Reducing the Use of Seclusion and Restraint in Schools: Dr. Joseph B. Ryan, Clemson University

May 12, 2015
Risks Associated With Seclusion

- Potential Death or Injury Due to:
  - Lack of supervision
  - Inadequate safety of environment

- Procedure is not Therapeutic and Might Actually Exacerbate Behavior:
  - Students consistently perceived timeout procedures as punishment, especially when used as a threat for "bad" behavior (Killer, 1998).

- Potential for Abuse
  - Potential for injury or treatment:
    - Disproportionate number of African Americans (47%) separated from class (Rice & Sigel, 1992).
    - General and special education teachers more likely to use punishment and exclusion with African American students (Hill Jordan, 2000)

Risks Associated With Physical Restraint

Death or Physical Injury to Students

- Resisting the Person
  - Restraining with physical force
  - Physical force may cause death

- Physical Injury to Students & Staff

- Psychological Trauma for Students & Staff

Office of Civil Rights 2014 Report

U.S. DOE, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

- Across the nation, 75% of students subjected to physical restraint were students with disabilities.
  - Nevada (56%), Florida (55%), and Wyoming (38%) reported the highest percentages of physically restrained students with disabilities by IDEA.
- Over 70,000 students subjected to physical restraint
- Over 17,000 students subject to seclusion.
- Nearly 4,000 IDEA students subject to mechanical restraint.

Restraint and Seclusion Frequently Used for Reasons Other Than Emergencies

| Reason for Restriction | kleinebeerk | Small Schools
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Noncompliance</td>
<td>48.4%</td>
<td>32.6%</td>
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<tr>
<td>2. Leaving Assigned Area</td>
<td>19.5%</td>
<td>31.9%</td>
</tr>
<tr>
<td>3. Disruptive</td>
<td>7.3%</td>
<td>10.2%</td>
</tr>
<tr>
<td>4. Property Damage</td>
<td>7.1%</td>
<td>10.1%</td>
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<tr>
<td>5. Disrupting Class</td>
<td>6.5%</td>
<td>4.5%</td>
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<tr>
<td>6. Physical Aggression</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>7. Threats</td>
<td>3.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>8. Noncompliance</td>
<td>3.2%</td>
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</tr>
<tr>
<td>9. Disruptive</td>
<td>0.9%</td>
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Source: (Gans Petersen, Renne & Vander Hagen, 2007).
Effective Alternatives to Restraint & Seclusion

Highlight research-supported de-escalation strategies and procedures designed to prevent and de-escalate students' aggressive behavior, including:

1. Curriculum-Based Strategies
   - Review of Data
   - Preventative Strategies

2. Behavior Support Strategies
   - School-wide Positive Behavior Supports

3. Behavior-Based Strategies
   - Cognitive Behavioral Therapy Techniques

4. Conflict De-escalation Strategies
   - Peer Support

Behavior Support Strategies:
School-Wide Positive Behavior Supports

Designing Schoolwide Systems for Student Success

Behavior Support Strategies:
Common Intervention Strategies

1. Make Curriculum Adaptations
   - Consider student interest
   - Identify areas of need
   - Provide peer support

2. Increase Predictability and Scheduling
   - Condrider using visual aids
   - Provide clear, consistent feedback

3. Increase Choice Making
   - Assess choice-making skills
   - Identify areas of need
   - Provide clear, consistent feedback

4. Teach Replacement Skills
   - Use functional assessment to guide
   - Choose skills that are effective for the challenging behavior
Behavior Support Strategies:
Common Intervention Strategies

Appreciate positive behaviors
- Developing attitude and beliefs to correspond to appropriate behavior
- Maintain a 5 to 1 ratio of positive statements
- Embed rewards within positive behaviors
- Provide positive feedback to students appropriately

After environments
- Consider room arrangement and traffic patterns
- Accommodate individual learner's environmental needs

Change systems
- Monitor the tools of continuously improving the efficiency and effectiveness of the systems

Relaxation-Based Strategies:
Create Other Rooms

**Cool Down Room**
- Spacious area
- Not locked
- Very little stimuli or creature comforts
- Designed to give students space to calm down and reflect
- Students and staff establish “return-to-class” criteria

**Snoozlen Room**
- Multi-sensory area
- Designed to deliver stimuli to various senses in a calming manner
- Visual: colors, various lighting effects
- Auditory: sounds or music
- Olfactory: scents
- Tactile: textures

Relaxation-Based Strategies:
Teach “Anger” Before It Strikes

**My Anger At Others**
- What's the anger?
- How often do you get angry?
- How does your body feel/look when angry?
- What do you do when you are angry?
- What are some strategies you use to calm down?
- Are there words for acting positively when angry?

**Other People’s Anger**
- What do you know when other people are angry?
- How do you feel when someone is yelling at you?
- Why is it okay for someone to call you names? Is it okay?
- What are some things you can do to help a person who is yelling without increasing their anger?

Creative Therapy Associates' Anger Management Comprehensive Curriculum
http://www.etherooms.org/index.asp
Life Span Crisis Intervention (LSCI)

Life Span Crisis Intervention: Talking with Children in Crisis (Hunt & Kring, 2013)

Goals:
1. Respecting children
2. Allowing the children to form trusting relationships with adults
3. Teaching social skills
4. Taking responsibility for one's self
5. Acknowledging self-defeating behaviors (Kong & Ferraro, 2010)

- Six different specific interventions in the LSCI process
  - Rhapsody
  - Red flag
  - Symptom treatment
  - Massaging numb values
  - New tools
  - Manipulation of body boundaries

Conflict De-escalation Strategies

1. **Know The Cycles**
   - The Conflict Cycle
   - The Acting-Out Cycle

2. **Know How to Intervene**

Conflict De-escalation Strategies:
The Acting-Out Cycle

1. Calm
2. Stopper
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

<table>
<thead>
<tr>
<th>Student Stage</th>
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</thead>
<tbody>
<tr>
<td>1. Calm</td>
<td>1. Reinforce appropriate behaviors</td>
</tr>
<tr>
<td>2. Trigger</td>
<td>2. Notice What Predisposes the Problem</td>
</tr>
<tr>
<td>3. Agitation</td>
<td>3. &quot;Listen&quot; to the Problem</td>
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<tr>
<td>5. Peak</td>
<td>5. Allow the Chil to Vent; Remove Audience (Think Safety First)</td>
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<tr>
<td>6. UN-ESSIONED</td>
<td>6. Take a Deep Breath (Allow student time to calm down)</td>
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<tr>
<td>7. Recovery</td>
<td>7. Problem Solvewith Student(s) &amp; Any Staff</td>
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**Three Possible Outcomes of a Crisis**

- Staff-Student Relationship IMPROVED
- Staff-Student Relationship UNCHANGED
- Staff-Student Relationship DAMAGED

**Selected References**

[References listed here]