

Restraining Students Whose Behaviors May Cause Harm to Self or Others

Board Workshop
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Department of Exceptional Student Education
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What is Physical Restraint?

Physical restraint is a means by which students are prevented from harming themselves or others.

As used in the School District, it is a procedure in which a person uses his or her body to effectively and immediately control or immobilize another.

When is Physical Restraint Used?

Physical restraint is used when an adult (teacher or other staff) perceives that a student with a disability may injure him/herself, other students, or staff.

Authority

- Florida Statute 1003.32 (j): "Use reasonable force, according to the standards adopted by the State Board of Education, to protect himself or herself or others from injury."
- Bargaining Agreement between the School Board and Classroom Teachers' Association, Article II, section Q: ESE Employees, Physical Restraint Procedures (approved March 16, 2006).
 - (2) Exceptional students enrolled in programs for the emotionally handicapped, severely emotionally handicapped, and autistic, because of the nature of their disability may on occasion experience impaired impulse control of such severity that the use of physical restraint is necessary to prevent such students from inflicting harm to self and/or others. Students enrolled in other exceptional student education (ESE) programs may also display behaviors that may require use of restraint.
 - (5) Physical restraint refers to the use of physical intervention techniques designed to restrict movement of a student in an effort to de-escalate aggressive behavior. In order to promote a safe learning environment, the District has authorized for implementation specific physical restraint procedures to be used in programs for the emotionally handicapped, severely emotionally disturbed, and autistic. These specific procedures also may be used with other exceptional students when it is indicated on the student's IEP. These procedures include, but are not limited to holding and escape techniques which when implemented, prevent injury to the students and staff.
 - (10) Parents shall be notified, verbally and in writing, each time the school uses physical restraint with their child.

School Board Policy: 66x50-5.181

- "The Board promotes the use of positive interventions in all behavior management procedures."
- "The Board recognizes that the implementation of individually designed behavioral interventions, with a focus on positive behavioral techniques, will promote an appropriate educational program for students with exceptionalities."
- "Interventions used in emergency situations to prevent a student from endangering self or others do not constitute behavior management procedures."

What Methods are Employed to Manage Student Behavior?

- School-wide behavior management (Single School Culture)
- Classroom behavior management plan
- Individualized student behavior intervention plans

Staff Development

- Joint staff development with the Center for Autism and Related Disabilities (CARD):
 - Aspergers Syndrome and Adolescents
 - Preparing Your Teen with Autism Spectrum Disorder for College
 - The Past, Future and Now of Inclusive Schooling
 - Transition from High School to Post Secondary Environments
 - Self-injurious Behavior: A Functional Approach to Assessment and Treatment
 - Bridges to Adulthood: Targeting Competency as a Transition Outcome
 - The Unexpected Journey: A Workshop for Professionals working with Children with Autism

Staff Development

- Professional Crisis Management
 - Instructor Recertification (two days)
 - Practitioner Trainings (three days - 16 sessions)
 - Practitioner Recertification Trainings (one day - 30 sessions)
- Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) - University of North Carolina model
- Verbal Behavior: Introduction to Applied Behavioral Analysis

Staff Development

- Picture Exchange Communication System (PECS)
- Autism Paraprofessional Training
- Inclusion for Students with Autism
- After school Care Staff (working with individual students and students with disabilities, in general)
- Got Data? (to teach how to collect data)

Staff Development

- Beginning the Year on a Positive Note with Behavior Management
- Functional Behavior Assessment Review
- How to Write Measurable and Observable IEP Goals
- How to Complete a Functional Behavior Assessment and How to Write a Behavior Intervention Plan

Florida Council for Community Mental Health Legislative Report 2006 Legislative Session

House Bill 1503 (relating to persons with disabilities)

- Defines seclusion as involuntary isolation of a person in a room or area from which the person is prevented from leaving.
- Defines restraint as a physical device, method, or drug used to control dangerous behavior.

HB 1503

- Physical Restraint further means any manual method or physical or mechanical device, material, or equipment attached or adjacent to the individual's body, so that he or she cannot easily remove the restraint and which restrict freedom of movement or normal access to one's body.

HB 1503

- Clarifies that a drug used as a restraint is medication used to control a person's behavior or to restrict his or her freedom of movement and not standard treatment for the person's medical or psychiatric condition. Physically holding a person during a procedure to forcibly administer a psychotropic medication is a restraint.

School District Practice

To manage behavior of students with disabilities, the School District does not employ physical restraint as defined in HB 1503, other than the rare use of secured seclusion time out at the SED center, at which time, an adult is constantly with the child.

School District Practice

The School District uses two primary means by which serious and potentially harmful student behavior is managed:

Techniques for Effective Aggression Management (T.E.A.M.)

Professional Crisis Management (PCM)

TEAM

- T.E.A.M. is an aggression replacement training program that includes components of identification and observation of "precursors" to aggressive behavior, verbal intervention, physical control where needed, and aggression replacement training.
- T.E.A.M. does not allow for the mechanical restraint of students within an educational facility.

Crisis Management

School District employs Professional Crisis Management (PCM) as its method for immobilizing students with disabilities when they exhibit continuous aggression, and/or continuous self-injury, and/or continuous high magnitude disruption.

PCM Facts

- A systematic approach for reducing violent and aggressive behavior
- Emphasizes human dignity and freedom of choice
- Avoids the use of pain or coercion
- Teaches a step-by-step decision making process
- Based on a feedback model of intervention
- Yields practical effective solutions
- Employs natural body position

Facts (cont'd)

- Painless physical holding
- Based on scientific principles
- Utilizes a cognitive-behavioral model
- Facilitates total management
- Uses safety equipment (mat a minimum of 4' X 6' and at least 2" thick)
- PCM was first published in 1984 after more than 15 years of research and development
- PCM limits its application to school aged individuals and individuals with special needs

What PCM is NOT

- Punishment (for bad behavior)
- Aversive
- Consequence (for inappropriate behavior)

Guiding Principles of PCM

1. Respect for Human Dignity and Freedom from Pain
2. Freedom of Choice
3. Least Restrictive Alternative
 - a. regular programmatic intervention
 - b. non-physical interactions
 - c. physical interactions
 - ~transportation
 - ~immobilization
4. Continuous Feedback

Four Primary Strategies and Interventions of PCM

1. Crisis Prevention Strategies
2. Crisis De-escalation Strategies
3. Crisis Intervention Procedures*
4. Post-Crisis Strategies

*transportation and/or immobilization (physical) procedures

PCM Certification

- Ensures that individuals who receive training are competent to utilize the system
- Assures parents that their child will benefit from the system's innovative, safe and effective approach

PCM Certification Benefits

- Reduced incidents of violent and aggressive behaviors
- Greater confidence and morale across a wide range of student challenges
- Peace of mind that trained staff can successfully respond to a crisis situation
- Reduced risks of allegations of abuse due to inappropriate crisis management
- Reduced risk of potential injury to students and staff

Certification Levels Requirements

Basic Practitioner <i>May implement all non-physical strategies</i>	#6 hour course #Complete application #Score 80% or better on written exam	Practitioner Level 1 <i>May only implement transportation techniques</i>	#18 hour course #Complete application #Complete Performance Checklist #Score an 80% or better on written exam (to include all "critical items") #Pass all items on practical exam
Practitioner Level 2 <i>May implement transportation and immobilization techniques</i>	#22 hour course #Complete application #Complete Performance Checklist #Score an 80% or better on written exam (to include all "critical items") #Pass all items on practical exam	Instructor Level <i>May implement transportation and immobilization techniques and teach Practitioner level courses</i>	#32 hour course #Complete application #Complete Performance Checklist #Score an 80% or better on written exam (to include all "critical items") #Pass all items on practical exam #Co-train with experienced trainer

Annual Re-Certification

- Each Certified Practitioner and Instructor is required to participate and successfully complete a minimum of a seven hour recertification course at least once per year
- If a PCM Certified Practitioner fails to attend a recertification course within the given grace period, that person is no longer authorized to practice the PCM techniques and procedures
- The practitioner and the principal are notified that the practitioner is no longer authorized to implement PCM procedures

Staff Certified to Utilize PCM (Includes Charter Schools)

	Admin	Instrnl Staff	CLT	ESE Contact	SLP	BIA	Pare	Interp
Autism	5	82		3	17	3	59	
BH	6	61	22	9	1	18	35	
SED	3	15	3	1		5	4	
VE	10	110	1	3	4	8	37	
Royal Palm School		15				3	3	2
DHH	2	1					1	1

Immobilization Procedures

Vertical

Types:

- One-person for child
- One-person for adult
- Two-person for adult
- Three-person for adult

Prone/BARR

Types:

- Adult two-person
- Adult three-person
- Child three-person
- Small child two-person

Safety Considerations

- Must use a foam mat a minimum of 6' X 4', at least 2" thick when implementing a BARR procedure:
 - ensures safety
 - absorbs errors
 - maintain student's dignity and self-esteem
 - restricts student's movement
 - provides relative comfort for the student

Documentation

PCM Physical Assistance Log Includes:

- Reason for the procedure
- Type of transportation or immobilization used
- Place
- Time procedure began and ended
- Result Code
- Parent/guardian notification
- Practitioner or Instructor names

What if we do not use PCM Procedures?

- Increase in the number of students with disabilities being arrested
- Increase in involuntary hospitalizations under the Baker Act
- Student and staff injuries will increase
- More School Police involvement
- Increase in medications to include PRN medications

Summary

- PCM is not a punishment.
- PCM strategies are based on scientifically verified principals in behavioral psychology for the prevention or reduction of maladaptive behavior.
- PCM prevents student and staff injuries.
- PCM does not involve coercive techniques.
- PCM is meant to stop dangerous behavior by non-physical and physical means, not noxious means.

Continuous Improvement

- Continue joint trainings with CARD
- Continue to utilize CARD staff to assist in schools
- Continue ESE Advisory sub-committee on behavior
- Obtain input from ESE Advisory, re: Policy update
- Collect PCM logs on a monthly basis to analyze the information provided
- Collect data through TERMS/EDW regarding frequency of immobilizations and notice to parents
- Continue staff development

Continuous Improvement

- Maintain contract with Board Certified Behavior Analyst (Ph.D.)
- Update current Board policy on Behavior Management for Students with Disabilities
- Work with DOE committee to develop state policy on physical restraint
- Work with Principals to investigate specific complaints and improve methods for behavior management of individual students

Continuous Improvement

- Continue to provide annual training for school police on the nature and needs of students with disabilities
- Continue staff development for Crisis Intervention Teachers
- Conduct four day (pre school) staff development in Applied Behavior Analysis provided by Board Certified Behavior Analyst with Ph.D.