

Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education, January 15, 2013

Applies to school districts in the State of Ohio, effective the beginning of the 2013/2014 school year

The policy addresses how all students will be treated with dignity and respect and how appropriate student behavior will be promoted and taught. It ensures the school will use prevention, positive behavior intervention and support, and conflict deescalation to minimize the need for use of seclusion and restraint. Seclusion and restraint will be used only as a last resort safety procedure, employed only after another, less restrictive procedure has been implemented without success, and in a situation in which there is an imminent risk of injury to the student, other students, school employees, or visitors to the school. The policy outlines the necessary training of staff, documentation and parental notification of each incident of seclusion or restraint.

Positive Behavior Interventions and Support (PBIS)

PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

PBIS will promote teaching appropriate behaviors with goals to:

1. Identify the expected behaviors.
2. Teach, model and practice what those behaviors look like, sound like, and feel like.
3. Specifically praise appropriate behavior with private or public acknowledgement, and
4. Measure outcome data to determine successes and barriers to reaching the desired goals.

<http://www.pbis.org/>

Seclusion

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.

Seclusion shall never be used as a punishment or to force compliance. Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control.

The seclusion area must:

1. provide for adequate space, lighting, ventilation, clear visibility and the safety of the student, and
2. **not locked.**

Furthermore, the staff must be appropriately trained, use verbal de-escalation, and the student continually observed and removed when the risk of injury has dissipated. Documentation and parental notification is required.

Restraint

Physical Restraint – means the use of physical contact that immobilizes or reduces the ability of a student to move their 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: 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 a task/response if the student does not resist the contact, or to prevent an impulsive behavior that threatens the student's immediate safety.

Prohibited Practices

- Phone restraint
- Mechanical or chemical restraints
- Corporal punishment
- The deprivation of basic needs
- Child endangerment
- Restraint that unduly risks serious harm or needless pain
- Aversive behavioral interventions
- Seclusion of students in a locked room.**

Policy Requirements

Each school district must develop, publish and implement written policies to govern the use of emergency safety interventions (physical restraint and seclusion) in all of its schools.

Districts must make their written policies on the use of emergency safety interventions available to parents annually, and the school district must post the policy on its website.

Any school that employs physical restraint or seclusion practices shall have established:

1. Pre-established emergency procedures
2. Specific procedures and training related to the use of restraint and seclusion, and
3. A process for the collection of data regarding the use of restraint or seclusion.

This policy establishes objectives for:

1. Training and Professional Development
2. Required Data and Reporting
3. Monitoring and Complaints Processing