

Restraint and Isolation

Lee Collyer, MSW

Director, School Health and Safety

Office of Superintendent of Public Instruction



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal, State Superintendent

Restraint and Isolation: Washington Laws

2013 ESSB 1688

- ✓ Defined restraint, isolation, and restraint device
- ✓ Reporting and procedures limited to IEP and 504

2015 SHB 1240

- ✓ Definitions amended to emphasize positive supports and provide clarity
- ✓ Procedures amended to apply to all students
- ✓ Limited use to behavior that poses an imminent likelihood of serious harm
- ✓ Districts required to report data to OSPI
- ✓ OSPI required to publish data
- ✓ OSPI authorized to investigate district efforts to reduce use



Restraint and Isolation are prohibited practices.

“except* when the student’s behaviors poses an imminent likelihood of serious harm to that student or another person.”

*** There are no exceptions for students with IEPs or ERPs.**



What is a Restraint?

- Restraint as defined in RCW 28A.600.485 means: **Physical intervention or force used to control a student**, including the use of a restraint device **to restrict a student's freedom of movement**. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to participate in activities safely.



Restraint Does Not Include

- Holding a student's hand or arm to escort the student safely and without the use of force, from one area to another
- Assisting a student to complete a task if the student does not resist the physical contact

What is Isolation?

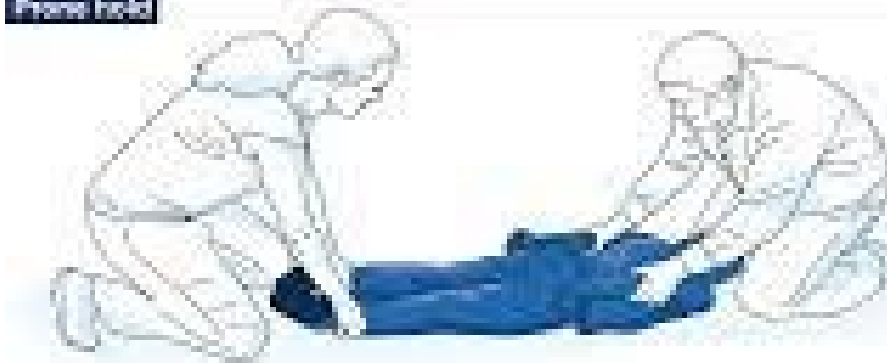
- Isolation as defined in RCW 28A.600.485 means:
Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavioral intervention plan.



Types of Restraints



Prone hold



Supine hold



Basic hold



Living lie



Names for These Rooms

De-escalation room

Cool Down Room

Quiet Room

Safe room

Timeout room

Reflection Room

Calming Room

Calm Down Room

Special Room

Thinking Room

Behavior Room

Consequence Room

Solitude Room

Privacy Room

Sitting Room

Safe Space

Meditation Room

Mindfulness Room

Learning Room

Sensory Room/Sensory

Cave

Accountability Room

Contemplation Room

(Color of paint) Room

Introspection Room

Study Room

The Peace Room

The Content Room

Protection Room

Safe Shelter

Caution Corner

The Trust Room

Personal Safety Room

Quiet Space

Quiet Corner

Silence Room



Isolation Rooms





WA State Restraint and Isolation Data.

**Number of Incidents
Involving Restraint and/or Isolation**

25,415

**Number of Students
Restrained or Isolated**

3,825



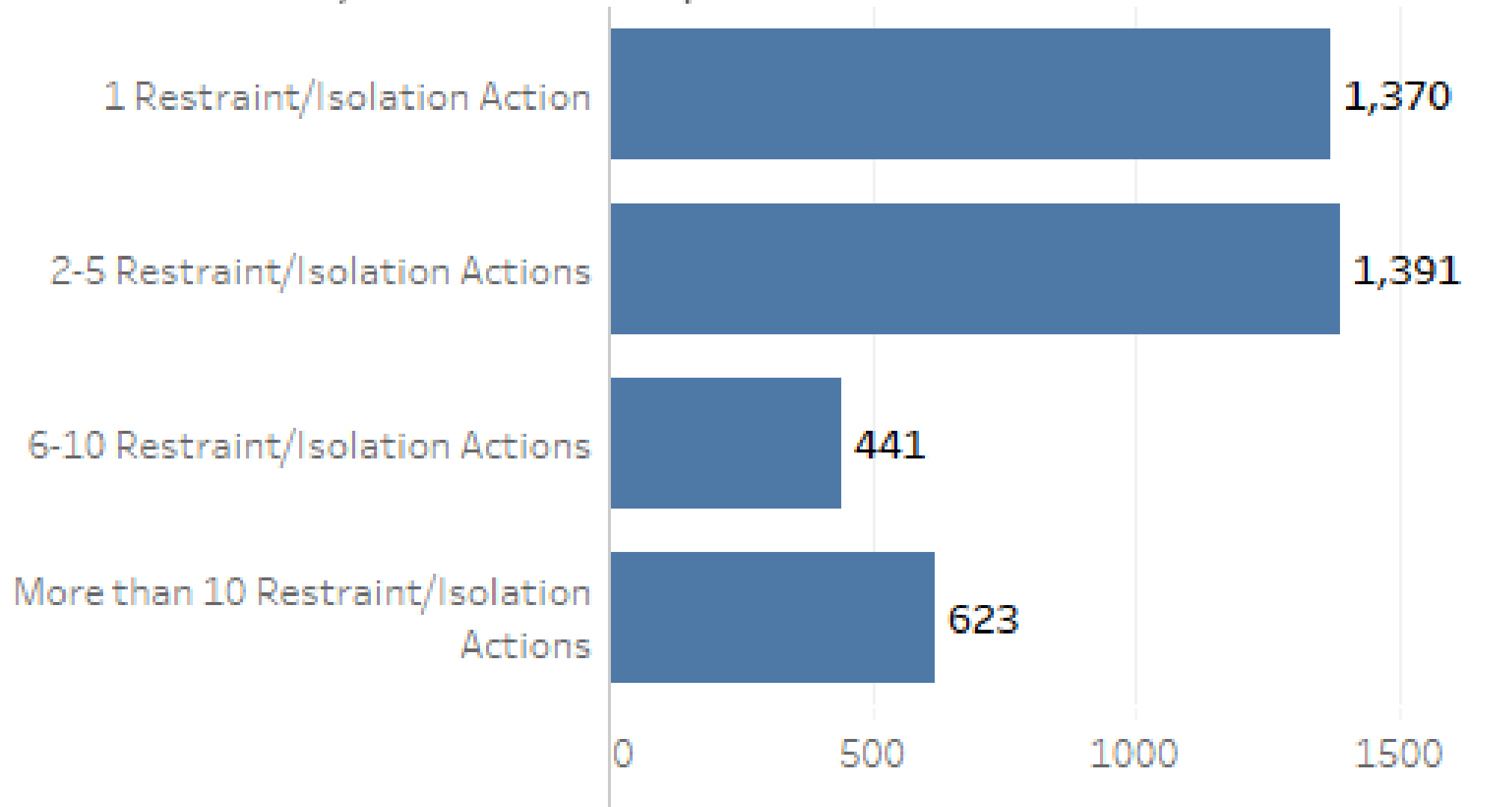
Restraint/Isolation Breakdown

| Restraint Or Isolation Type | Number of Actions | |
|-----------------------------|-------------------|--------|
| 1 person restraint (bask.. | 6,189 | 24.35% |
| 2+ person floor restraint | 841 | 3.31% |
| 2+ person seated restra.. | 1,018 | 4.01% |
| 2+ person standing rest.. | 3,282 | 12.91% |
| 2+ person wall restraint | 54 | 0.21% |
| Bus/Car/Other Vehicle | 16 | 0.06% |
| Classroom | 1,474 | 5.80% |
| Closet, locker room or o.. | 658 | 2.59% |
| Designated Isolation ro.. | 6,594 | 25.95% |
| Handcuffs (performed b.. | 47 | 0.18% |
| Handcuffs (performed b.. | 12 | 0.05% |
| Office include nurse, co.. | 255 | 1.00% |
| Other Isolation | 881 | 3.47% |
| Other Restraint | 4,091 | 16.10% |
| Weighted Blankets | 3 | 0.01% |

Washington State totals,
2019-2020 School Year,
Restraint and Isolation
Data, Pulled 3/31/21.



Number of restraint/isolation actions per student:



Washington Office of Superintendent of

PUBLIC INSTRUCTION

Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

Restraint and Isolation are Equity Issues

In the 2015–2016 school year, 122,000 students across **the country** were restrained or isolated.

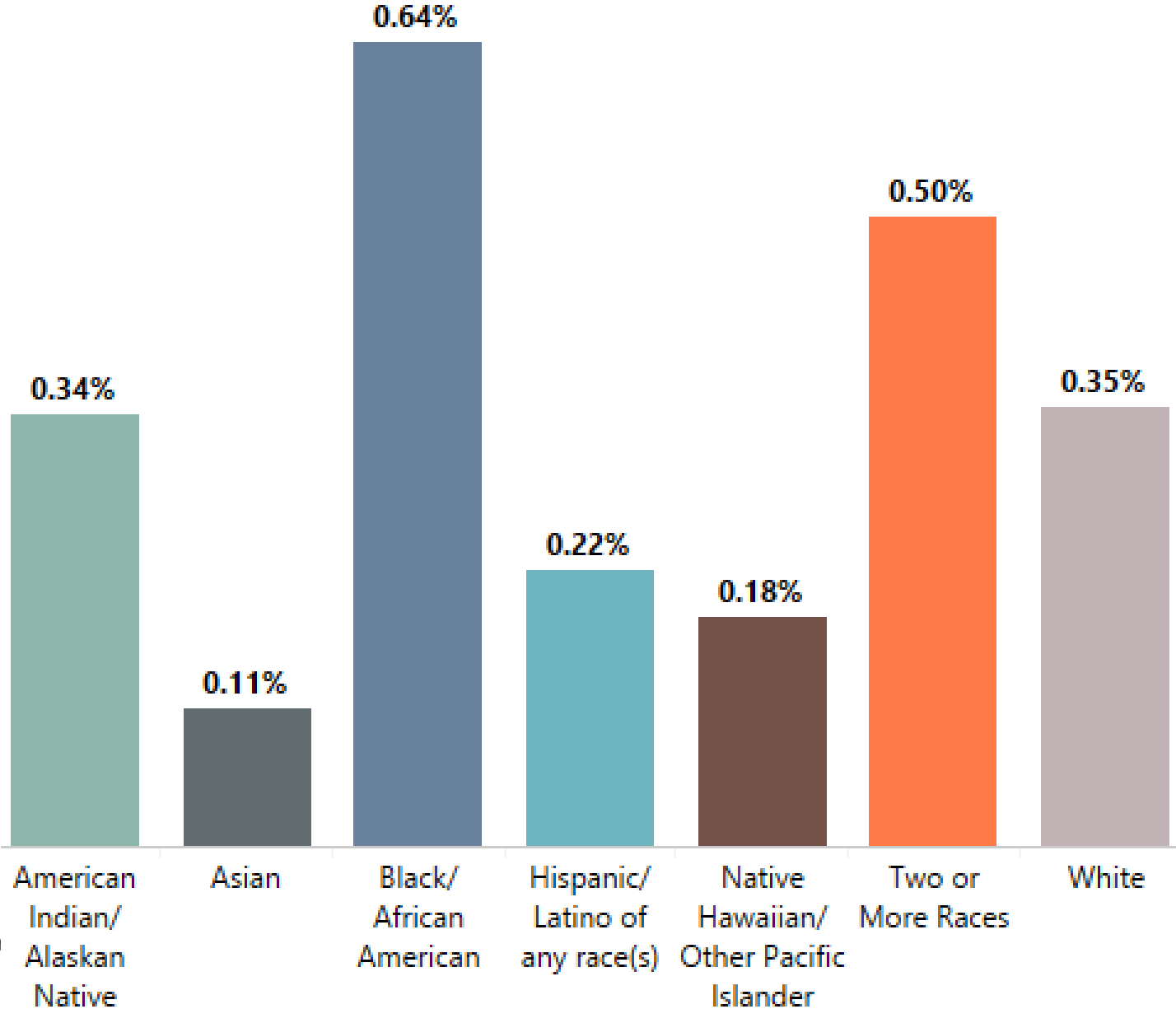
| Student group | Percent total population | Percent subjected to restraint/isolation |
|---------------------------------|--------------------------|--|
| Students with disabilities | 12% of total enrollment | 71 % |
| Black/African American students | 15% of total enrollment | 27 % |

Restraint and Isolation are Equity Issues

In the 2019–2020 school year, 3,827 students in Washington state were restrained or isolated.

| Student group | Percent total population | Percent subjected to restraint and/or isolation |
|---------------------------------|----------------------------|---|
| Students with disabilities | 14.1 % of total enrollment | 91.9 % |
| Black/African American students | 4.6% of total enrollment | 8.8 % |

Students Involved in a Restraint/Isolation Action

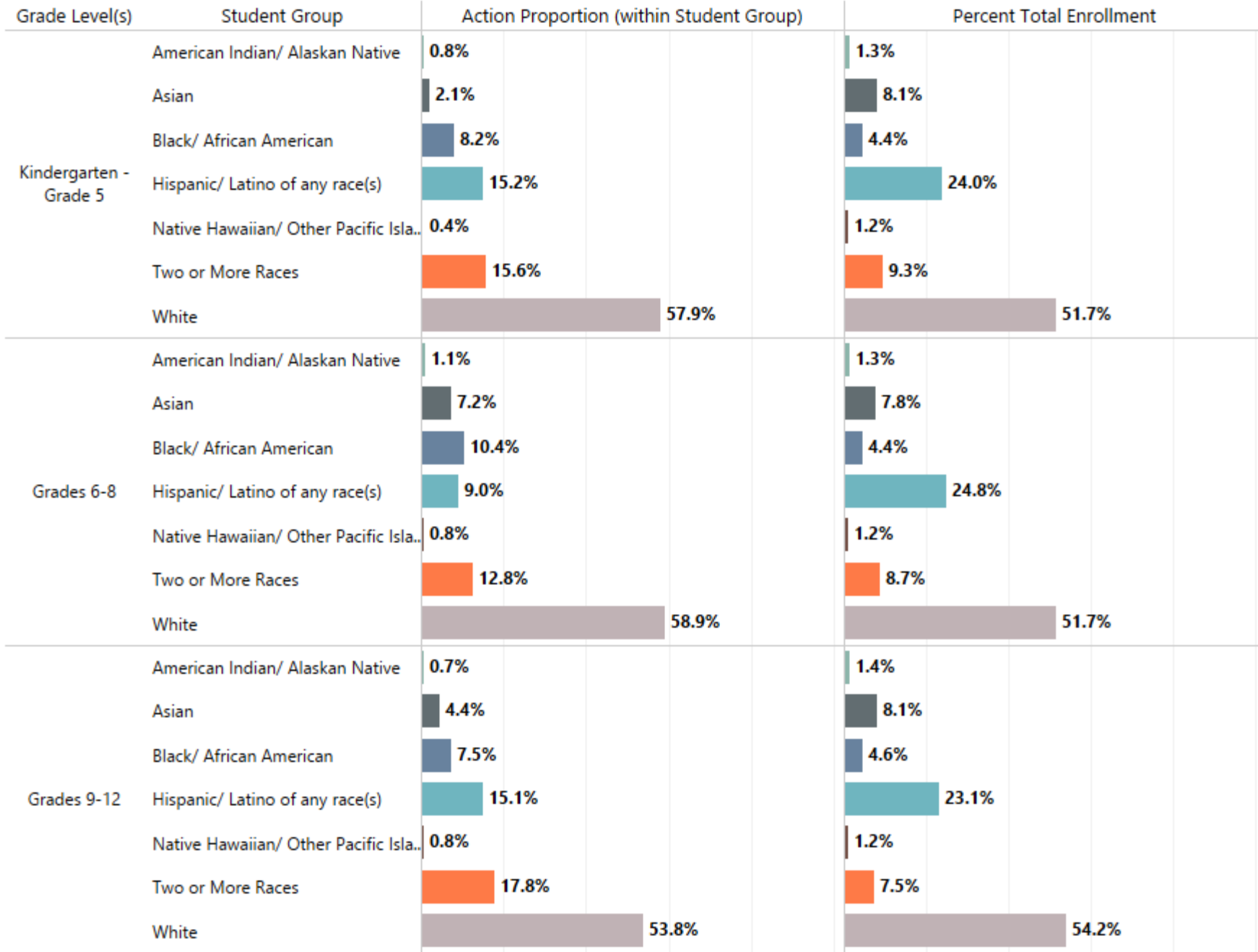


Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

80%

10%

10%



Washington State

PUBLIC INSTRUCTION

Washington State totals, 2019-2020 School Year, Restraint and Isolation Data, Pulled 3/31/21.

Restraint and Isolation in the News



U.S. Justice Department faults Alaska school district for use of seclusion, restraints

Opinion | Why are schools submitting kids to this barbaric treatment?

By Brian Calley

December 22, 2022 at 7:00 a.m. EST



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Restraint and Isolation in the News

US DOJ Settlements involving isolation:

- Okaloosa County School District, Florida
- Frederick County Public School District, Maryland
- Cedar Rapids Community School District, Iowa
- North Gibson School Corporation, Indiana
- Covington Independent Schools, Kentucky
- Anchorage School District, Alaska



Crisis Response Workgroup

During the 2022 legislative session, the legislature asked OSPI to convene a workgroup:

To identify trauma informed strategies, approaches, and curricula for supporting students in distress and with challenging behaviors that prioritize relational safety.



Crisis Response Workgroup

- (a) One representative from the Department of Children, Youth, and Families with expertise on inclusion, equitable access, trauma informed practices, and relational safety in education settings;
- (b) One representative from an organization representing youth with intellectual and developmental disabilities
- (c) Individuals representing youth with communication disorders, students or young adults who have lived experience with restraint and isolation, and students or adults who are survivors of the school-to-prison pipeline
- (d) One representative from an organization working to eliminate racial inequities in education
- (e) One representative from an organization working to eliminate disparities for families and students with a native language other than English;
- (f) One representative from an organization working to improve inclusive practices in Washington that works with families and communities;
- (g) One member of an organization representing youth in foster care;
- (h) One member of an organization representing youth experiencing homelessness; and
- (i) An administrator, teacher, and paraeducator professional with experience working in or around a self-contained behavior program.



What was the process for developing the recommendations for the report?

- National academic literature review
- Federal and state policy review
- Evidence-based practices scoping review—all conducted by consultants who are experts in the field; data shared with committee
- Twice per month workgroup meetings September – December 2022



What was the process for developing the recommendations for the report?

- Guest presentations including WA schools/districts that have reduced R&I, other experts in the field:
 - Spokane Public Schools, Evergreen Public Schools
 - Cheyenne Rhodes – American School for the Deaf
 - Jennifer Freeman, University of Connecticut
 - Catherine Lhamon, Assistant Secretary, US Dept of Education, Office of Civil Rights
 - Guy Stephens, Alliance Against Seclusion and Restraint
- Workgroup reviewed data and recommendations in small groups, then reported back to large group for additional discussion
- Draft legislative report was reviewed and commented on by all workgroup members.
 - Report was updated per comments and submitted to OSPI for final approval



What was the process of selecting the recommending crisis response programs?

- Review of Washington school districts and programs currently used
- Review of programs available nationally – 23 programs reviewed
 - Criteria used to evaluate:
 - Establishes a commitment to reduce physical restraint
 - Training in identification and reporting of abuse and neglect in schools
 - Team-based approach
 - ABA PBIS foundation
 - ID warning signs of crisis
 - Emphasize prevention of crisis events overall



Recommendations

Eliminate Isolation and Chemical Restraint from Schools

The workgroup determined that isolation should be immediately prohibited in public schools in Washington. The use of isolation is detrimental to students. The workgroup has determined the use of chemical restraint is unnecessary in public schools within Washington and should be prohibited.

Improve Access to Proactive and Effective Mental Health Supports and Trauma-Informed Behavior Supports

The workgroup found that support and funding for sustained training and coaching should be provided to expand the implementation of the [Washington Multi-Tiered System of Support Framework](#) focused on improving social, emotional, behavioral and mental health supports along with overall school and classroom climate.



Recommendations

Increase Educator Training of De-escalation Practices

To eliminate isolation and reduce the need for restraint, the workgroup found that ongoing educator training of crisis prevention and de-escalation practices is necessary. These practices include crisis intervention programs, de-escalation training, and evidence-based practices shown to proactively reduce physical restraint and eliminate isolation.

Improve Data Collection and Reporting

The workgroup recommends changes to the current data collection and reporting system regarding restraint, including requiring all public schools, comprehensive educational programs serving public school students, and nonpublic agencies in the state to collect and report restraint data to OPSI.



House Bill 1479 would ban the use of isolation, chemical and mechanical restraint for all students in Washington's K12 system, was lifted by OSPI and introduced in January 2023.



What SHB 1479 Does

- Clarifies the definitions of isolation and restraint.
- Protects the continued use of quiet spaces, calm-down rooms, and physically escorting a student.
- Improves reporting requirements to increase oversight, target where resources are needed, and reduce incidences.
- Preserves the use of physical restraint in instances of imminent likelihood of serious harm.
- Increases technical assistance, monitoring, and support for Local Education Agencies.



What SHB 1479 Does

- Ends the use of mechanical and chemical restraint by school personnel.
- Provides professional development on de-escalation strategies and proven alternatives to restraint and isolation for paraeducators and educators in self-contained classrooms, and administrators.
- Improves School Board knowledge and oversight of the use of restraint and isolation in their schools.
- Ends the use of isolation rooms by August 1, 2025.



The Six Core Strategies

Developed by National Association of State Mental Health Program Directors these strategies were developed through extensive literature reviews and dialogues with experts who have successfully reduced use in a variety of settings for children and youth across the United States and internationally.

<https://www.nasmhpd.org/sites/default/files/Consolidated%20Six%20Core%20Strategies%20Document.pdf>



The Six Core Strategies (1)

- **Leadership Towards Organizational Change** - emphasizing that efforts to create a violence free environment are most successful when facility executives provide guidance, direction, participation and ongoing review of the project, beginning with assuring that the facility's mission, philosophy of care and guiding values are congruent with this initiative.



The Six Core Strategies (2)

Using Data to Inform Practice - monitoring performance and sharing data.

The use of restraint or isolation, particularly when there is **repeated use** for an individual student, multiple uses within the same classroom, or multiple uses by the same individual, **should trigger a review** and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should develop them



The Six Core Strategies (3)

- **Workforce Development** - reshaping hiring, training and job performance practices to promote trauma informed, recovery-oriented, non-coercive care.



The Six Core Strategies (4)

- **Use of isolation/Restraint Reduction Tools** - including trauma assessment, primary prevention and de-escalation strategies, and calming environments.



Effective Research Supported Alternatives to Restraint and Isolation

1. Curriculum-Based Strategies

- School-wide social emotional learning (SEL) curriculum
- Predictable scheduling
- Increased choice making
- Teaching FBA guided skills

2. Behavior Support Strategies

- School-wide PBIS implemented with fidelity across intervention tiers and for ALL students.

3. Relaxation-Based Strategies

- Creating calming areas in the classroom and in the school. Multi-sensory de-escalation spaces

4. Conflict De-escalation strategies

- Life Space Interviewing
- Motivational Interviewing
- Conflict cycle/crisis management training for all staff.

2015, *Reducing the Use of isolation and Restraint in Schools*, Joseph B. Ryan, Ph.D., Clemson

University.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

The Six Core Strategies (5)

- **Student and Family Input-** providing full and formal inclusion of students and family members in a variety of decision-making roles in the organization.



The Six Core Strategies (6)

The “What’s Up” Intervention Guide

Debriefing Strategies -
analyzing
restraint/isolation events
to mitigate further trauma
and to gain knowledge
that informs policy,
procedures and practices.

Student: _____ Date: _____ Staff: _____

| | | |
|---|------------------------|------------------------|
| Phase 1: Provide Empathy - Gain Understanding <i>Make a neutral observation about child's challenge/ problem and ask, "what's up?" Explore who, what, where, when and why of a problem. Provide reassurance.</i> | | |
| The problem is/ was: | | |
| Phase 2: Define the Problem – Identify Adult Concern and Child's Concern | | |
| Adult Concern: | | |
| Child's Concern: | | |
| Phase 3: Invitation to Brainstorm Solutions <i>Restate concerns and invite child to take a first shot at possible solutions, "I wonder if there's a way... Do you have any ideas?" Solutions must be possible and mutually satisfying.</i> <i>Solutions generally involve: 1. Ask for or seek help 2. Give a little 3. Do it a different way</i> | | |
| PROVIDE 3 POSSIBLE SOLUTIONS | | |
| Possible Solution 1: | Possible Solution 2: | Possible Solution 3: |
| LIST THE EFFECTS OF EACH SOLUTION FOR CHILD & OTHERS | | |
| Effects of Solution 1: | Effects of Solution 2: | Effects of Solution 3: |
| THE BEST SOLUTION <i>List the solution from above that results in the best outcomes for all involved.</i> | | |
| After thinking about the effects, I have decided that the best solution is: | | |
| COURSE OF ACTION <i>List the steps that you would take to achieve the chosen solution. Will you need help?</i> | | |
| To reach my solution, this is what I would do: | | |

Who is being restrained and isolated?

- Elementary students (PK-5)
- Students with disabilities
- Low income students
- Male students
- Students who identify as Black/African American and students who identify as two or more races.

Dispelling Myths About R&I

Myth: Restraint and isolation keeps students who are out of control safe, as well as others.

Restraint and isolation can escalate a student's agitation. Physical restraint or isolation can cause students to act more aggressively, increasing the possibility for harm to themselves, teachers, and others. Restraint should only be used when all other attempts to address behavior have failed.



Dispelling Myths About R&I

Myth: Restraint and isolation are therapeutic interventions that can improve behavior

No evidence-based research has demonstrated restraints or isolation are therapeutically effective. However, research has demonstrated that restraint and isolation can be physically and psychologically harmful.



Dispelling Myths About R&I

Myth: There are no alternatives to restraint and isolation.

There are numerous alternatives to restraint and isolation, including positive behavioral interventions and supports and other de-escalation techniques.



Dispelling Myths About R&I

Myth: Property damage needs to be prevented.

No child's safety is as important as protecting property. Protection of property has led to violent restraints in response to offenses as simple as a student breaking a pencil in an act of defiance.





Washington Office of Superintendent of
PUBLIC INSTRUCTION



k12.wa.us



facebook.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi

Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

This presentation may contain or reference links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service or content offered on the third party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use or inability to use such websites. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.

