

## Highlights of Seclusion & Restraint

- ☞ Physical Restraint is bodily force used to substantially limit a person’s movement. It does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.
- ☞ Seclusion is when a student is 1) **placed** in an enclosed area by school personnel, 2) **purposefully isolated** from other adults and peers **and** 3) **prevented** from leaving the room. Regardless of what the room is called, if the use of the room meets these three criteria it is considered seclusion.
- ☞ Review your classroom Rules & Consequences. *Seclusion and/or restraint should never be used as part of a programmatic consequence. (Example: Removal from classroom to an isolated seclusion room is not appropriate.) Seclusion and/or restraint is used as a last resort for safety.*
- ☞ There are 3 types of restraint: Mechanical, Physical, and Chemical. *Only some personnel are trained in physical restraint and should be the only ones that use it. Chemical restraint, such as PRN meds, should not be administered by teachers. Mechanical restraints of any type should not be used, including use of a tray on a chair to prevent student from getting up.*
- ☞ There are 3 types of “Time Out”: Inclusion in the classroom, Exclusion from the classroom, Seclusion from all. *Be aware of the terminology that is being used with students, parents, and staff.*
- ☞ As of the 2010-11 school year, any staff that is trained in CPI will also be trained in CPR and First Aid. Restraint will not be used unless this training has been completed.
- ☞ Seclusion and/or Restraint should not be written in an IEP or BIP as part of a program. *Seclusion and/or Restraint are used as a last resort in a crisis situation to protect student or others.*
- ☞ If a student has a Crisis Plan or Seclusion and/or Restraint has been used with the student in the past, a comment in the Behavior Intervention Plan of the IEP should state the following: “In the event of a crisis and/or dangerous behavior, seclusion and/or restraint procedures may be used to maintain safety for all parties. *KS Seclusion and Restraint Guidelines can be viewed at [www.ksde.org](http://www.ksde.org)”*
- ☞ Parents should be aware of the Tri-County Policy on Seclusion and Restraint and offered it if the student has a Crisis Plan or Seclusion and/or Restraint has been used with the student in the past. *A full description of the Kansas State Seclusion and Restraint Guidelines can be viewed at: [www.ksde.org](http://www.ksde.org)*

☞ What is considered a restraint and what is not:

This is considered restraint:	This is NOT considered restraint:
<ul style="list-style-type: none"> <li>▪ Student held in chair, attempting to get out.</li> <li>▪ Hand-over-hand support and student is attempting to squirm out of it.</li> <li>▪ Student is in a chair designed for motor problems that effectively restrain to gain compliance (rifton chair, wheelchair, stander)</li> <li>▪ Student <i>placed</i> in a box.</li> <li>▪ The use of bodily force to limit a student’s freedom of movement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student momentarily given physical guidance in a chair for redirection.</li> <li>▪ Hand-over-hand support if student is allowing.</li> <li>▪ Use of chair or stander as required by physician or PT and doctors orders being followed for time frame and use.</li> <li>▪ Student use of a box as a sensory break – initiated by student and terminated by student.</li> <li>▪ Touching or holding a student without the use of force – including physical escort, touching to provide instructional assistance, and other forms of physical contact that do not include force.</li> </ul>

Restraint is NOT a teaching strategy but a safety measure used to stop behavior.

*Adapted from documents and presentation by Diana Browning Wright & KSDE.org*