

Addison Northwest School District Rule 4500 Restraint and Seclusion

This document is designed as a quick reference for Rule 4500 and includes some strategies for implementation.

The Basics

If there is an incident with escalating behaviors:

- Your school's crisis team should respond to the incident and one member should document all relevant information.

If an incident of restraint and/or seclusion (see definitions in Rule 4500) occurs:

- Document the restraint/seclusion incident on the Rule 4500 Reporting Form
- Notify parents (by phone and with a copy of the Parent/Guardian Notice of Restraint/Seclusion Form)
- Hold a debriefing session with all those involved in the restraint, invite parent

Additionally, the building administrator is responsible for:

- Providing an annual summary of restraints/seclusions
- Reporting to the Superintendent when a restraint or seclusion meets the criteria for such a report

Since behavioral crises are not always easily predictable and may involve students with no known history of violent behavior, compliance with Rule 4500 requires building-level capacity to both prevent and respond to unsafe behavior.

A school-wide plan starts with prevention. The modeling, teaching, and practicing of appropriate social skills consistent with clearly articulated school-wide expectations are foundational to a school's prevention plan. A framework that emphasizes prevention also includes systemic staff acknowledgment and recognition of appropriate behavior and consistent application of an effective school-wide response to rule infraction.

Crisis Teams

An effective crisis plan depends on a group of trained staff (crisis team) who are available throughout the school day and during school events. The team's role is to respond to and support students through a behavioral crisis in a manner that preserves the safety and dignity of all using procedures consistent with Rule 4500. Crisis teams should vary in size depending on upon the school's size and needs. The following are general recommendations for crisis team size:

- Small schools: three individuals
- Large schools: six to ten individuals

Crisis teams respond to incidents ranging from severe and dangerous student disruption to violent misconduct.

Restraint and Seclusion

Occasionally, crisis management may involve the use of restraint or seclusionary time out. While ANWSD is considered "hands off", there may be times where restraint is necessary, but only as a last resort. As required by Rule 4500, any staff participating in the restraint of a student must have had prior training from a recommended restraint program (in the case of ANWSD schools, CPI), except in very specific circumstances.

4502.4 Physical restraint or seclusion shall only be imposed:

- a. By school personnel or contract service providers who have been trained to provide the selected intervention unless, due to the unforeseeable nature of the danger of the circumstance, trained personnel are not immediately available;

Many steps must be followed when a student is in crisis, whenever possible prior to the use of restraint and seclusion.

1. Educational Support Team Meeting as concerns arise
2. Interventions and support put into place
3. If necessary, conduct a Functional Behavior Assessment (FBA)
 - a. "low level" - conducted by trained personnel
 - b. "high level" - conducted by behavior specialist or school psychologist
 - c. BIP develop as a result of either "level" FBA, in consultation with classroom teacher.
 - d. training on implementation of the BIP by person(s) developing
4. Behavior Intervention Plan (BIP)
 - a. implementation of plan with fidelity

- b. review of plan success (4 - 6 weeks)
- c. alter plan as necessary

Each of the above steps should be in place at each building to address low- level to more significant behavior needs.

If there is a student in a building that may need to be restrained, the principal and the crisis team must:

- Must have two members of its crisis team trained in restraint
- Be familiar with all parts of Rule 4500, including permissible and prohibited uses for restraint and seclusion (4501, 4502)
- Receive the training through an approved program (ie CPI)
- Have a process in place for debriefing a restraint (with those involved) before the end of the day in which the restraint occurs

Reporting and Documentation

In addition, for anyone involved in a restraint, you must

- Complete required paperwork (and pass along to administration)
- Notify parents (by phone and with the following report)
- Have a debriefing session with all those involved in the restraint

Finally, the building administrator must have overarching knowledge of Rule 4500.

The administrator is responsible for:

- Providing annual notification (4506)
- Establishing a procedure for the required routine physical/medical assessment of the student who was restrained or place in seclusion (4501.4)
- Maintaining written records of each restraint and seclusion along with reporting to the Superintendent when a restraint or seclusion meets the criteria for such a report (4503)

Crisis Teams will vary by size and purpose in each school.

Please indicate who, in your school, will be part of the Crisis Team Implementing Rule 4500.

School Name:

Rule 4500 Crisis Team composition:

Name	Position

Date(s) trained in CPI:

Form completed by:

Is restraint training needed?

Yes

No

If yes, please indicate the individuals from your crisis team you would like to have training in: