

Key Definitions for Restraint and Seclusion Documentation and Reporting

- **Physical Escort** is the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Guidance: Physical escort is not considered a form of restraint and is not counted in number of restraints and/or seclusions.

- **Physical Restraint** is the use of physical contact that immobilizes or reduces the ability of a student to move his or her arms, legs, body or head freely. Such term does not include a physical escort, mechanical restraint or chemical restraint. Physical restraint does not include brief, but necessary, physical contact for the following or similar purposes:
 - To break up a fight;
 - To knock a weapon away from a student's possession;
 - To calm or comfort;
 - To assist a student in completing task/response if the student does not resist the contact; or
 - To 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. This means if a student is restrained two times during an incident because the student was not fully calm at the time of attempted release, it would be counted as one report. If there has been a one-hour period during which the student has returned to a calm/typical functioning for the student, but then the student becomes newly agitated and requires restraint, seclusion, or a combination of restraint and seclusion, it 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.

- **Seclusion** is 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. Also see the definition for timeout below.

- **Timeout** is a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

Guidance: A timeout is not included in the reporting for seclusion. It is important to note that a timeout is for a limited and specified time that is developmentally appropriate to the child. This focus may help distinguish between a timeout and seclusion.

- **Protective Hug** is not a term used within restraint and seclusion documentation and reporting due to the fact that preschool children shall not be restrained or placed in seclusion.

Guidance: No physical restraints shall be used to confine a preschool child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control (Ohio Administrative Code Rule 3301-37-10).

A thorough list of definitions from the policy can be found on pages 2-4 of the policy available on the Ohio Department of Education Web page at <http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/Policy-Positive-Behavior-Interventions-and-Support>.