Reducing Exclusionary Practices: Restraint & Seclusion

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A Multi-Tiered System of Supports

Session abstract

- This session examines the issues surrounding restraint and seclusion and evidence-based practices to address these issues. Presenters will share data and examples from a district that is currently engaged in these efforts. This presentation has four goals: a) to present proactive approaches minimizing the use of restraint and seclusion for at-risk students, b) identify misconceptions about the purpose of restraint and seclusionary practices, c) discuss analysis of data to inform decisions related to behavior and best practices in crisis response, and d) provide school and district leadership with a data-tool with hands on experience for use embedded in a problem solving approach.

- Key words: Tier III, Alternatives to Suspension, Evaluation

Florida’s PBIS:MTSS Project

Mission
- Increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement positive behavior support within a Multi-Tiered System of Support (MTSS).

What We Do
- Provide training and technical assistance to districts in the development and implementation of positive behavior supports at the Tier 1, classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

PBIS Activity in Florida

Florida PBIS:MTSS Project is currently working with 50 of 67 school districts (74%) Effective 2/20/2019

Over 20,000 schools across the country & 1,886 schools in Florida have been trained!

8 Pre-K Schools
991 Elementary
373 Middle
132 Alt/Center
244 High
138 Other (e.g. K-8)
1,886 Total Schools

Florida’s MTSS Inter-Project Collaboration

PBIS is a Process

Science
Practices that work

Values
Practices that impact quality of life

Vision
Practices that are doable, durable, & available
Partnering with District Teams

- Two ways in which partnerships are initiated
  - Outreach between district and Florida PBIS discretionary project
  - Included as part of improvement plan with state
- Focus for support with district leadership – often team that is focused on similar efforts (Tier 3, disproportionate discipline, restraint and seclusion)

First, some definitions...

- Physical restraint is a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely.
- Seclusion is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving.
- Mechanical restraint is the use of any device or equipment to restrict a student’s freedom of movement.

Prevalence of restraint/seclusion

Restraint is a low frequency, high consequence event

(Lef PHI, 2012, p. 78)

- In 2011-12
  - At least 70,000 students were subjected to physical restraint
  - At least 37,000 students experienced isolated seclusion
- In 2013-14 in the United States
  - More than 47,000 students were subjected to physical restraint
  - Almost 29,000 students experienced isolated seclusion

The statistics were released Spring 2014 as part of the U.S. Department of Education’s Civil Rights Data Collection, a biennial data collection from public schools.

Why is the use of restraint/seclusion a problem?

Immediate repercussions (At Best)
- Loss of teaching/learning time
- Doesn’t teach new skills
- Doesn’t change behavior
- Rights issue

Immediate repercussions (At Worst)
- Serious injury and death
- Potential for trauma

Using Problem-Solving Process to Address Restraint and Seclusion Data

Problem-solving process allows for unpacking of issues related to:
- Increases in rates or maintained high rates of restraint/seclusion
- Problematic times, locations, personnel
- Disparity in prevention-oriented practices and supports
How do we do that?
Data-Based Problem-Solving

Step 1: Problem Identification
What is the problem?

Step 2: Problem Analysis
Why is it occurring?

Step 3: Intervention Design
What are we going to do about it?

Step 4: Evaluation
Is it working?

Step 1. Problem Identification
What is the problem?
This is an easy one...Use of Restraint and/or Seclusion practices

Now we move on to...

Step 2: Problem Analysis
Why is it occurring?

• First off, total numbers...
  – Of students
  AND
  – Of incidents

• Why both of these questions?

20 incidents with 2 student
Vs
20 incidents with 19 students

We need more information, such as...

• Where are the incidents occurring?
• When are the incidents occurring?
• Who is involved?
  – Teachers/staff
  – Students
• Other patterns?
  – Disability-specific
  – Race/ethnicity

• How do incident rates compare with previous months?
  – Note that some months are longer and shorter than others

• How do incident rates compare to previous year’s data (note how student population has changed across years)?

Data Analysis

Considerations:
- Data elements available
- Examine changes in frequency/duration
  – Month to month
  – Comparison with past years
- Identify high flyers
- Examine proportionality
- Identify trends at school, classroom, individual levels

Guiding Questions:
- Do we have a system for inquiry?
- Do we have decision rules?
- Do we have a schedule for ongoing data analysis?
Where to start?

- Are there high numbers district wide or state wide?
- Are most incidents coming from one or two schools?
- Are there specific classrooms or other environments that are problematic?

District Level Analysis: Critical Questions

- Are numbers higher than previous months?
  - Can these be attributed to specific district-wide variables?
- Are numbers equivalent to the same month in previous years?
  - Note peak months. What are factors that contribute to these peaks (e.g., system for review/adaptation of BIPs for new classrooms in new year?)
- Is there a higher proportion of some groups than others?
  - Race/Ethnicity
  - Gender
  - Disability
  - Note that some disability groups will have higher rates because of the associated behaviors. In these cases, did one group show drastic increases that would indicate a training or other deficit?

From the District/State analysis, a school is pinpointed...

- Are there issues across many students or many environments?

School-level Analysis

- Overall numbers (students and incidents)
- Changes across time
- Disproportionality across race and disability type
- Comparison with similar schools
  - Grade levels, demographics of students, school type, etc.
- Differences within schools
  - Times, dates, subject, activities, settings

From the School Level Analysis a Classroom is pinpointed...

Classroom level data analysis

- Differences across staff members (are some using restraint/seclusion much more than others?)
  - Times, dates, subject, activities, settings
  - Check Fidelity of implementation
  - Are classroom rules and procedures in place?
  - Are expected behaviors taught and reinforced?
  - Are BIPs understood and followed accurately?
  - Are consequences are applied consistently?

Some guiding principles...

- If there are many incidents with many different students
  - More likely to be a systemic issue
  - Many different staff or mostly same staff involved?
  - All in one type of setting? With one type of student?
- If there are few students with many incidents
  - Could be a Tier 3 issue
District Exemplar: Data Tool

- Data Tool - Identifying District Needs
- Narrowing to School
- Focus on prevention and student support that brings us to Step 3

Step 3: Intervention Design

**What are we going to do about it?**

- What interventions/behavioral strategies are needed?
- What PD is needed?
- How will the plan be implemented for the intervention?

Response to data

**Identifying next steps**

- School-specific issues – involve school teams
- Evaluate PD
- Evaluate planning and plan implementation

School-level Interventions

**School-by-school problem identification statements**

Specific & accurate statements will lead to better intervention:

- Students, staff involved
- Types of behavior
- Locations, time, grade level
- Consequences
- PBIS implementation fidelity, qualitative info
- Implementation measures
- Interviews, focus groups

Once an environment is identified -

- Revise to eliminate antecedents?
- Support/ training around problematic activity?
- More training or support around specific group of students (e.g., male students with ASD)
- Ensure that plan matches behavior
- Training/coaching

Professional Development

- Prevention-focused
- Support following professional development
- Performance feedback, Coaching
- Crosswalk with current and new training initiatives (e.g., Trauma Informed Care)
- De-escalation strategies

Who receives training? What kind of training?
Policies -> Attitudes and Preconceptions

- School climate and attitudes towards discipline are vital!
- Is there a policy?
- Do policies emphasize prevention?
- Are there specifications for use of de-escalation?
- Are there specifications for use of preventative measures?
- Does language used in meetings and in informal communication emphasize prevention?
- Are restraints described as methods for changing behavior?

Mechanisms for Follow-up

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>Determine needs and action plan:</td>
<td></td>
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<tr>
<td>- District/State level</td>
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<tr>
<td>- School level</td>
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<tr>
<td>- Classroom level</td>
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<td>- Student level</td>
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<tr>
<td>Mechanisms to prompt:</td>
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<tr>
<td>- Changes in policy and practices</td>
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<td>- Professional development</td>
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<tr>
<td>- Changes in individual student support (FBA/BIP, etc.)</td>
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<tr>
<td>What is currently in place?</td>
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<td>What resources are available districtwide that can be allocated/reallocated?</td>
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Step 4: Evaluation

Is it working?

- Data, Data, Data!

Evaluate PD

Training provided

- Crisis prevention
- De-escalation
- Trauma informed practices
- Debriefing

Coaching

- Modeling
- Opportunities for practice

Frequency?

Who receives?

Fidelity?

Exemplar: Brevard County Florida
Brevard Public Schools

- Large size district
- 75,073 students
- 13,157 of students with disabilities (17.5%)
- Approximately 100 schools, including charters
- 2 separate day schools, 1 residential treatment facility
- 43 schools trained at Tier 1 PBIS (partnered with USF since 2010)

Seclusion is not used

Annual Trend Data

- Chart Title
- Restraint Review Committee (pre-2014)
  - Large Committee, meeting monthly
    - 15+ rotating members with 1-2 consistent members
  - Reviewed restraint at the individual student level, exclusively
  - No consistent action planning
  - Reactive

District Restraint Reduction Efforts

- Partnership with University of South Florida’s PBIS Project since 2010.
- Yearly PBIS Implementation Planning
- District Restraint Team partnership with USF in 2014
- Utilize FLPBIS data tool

Develop District Supports to Build School Capacity

Focus on prevention, prior to reactionary intervention!
Integration of tiered social, emotional, behavioral and mental health supports to schools

- School supports checklist (school resources mapping)

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<thead>
<tr>
<th>Resources</th>
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<tr>
<td>CPI</td>
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<td>CHAMPS</td>
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<tr>
<td>Trauma Informed Practices PBIS - TIP</td>
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<td>Community Mental Health Partnerships</td>
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<tr>
<td>Restorative Practices</td>
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<td>Social Emotional Learning</td>
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<th>Themes</th>
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<tr>
<td>School Safety</td>
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<tr>
<td>Problem Solving and Coping Skills</td>
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<tr>
<td>Access to Mental Health Supports</td>
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<tr>
<td>School Climate and Culture</td>
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</tbody>
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Restraint Review Committee (2015-present)

- Core Members
- Support Members
- Training
- Improve Behavioral Data

Data
Restraint Review Committee (2015-present)

- Core Members
- Improve Outcomes
- Support Resources
- Training

Individual Student Outcomes

<table>
<thead>
<tr>
<th>Date Added</th>
<th>School</th>
<th>Student Name</th>
<th>Primary ESE</th>
<th>Number of Restraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01/19</td>
<td>ABC</td>
<td>Student A</td>
<td>ESE A</td>
<td>1</td>
</tr>
<tr>
<td>02/02/19</td>
<td>DEF</td>
<td>Student B</td>
<td>ESE B</td>
<td>2</td>
</tr>
<tr>
<td>03/03/19</td>
<td>GHI</td>
<td>Student C</td>
<td>ESE C</td>
<td>3</td>
</tr>
<tr>
<td>04/04/19</td>
<td>JKL</td>
<td>Student D</td>
<td>ESE D</td>
<td>4</td>
</tr>
</tbody>
</table>

Restraint Review Committee Student Tracker

- Date student added
- School
- Student Name
- Primary ESE
- Number of restraints
- 2+ in a month notify Support Specialist and CBA
- 2+ notify Social Worker, assess training needs
- 2+ notify ESE Director
- SRO Involvement

Best Practices for Restraint Documentation

- Use of the Restraint Review Committee to ensure positive behavior support systems are in place.
- Collect data on student behavior and trends in restraint usage.
- Train staff on appropriate restraint techniques and de-escalation strategies.
- Ensure that all students receiving restraint are monitored by a qualified professional at all times.
- Review and update restraint policies and procedures regularly.
Individual Supports

- What setting is the student in?
- Does the student have an IEP?
- Does the student have an FBA/BIP?
- Is BIP addressing current behavior concerns?
- Is a postvention report being done?

Maintain Progress

- Increase faculty-wide verbal de-escalation training
- Continue to improve accurate site-based reporting
- Provide ongoing professional development for CPI trainers
- Continue to scale up PBIS
- CHAMPS training for classroom management
- Invest in Restorative Practices
- Engage community mental health supports
- Free up time for school counselors to provide additional supports
- Youth Mental Health First Aid
- Trauma Informed Practices
- Increase social-emotional supports for students

Future Directions

- Increase school capacity to analyze data and problem solve
  - School specific Excel data sheet that aligns with state template
- Gather resources that target prevention and alternatives to restraint
- Include representation from separate day school
- Strategic Plan objective to address social, emotional, behavioral and mental health supports
- Improve Postvention at the school level
  - Continued emphasis in CPI trainings
  - Development of Crisis Debriefing Form

Lessons Learned

- Have an action plan and use it
- Have a small, consistent team
- Use data to plan your next steps
- Increase school capacity through training
- Share data with schools

Be a resource, not a barrier!

Data Analysis Tool

- For ease of analysis, Florida PBIS developed a spreadsheet that allows districts and schools to look at data across multiple variables...
Easy step-by-step instructions

What do you see already in this graphic that might point to some issues or needs?

What don’t we know from these numbers alone?

And last (but not least) of the front page tables...

Next steps – From Priority Organizer to Action Planning

Use data to inform practice

• Note concerns at each level of analysis
• Consider resources available
• Analyze and prioritize barriers

Develop measurable goal(s) for selected barrier(s)

• Identify minimum steps (operational definition)
• Determine who is responsible and timeline for completion

Review progress as team

• Examine data regularly
• Celebrate successes
• Tap into and request resources
• Report progress to schools, district leaders, FDOE

Continue problem solving process
Contact Information and Resources
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