

Barrington Public Schools

Procedures Regarding Prevention and Crisis Intervention/Physical Restraint for Safety Promotion

Intent

The intent of these procedures is to ensure that every student participating in The Barrington school district is free from unreasonable and unnecessary physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. These procedures reflect a policy prohibiting corporal punishment. They promote the use of positive, preventive behavioral supports that significantly limit the need for physical intervention, restrict the use of physical force, and ensure that physical restraint is administered in the least intrusive manner possible. These procedures delineate appropriate practice in those instances where physical restraint is absolutely necessary to protect a student or students, staff and/or other school members from imminent, serious physical harm.

The Barrington School District has established the procedures described in this document for the purposes of:

- (a) Promoting student safety and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior that may occur with an individual student or among groups of students;
- (b) Establishing effective crisis intervention practices and, when necessary to ensure safety, appropriate physical intervention procedures;
- (c) Keeping all school members informed regarding these procedures as well as preventive interventions, de-escalation, types of restraints and related safety considerations, administering physical restraint in accordance with behavioral intervention plans and/or known medical or psychological limitations;
- (d) Identifying staff that is authorized to serve as a school-wide resource to assist other staff in proper administration of these practices, and provide these staff with advanced training beyond the basic information provided to all staff.
- (e) Reporting crisis intervention/physical restraint incidences to parents, the administration, and the Rhode Island Department of Education.

Emergency Situations

The District is committed to maintaining a safe school environment. While the procedures contained herein direct the use of crisis intervention/physical restraint, they do not prohibit any teacher, employee or agent from using reasonable force to protect students, other persons or themselves from imminent, serious physical harm.

A. Keeping All School Members Informed

Annual Professional Development

Each school year, District policies and procedures described in this document are reviewed with all school staff and parents. Others wishing to review a copy of this document can access it by contacting the office of the Superintendent.

Within the first month of school, the staff training is conducted as outlined below.

Staff who are employed after the school year begins are provided this training as part of their initial orientation within the first month of their employment.

<u>Schedule or Timelines</u>	<u>Training Component</u>	<u>Training Activities</u>
Annually	District Procedures (as further outlined in document)	Review with staff at beginning of school year; share annually with parents via student handbooks, newsletters, and school websites
On-going	Positive Behavioral Supports for all Students	Staff participation in professional development targeted at positive behavioral support systems
On-going (as needed on individual basis)	Behavioral Interventions for Challenging Behavior, including Functional Behavioral Assessment	Recommendations developed through Response to Intervention team/Evaluation team meetings held at each school
On-going	De-escalation during crises	Staff participation in professional development targeted at prevention and de-escalation behaviors and procedures
Annually	Types of Physical Restraint and Related Safety Considerations	School-based training and/or review of appropriate types of and conditions for physical restraint
On-going	Administering Physical Restraint in Accordance with Individual Student Behavioral Intervention Plans and with Known Medical or Psychological Limitations	School based plan and procedures delineating persons responsible for administering physical restraint for individual Student Behavioral Intervention Plans

B. Methods for Promoting Safety and Preventing Violence

1. Social and Emotional Learning for All Students

Social and emotional learning and positive behavioral supports for students are addressed as appropriate as part of ongoing school improvement and professional development plans at all levels. The district is committed to ensuring that systems are in place to focus on personal growth and development where children develop social skills, coping skills, and effective problem-solving and decision making skills in real world settings.

Each school in the district implements practices and procedures that promote their school's mission statement and articulate environment and articulate procedures outlined in the school's Crisis Intervention Plan. Information is shared with families in the district through each school's home-school communications.

2. Behavioral Intervention to Support Students Facing or Posing Behavioral Challenges

To support productive relationships and learning and to enhance connection to school for students who face or pose emotional or behavioral challenges, the following procedures are established in the district. The district recommends the use of behavioral intervention strategies that exemplify the following characteristics: there is an emphasis on learning; they promote safety, respect, and responsibility; they are designed to be preventative and proactive; they are potentially effective for all students; they reflect a belief that positive results can be achieved with appropriate strategies and supports.

Additionally, each school has developed a plan for providing professional development to ensure that all staff is proficient in providing positive behavioral supports for all students to support positive, respectful learning communities. Appropriate staff is provided with a range of behavioral interventions for dealing with and redirecting challenging behavior, including Functional Behavioral Assessment. Support for staff is made available at all levels through Response to Intervention teams (RTI) and Evaluation Team (IEP) meetings.

3. Crisis Intervention: De-escalation Procedures

Despite the use of positive behavioral supports and interventions, there may be instances when the behavior of one or more students escalates beyond the student's immediate control, creating danger of violence or self-injury. Safety precautions considered, the first course of action should be the application of specific intervention strategies designed to diffuse the situation by addressing students' emotional needs and de-escalating the immediate behavior. The intent of de-escalation is to restore the student(s) capacity to control the immediate impulse/behavior and move toward safer or more constructive resolution of the immediate problem situation.

In the event of student behavior representing a crisis, the following de-escalation procedures should be employed:

- ❖ Redirection using structured behavioral support strategies;
- ❖ Active listening and acknowledge of feelings;
- ❖ Review of expectations;
- ❖ Development of alternative strategies to address central issues;
- ❖ Removal of student;
- ❖ Removal of self and/or others.

4. Crisis Intervention: Physical Restraint

Restraint Procedures

It is the policy of the district that physical restraint/crisis intervention is used only in the following circumstances:

- Non-physical interventions were not or would not be effective; **and**
- The student's behavior poses a threat of imminent, serious physical harm to self and/or others; **and** where applicable
- In circumstances where a behavioral intervention plan is already developed for the student, the plan has been fully implemented as specified.

The district limits the use of such force to the amount and duration necessary and reasonable to protect a student or another member of the school community from assault or imminent, serious physical harm.

In the event that physical restraint becomes necessary:

- 1) Every attempt should be made to alert additional school personnel for observation or assistance.
- 2) Only the safest physical restraint methods are to be used.
- 3) Every effort should be made to isolate the restraint situation, to avoid prolonging or escalating the situation.
- 4) If the duration of a physical restraint is prolonged, or student becomes deliberately and dangerously assaultive, the students' parent(s) or guardian(s) must be notified to remove him/her from school as soon as possible to avoid further danger. Any contact with police should follow the district's policies.
- 5) If the student exhibits suicidal or homicidal indicators, the school crisis team must be contacted for further intervention in accordance with district policy.
- 6) The student should be released slowly from the restraint, in stages, to ensure that she/he has regained self-control and no longer presents an apparent danger.
- 7) The school nurse must treat any injury occurring during a restraint immediately. Injuries must be recorded in the Physical Restraint Report.
- 8) As soon as possible following the incident, but no later than the end of the school day, the staff member(s) who administered the restraint will document the incident on the Rhode Island Department of Education Required Restraint Incident Report and inform the building administrator in writing no later than the next working day. The administration shall maintain an ongoing written record of all reported instances of restraint/crisis intervention. A copy of the report must be forwarded to the district's special education office no later than the end of the next day. A copy of the report must be sent by the district's special education office to RIDE within 7 days from the date of the restraint.
- 9) Follow-up steps include parent notification within one day from date of restraint. A review of the restraint with the student, staff involved and building administrator, and consideration of further action, including development of a behavioral intervention plan.

Restraint Prohibitions

Physical restraint is prohibited in the following circumstances, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) As a means of punishment;
- (b) As in any intervention which is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;

- (c) As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
- (d) As in a restrictive intervention which employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
- (e) As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
- (f) As in any intervention that precludes adequate supervision of the student;
- (g) As in any intervention, this deprives the student of one or more of his or her senses.

Restraint Safety Procedures

The following safety procedures are in effect, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) Restraint is administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student is released from the restraint immediately, and school staff is directed to take steps to seek medical assistance.
- (b) Program staff must review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
- (c) Restraint is administered in such a way that the student is never at any time prevented from breathing or speaking. During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint ceases immediately upon determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
- (d) Following the release of a student from a restraint, the following follow-up procedures are implemented:
 - Appropriate staff will review the incident with the student, as appropriate, to address the behavior that precipitated the restraint;
 - The principal, or his designee, will review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed and consider whether any follow-up is appropriate for the student and for students who witnessed the incident.
 - The principal, or his designee, will review the incident with the student and consider whether and what follow-up is appropriate for the student and for students who witness the incident.
 - School personnel will meet to determine whether the student requires a behavioral intervention plan as part of his/her education program, or, if one already exists, whether that plan needs to be modified or adjusted.

C. Authorized Staff

Only trained personnel, authorized by the district, may administer physical restraint/crisis intervention with students. Whenever possible, the administration of a physical restraint/crisis intervention shall be witnessed by at least one adult who does not participate in the restraint. This training requirement does not preclude any teacher, employee or agent of the district from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.

Advanced Training for Authorized Staff: Training Requirements

In addition to the basic training provided all staff regarding these procedures, advanced training is required for staff considered by the district to be qualified to administer physical restraint/crisis intervention procedures with students:

Crisis Prevention

Standard - Prevention content must address the need to ensure the health and safety of all students, prior to and in avoidance of, physical restraint.

Main Components (including but not limited to):

- ❑ Analysis and organization of physical environment;
- ❑ Decision making in crisis situations;
- ❑ Non-threatening, non-verbal communication;
- ❑ Relationship building;
- ❑ Staff issues of self-awareness/self control;
- ❑ Cultural sensitivity

Crisis Intervention

Standard - Intervention content must address the need to ensure the health and safety of students when it has been determined that physical restraint is required.

Training experiences must be responsive to needs and abilities of the individuals being trained

Crisis Termination

Standard - Termination content must address the need to prepare the student for release from restraint and to prepare both the student and the environment for the student's re-entry into regular programming.

Main components (including but not limited to):

- ❑ Debriefing;
- ❑ Terminating restraint;
- ❑ Problem resolution.

Crisis Documentation

Standard - documentation content addresses the need to ensure that proper procedural, medical, due process, and proficiency documentation outlined in this brief has been followed.

For staff designated to serve as staff trainers or resource persons for colleagues and parents in the use of crisis intervention/physical restraint, completion of eighteen hours of advanced Training and participation in quarterly review training is required.

D. Reporting Instances of the Use of Physical Restraint/Crisis Intervention

As soon as possible following the incident, but no later than the end of the school day, the staff member(s) who administered the restraint will document the incident in a Required Restraint Incident Report (Appendix A) and submits it to the building administrator. A copy of the report must be forwarded to the Special Education Office no later than the end of the next day.

Each principal as well as the Special Education Office maintains an ongoing written record of all reported instances of physical restraint.

As soon as possible, but not later than the end of the next school day, the student's parent(s) or guardian(s) is sent a copy of the report of the restraint incident.

Each year, as part of its reporting requirements, the district submits a report regarding all incidents of the use of physical restraint/crisis intervention to the Rhode Island Department of Education.

E. Procedures for Investigating Complaints

Parents or guardians wishing to register a complaint regarding an individual Physical Restraint/Crisis Intervention Report may do so by writing a letter and submitting it to the office of the Superintendent.

The Superintendent will designate an individual, or team, to investigate and resolve any concerns addressed in the complaint.

Rhode Island Department of Education
Office of Civil Rights
255 Westminister Street 5th floor
Providence, RI 02903-3400
Phone (401) 222-8469 Fax (401) 222-6178

Required Restraint Incident Report

Student Name: _____

Date of Restraint: _____ **Time Began:** _____ **Time Ended:** _____

Nature of restraint (describe type of physical restraint used):

Location of restraint: _____

Name(s) and job title(s) of staff member(s) administering restraint: _____

Name(s) and job title(s) of physical restraint observer(s): _____

Name of Administrator who was verbally informed of the physical restraint: _____

Description of activity in which student was engaged immediately preceding the use of restraint:

Student's behavior that prompted the restraint:

- Imminent serious physical harm to themselves
- Imminent serious physical harm to others
- Imminent serious physical harm to themselves and others
- Imminent serious property destruction
- Imminent serious physical harm to themselves and imminent serious property destruction
- Imminent serious physical harm to others and imminent serious property destruction
- Imminent serious physical harm to themselves and others and imminent serious property destruction

Explain student behavior(s) that prompted physical restraint:

Efforts made to de-escalate the situation:

- | | | |
|---|---|---|
| <input type="checkbox"/> Provided choices | <input type="checkbox"/> Verbal redirection | <input type="checkbox"/> Calming techniques |
| <input type="checkbox"/> Reduced demands | <input type="checkbox"/> Reduced verbal interaction | <input type="checkbox"/> Other _____ |

Explain:

Alternatives to restraint that were attempted:

- Removal of other students Request for assistance Other _____
 Voluntary removal of student to another location

Explain: _____

Observation of student at end of restraint: _____

Following the release of a student from a restraint, the Public Education Program shall implement follow-up procedures. Please check which follow-up procedures, if any were addressed after the physical restraint incident:

- Incident was reviewed with student. The incident was reviewed with the staff member(s) who administered the restraint to determine whether proper restraint procedures were followed.
 The behavior that precipitated the restraint was addressed with student.
 Appropriate follow-up for students who witnessed the incident was considered. Other _____

Filed at school /district special education _____ (date)

***Mailed/given to parent or guardian _____ (date)**

****Mailed/faxed to RIDE Office of Civil Rights _____ (date)**

* Send to parent or guardian within one day from date of restraint

** Send to RIDE within 7 days from date of restraint