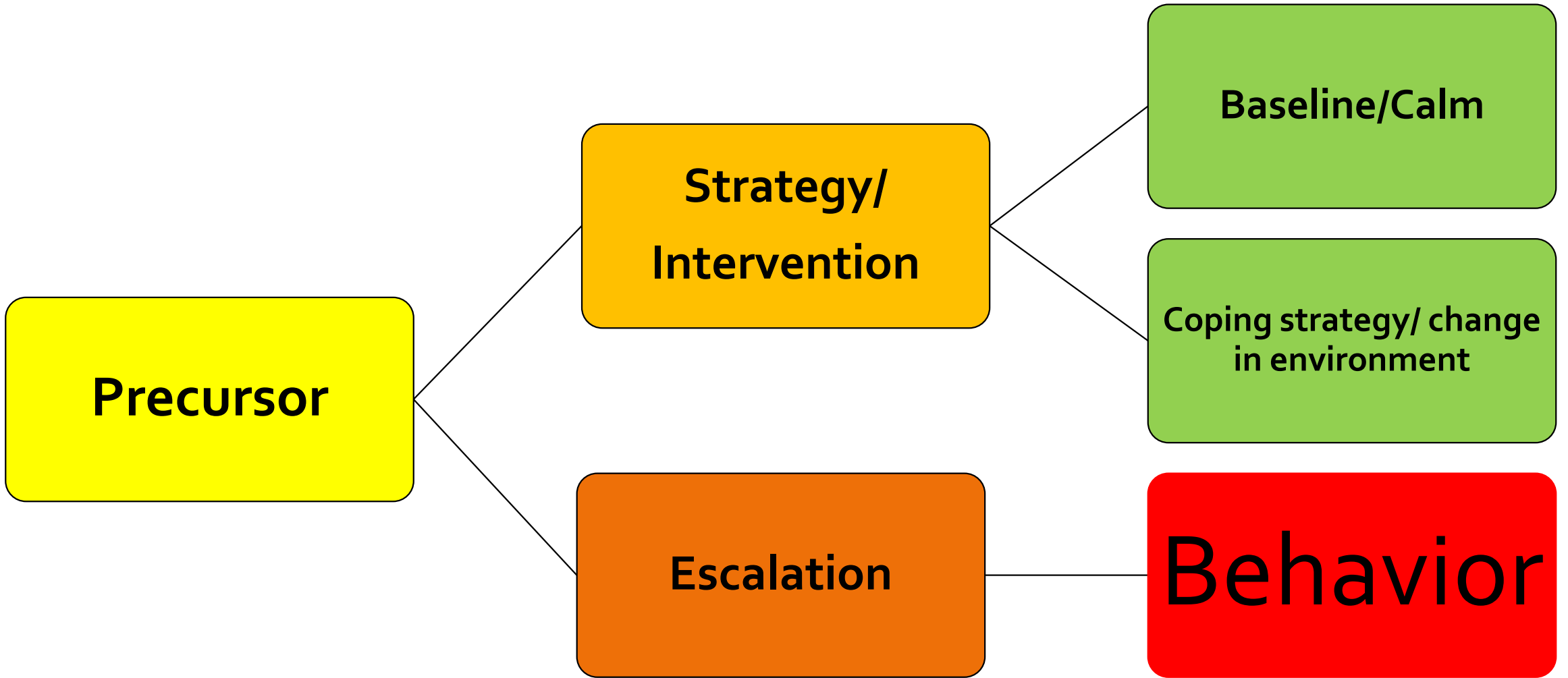


## Precursor Behaviors

Uh-Oh Peaches --→  
Meltdown

What are the precursors?  
How could this have been avoided?  
What would have done differently?





# De-Escalation Strategies

1. Tone and volume.
2. Active Listening
3. Personal space.
4. Body Language



# De-Escalation Strategies

- Pick your battles. Keep your eye on the prize- consider your main objective and stick with it.
- Let go of the power struggle. In a power struggle nobody wins.
- Recognize your own triggers- model how you remain calm
- Sometime less (words) is more. Remember “low and slow” for voice tone and volume
- Don’t take it personally. It’s ok to “tag out”. Sometimes a change in environment, or a different person to de-escalate is all that’s needed



vs



# Trauma Informed Classrooms

Research shows that early childhood trauma has an adverse effect on the neurological development

- 1. Identify yourself as a safe individual.
- 2. Be dependable and reliable.

# Trauma Informed Classrooms

We can't change any place other than our own environment

Consider a child's other experiences, exposure, how can we best support the big picture



# Trauma Informed Classrooms



**The absolute worst \$%(^^\$ Day**

**Consider how you handle stress, life disruptions, or  
overwhelming incidents**

**How would we ask our students to do any different?**

Resources:

<http://www.pbisworld.com/>