



**Department
of Education**

Restraint and Seclusion Incident Reporting for School Year 2015-2016

Welcome

The Ohio State Board of Education created rule and policy that went into effect during the 2013-2014 school year regarding the implementation of positive behavior interventions and supports to prevent the use of restraint and/or seclusion. In addition, Ohio Administrative Code Rule 3301-35-15(J) requires districts to annually submit a reporting of incidents of student restraint and seclusion to the Ohio Department of Education.

Your district's completion of this survey will fulfill the reporting requirement of the above stated rule. Data from the 2015-2016 school year must be submitted by the close of business on December 16, 2016.



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District Information

* 1. Please provide the following information.

District Name:

District IRN:

Phone:

**Name and title of person
completing report:**

Email Address:



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Positive Behavior Interventions and Supports

Ohio's State Board of Education defines positive behavior interventions and supports as:

A. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and

B. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

- * 2. Indicate whether your district school board has adopted written policies and procedures concerning the use of restraint, seclusion, and positive behavior interventions and supports:

Guidance: Districts are required, by rule 3301-35-15 (H) of the Ohio Administrative Code, to develop written policies and procedures concerning the use of seclusion and restraint. The policies and procedures need to be consistent with the policy on positive behavior interventions and support (PBIS), restraint and seclusion, as adopted by the State Board of Education in January of 2013. (Please visit <http://education.ohio.gov/> for further information on creating and submitting your District's policy and procedures.)

Yes

No



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Phases of Implementation for Positive Behavior Interventions and Supports

The five stages and focal points of district positive behavior interventions and supports professional development that assist district leadership teams in planning for and implementing core PBIS content. The stages allow district and school leadership teams to assess the school's level of content and implementation readiness. The stages are defined below:

1. Exploration and Adoption - Securing agreement within the school to pursue a change in or acceptance of current policy and practice and self-assessing capacity to implement.
2. Installation - Establishing initial systems, data-decisions, policies and practices that will be required to implement PBIS.
3. Initial Implementation - Targeting an element to allow all within the school to begin implementation on a manageable scale.
4. Full Implementation - Operating all systemic components and a range of interventions that are responsive to patterns noted within the school's data.
5. Innovation and Sustainability - Revising and updating practices and systems to sustain student outcomes in response to changes in students' behaviors, significant staff or administration turnover, or other challenges that often affect school implementation efforts.

Reference (language modified slightly): Lewis, T.J., Barrett, S., Sugai, G., & Horner, R. H., Mitchell, B.S., & Starkey, D. (2016). Training and professional development blueprint for positive behavioral interventions and supports. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from www.pbis.org

* 3. Indicate the number of buildings within your district in each of the following stages of implementation:

None	<input type="text"/>
Exploration and Adoption	<input type="text"/>
Installation	<input type="text"/>
Initial Implementation	<input type="text"/>
Full Implementation	<input type="text"/>
Innovation and Sustainability	<input type="text"/>



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Crisis Management and De-escalation Techniques Training

- * 4. Indicate the total number of student personnel in your district trained in crisis management and de-escalation techniques:

Guidance: "Student personnel" is defined as: teacher, principal, counselor, social worker, school resource officer, teacher's aide, psychologist, bus driver, or other school district staff who interact directly with students.

- * 5. Indicate the components included in your district's crisis management and de-escalation techniques training (select all that apply):

- Proactive measures for preventing the use of physical restraint
- Directions for monitoring signs of distress during and following physical control
- Person-to-person training
- Scheduled annually
- Requires participants to demonstrate proficiency
- Allows for a simulated experience of administering and receiving physical restraint
- Instruction and accommodation for age and body size diversity
- Education on the physiological and psychological impact of physical restraint on the student and family
- Direction for age-appropriate processing, re-establishing rapport and appropriately supporting the student to re-engage in learning
- Guidance for staff on debriefing the event (e.g., escalation of the event, planning for future areas of improvement to foster restraint reduction and student engagement)
- Guidance for staff on properly documenting and communicating about the restraint with appropriate parties (e.g., parents, guardians, social workers)
- None of the above



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Restraint Incidents

The definition of physical restraint is the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body or head freely. The term does not include a physical escort, mechanical restraint or chemical restraint. The physical restraint does not include brief, but necessary contact for the following or similar purposes to:

- break up a fight;
- knock a weapon away from a student's possession;
- calm or comfort;
- assist a student in completing a task/response if the student does not resist the contact; or
- prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Guidance: A series of disruptive student actions involving agitation, behavior leading to restraint, seclusion, or a combination of restraint and seclusion should be considered one reported incident. For example, a student restrained two times during an incident because the student was not fully calm at the time of attempted release would be counted as one report. A one-hour period during which the student has returned to calm/typical functioning for the student, followed by the student becoming newly agitated and requiring restraint, seclusion, or a combination of restraint and seclusion would then generate a new (additional) reported incident.

*The use of physical restraint must be used as a last resort and only when there is an immediate risk of physical harm to the student or others and no other safe or effective intervention is possible. See full policy for full guidance and prohibited practices on restraint.

- * 6. Indicate the total number of individual students restrained in your district during the 2015-2016 school year:

Guidance: "Individual students" refers to one student.

- * 7. Indicate the number of restrained students who were students with disabilities eligible for special education services under the Individuals with Disabilities Education Act during the 2015-2016 school year:

Guidance: "Individual students" refers to one student.

- * 8. Indicate the number of restrained students who had repeated incidents of restraint:

Guidance: "Individual students" refers to one student. Students with multiple incidents of restraint also equals one student.

* 9. Indicate the number of reported restraint incidents that resulted in an injury to a student:

* 10. Indicate the number of reported restraint incidents that resulted in an injury to a staff member:

* 11. Indicate the number of restrained students who had a Functional Behavioral Assessment (FBA) conducted and/or reviewed, which includes appropriate positive behavioral interventions:

Guidance: Your district should conduct a Functional Behavioral Assessment (FBA) if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a FBA. This pertains to all students and is not exclusive to students with disabilities.

* 12. Indicate the number of restrained students who had a Behavioral Intervention Plan (BIP) developed and/or reviewed, which includes appropriate positive behavioral interventions:

Guidance: Your district should conduct a Behavioral Intervention Plan (BIP) if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a BIP. This pertains to all students and is not exclusive to students with disabilities.

* 13. Indicate the number of students suspended due to behavior that led to restraint:

* 14. Indicate the number of students expelled due to behavior that led to restraint:



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Seclusion Incidents

Seclusion is defined as the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Guidance: Seclusion does not include incidents when the student voluntarily moves to a separate location to calm down or reduce sensory overload as part of a behavior plan or de-escalation plan.

- * 15. Indicate the total number of individual students secluded in your district during the 2015-2016 school year:

Guidance: "Individual students" refers to one student.

- * 16. Indicate the number of secluded students who were students with disabilities eligible for special education services under the Individuals with Disabilities Education Act during the 2015-2016 school year:

Guidance: "Individual students" refers to one student.

- * 17. Indicate the number of secluded students who had repeated incidents of seclusion:

Guidance: "Individual students" refers to one student. Students with multiple incidents of seclusion also equals one student.

- * 18. Indicate the number of seclusion incidents that resulted in an injury to a student:

- * 19. Indicate the number of seclusion incidents that resulted in an injury to a staff member:

* 20. Indicate the number of secluded students who had a Functional Behavioral Assessment (FBA) conducted and/or reviewed, which includes appropriate positive behavioral interventions:

Guidance: Your district should conduct a Functional Behavioral Assessment (FBA) if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a FBA. This pertains to all students and is not exclusive to students with disabilities.

* 21. Indicate the number of secluded students who had a Behavioral Intervention Plan (BIP) developed and/or reviewed, which includes appropriate positive behavioral interventions:

Guidance: Your district should conduct a Behavioral Intervention Plan (BIP) if any student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, though a single instance of restraint and/or seclusion could necessitate a review or development of a BIP. This pertains to all students and is not exclusive to students with disabilities.

* 22. Indicate the number of secluded students suspended due to behavior that led to seclusion:

* 23. Indicate the number of secluded students expelled due to behavior that led to seclusion: