

# Foster School District

## Policy # 5141.2

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### Prevention and Crisis Intervention/Physical Restraint For Safety Promotion

#### ❖ **Intent:**

The intent of these procedures is to ensure that student participation in schools is free from unreasonable and unnecessary physical restraint and that such an intervention is used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. These procedures reflect a policy prohibiting corporal punishment. They promote the use of positive, preventive behavioral supports that significantly limit the need for physical intervention, restrict the use of physical force, and ensure that physical restraint is administered in the least intrusive manner possible. These procedures delineate appropriate practice in those instances where physical restraint is absolutely necessary to protect a student or students, staff and/or other school members from imminent, serious physical harm.

The Foster School Department has established the procedures described in this document for the purposes of:

- (a) Promoting student safety and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior that may occur with an individual student or among groups of students;
- (b) Establishing effective crisis intervention practices and, when necessary to ensure safety, appropriate physical intervention procedures;
- (c) Keeping all school members informed regarding these procedures as well as preventive interventions, de-escalation, types of restraints and related safety considerations, administering physical restraint in accordance with behavioral intervention plans and/or known medical or psychological limitations;
- (d) Identifying staff who are authorized to serve as a school-wide resource to assist other staff in proper administration of these practices, and provide these staff with advanced training beyond the basic information provided to all staff;
- (e) Reporting crisis intervention/physical restraint incidences to parents, the Foster School Department administration, and the Rhode Island Department of Education.

#### ❖ **Emergency Situations:**

The Foster School Department is committed to maintaining a safe school environment. While the procedures contained herein direct the use of crisis intervention/physical restraint, they do not prohibit any Foster School Department teacher, employee or agent from using reasonable force to protect students, other persons or themselves from imminent, serious physical harm.

## **A. Keeping All School Members Informed**

### **1. Annual Professional Development:**

Each school year, Foster School Department policies and procedures described in this document are reviewed and provided to all school staff and made available to parents. Others wishing to review a copy of this document can access it by inquiring at the principal's office in each school.

Within the first month of school, the staff training is conducted.

Annual training shall include but not limited to:

- Orientation to the District Prevention and Crisis Intervention /Physical Restraint policy and procedures
- Positive behavioral supports for all students
- Specific interventions and assessment for challenging behavior
- De-escalation procedures
- Types of physical restraint and related safety considerations,
- Administering physical restraint in accordance with individual student intervention plans and /or known medical/psychological considerations.

Staff who are employed after the school year begins are provided this training as part of their initial orientation within the first month of their employment. Each building principal will develop a schedule for these professional development activities within prescribed timeframes.

## **B. Methods for Promoting Safety and Preventing Violence**

### **1. Social and Emotional Learning for All Students:**

Social and emotional learning and positive behavioral supports for students are addressed as appropriate as part of ongoing school improvement and professional development plans.

- Assertive Discipline
- Second Step Program
- Health Education Programs
- Peer Mediation
- School Resource Officer
- Community Juvenile Court

### **2. Behavioral Intervention to Support Students Facing or Posing Behavioral Challenges:**

To support productive relationships and learning and to enhance connection to school for students who face or pose emotional or behavioral challenges, the following procedures are established in the Foster School Department.

- As needed, Functional Behavioral Assessments are developed as prescribed by regulation for any student with an Individual Education Plan (IEP) and other students as determined by the Crisis Intervention Team
- School based counseling services
- School Resource Officer
- Teacher Support teams (TST)
- Peer Mediation
- Behavioral consultant
- Local Mental Health Services (Cranston/Johnston MHS)
- School -based Crisis Intervention Team
- 504 Plans

### **3. Crisis Intervention: De-escalation Procedures:**

Despite the use of positive behavioral supports and interventions, there may be instances when the behavior of one or more students escalates beyond the student's immediate control, creating danger of violence or self-injury. Safety precautions considered, the first course of action should be the application of specific intervention strategies designed to diffuse the situation by addressing students' emotional needs and de-escalating the immediate behavior. The intent of de-escalation is to restore the student(s) capacity to control the immediate impulse/behavior and move toward safer or more constructive resolution of the immediate problem situation.

In the event of student behavior representing a crisis, trained personnel will employ de-escalation strategies derived from advanced training in a crisis intervention program.

#### 4. Crisis Intervention: Physical Restraint:

##### ❖ Restraint Procedures:

It is the policy of the Foster School Department that physical restraint/crisis intervention is used only in the following circumstances:

- Non-physical interventions were not or would not be effective; and
- The student's behavior poses a threat of imminent, serious physical harm to self and/or others; and, where applicable,
- In circumstances where a behavioral intervention plan is already developed for the Student, the plan has been fully implemented as specified.

The Foster School Department limits the use of such force to the amount and duration necessary and reasonable to protect a student or another member of the school community from assault or imminent, serious physical harm.

In the event that physical restraint becomes necessary:

1. Every attempt should be made to alert additional school personnel for observation or assistance.
2. Only the safest physical restraint methods are to be used.
3. Whenever possible, the student should be transported (may include a basket hold or a 2, 3 or 4-person carry) to a neutral and safe place to be restrained or to continue a restraint.
4. Every effort should be made to isolate the restraint situation, to avoid prolonging or escalating the situation.
5. If the duration of a physical restraint is prolonged, or student becomes deliberately and dangerously assaultive, the students' parent(s) or guardian(s) and the School Resource Officer must be notified to remove him/her from school as soon as possible to avoid further danger.
6. If the student exhibits suicidal or homicidal indicators, the school Crisis Intervention Team must be contacted for further intervention in accordance with district policy.
7. The student should be released slowly from the restraint, in stages, to ensure that she/he has regained self-control and no longer presents an apparent danger.
8. The appropriate medical personnel must treat any injury occurring during a restraint immediately. Injuries will be recorded in the Physical Restraint Report.
9. As soon as possible following the incident, but no later than the next school day, the staff member(s) who administered the restraint will document the incident in a Physical Restraint Report and inform the principal. The report is forwarded to the Superintendent's office and the Northwest Special Education Office for student's with IEPs
10. Follow-up steps include parent notification, review of restraint with student, staff involved and the principal, and consideration of further action, including preventive behavioral interventions.

##### ❖ Restraint Prohibitions:

Physical restraint is prohibited in the following circumstances, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) As a means of punishment;
- (b) As an intervention designed to, or likely to, cause physical pain;
- (c) As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;

- (d) As in any intervention which is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
- (e) As in a restrictive intervention which employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
- (f) As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
- (g) As in any intervention that precludes adequate supervision of the student;
- (h) As in any intervention that deprives the student of one or more of his or her senses.

### ❖ Restraint Safety Procedures:

The following safety procedures are in effect, consistent with Rhode Island Physical Restraint Regulations effective September 1, 2002:

- (a) Restraint is administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student is released from the restraint immediately, and school staff are directed to take steps to seek medical assistance.
- (b) Program staff must review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
- (c) Restraint is administered in such a way that the student is never at any time prevented from breathing or speaking. During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint ceases immediately upon determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
- (d) Following the release of a student from a restraint, the following follow-up procedures are implemented:
  - Appropriate staff will review the incident with the student, as appropriate, to address the behavior that precipitated the restraint.
  - The principal or designee will review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed and consider whether any follow-up is appropriate for the student and for students who witnessed the incident.
  - The principal or designee will review the incident with the student and consider whether any follow-up is appropriate for the student and for students who witness the incident.
  - School personnel will meet to determine whether the student requires a behavioral intervention plan as part of his or her education program, or, if one already exists, whether that plan needs to be modified or adjusted.

## C. Authorized Staff

Only trained personnel authorized by the Foster School Department may administer physical restraint/crisis intervention with students. Whenever possible, the administration of a physical restraint/crisis intervention shall be witnessed by at least one adult who does not participate in the restraint. This training requirement does not preclude any teacher, employee or agent of the Foster School Department from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.

A list of the staff have received advanced training in the use of crisis intervention/physical restraint and are authorized either to administer restraint or to also serve as a school-wide resource to assist staff in ensuring proper administration of crisis interventions and physical restraint is available at the principals office. This list is updated annually by the Principal /designee.

### ❖ **Advanced Training for Authorized Staff: Training Requirements**

In addition to the basic training provided all staff regarding these procedures, advanced training is required for staff considered by the Foster Schools to be qualified to administer physical restraint/crisis intervention procedures with students. Documentation of completion of an advanced training program to include:

- Appropriate procedures for preventing the need for physical restraint/crisis intervention including the de-escalation of problematic behavior, relationship building and the use of alternative to such restraint.
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint/crisis intervention and methods for evaluation the risk of harm in individual situations in order to determine whether the use of physical restraint and crisis intervention are warranted.
- The simulated experience of administering and receiving physical restraint/crisis intervention, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance.
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints.
- Demonstration by participants of proficiency in administering physical restraint/crisis intervention.

For staff designated to serve as staff trainers or resource persons for colleagues and parents in the use of crisis intervention/physical restraint, documented completion (and annual updates) of a trainers program to teach the elements delineated above is required.

## **D. Reporting Instances of the Use of Physical Restraint/Crisis Intervention**

As soon as possible, but not later than the next school day, the staff member who administers a physical restraint/crisis intervention submits a written report to the Principal, using the reporting format in Appendix A.

The Administration (as defined in B 4 of this document) maintains an ongoing written record of all reported instances of physical restraint.

As soon as possible, but not later than two schools days, the student's parent(s) or guardian(s) are notified of the restraint incident in writing. Records of parent notification are maintained at the school. For students without established written behavior intervention plans an immediate attempt will be made to notify the parent by phone. Each year (as determined by RIDE), the Foster School Department submits a report regarding all incidents of the use of physical restraint/crisis intervention to the Rhode Island Department of Education.

## **E. Procedures for Investigating Complaints**

Complaints regarding restraint practices should be submitted in writing to the principal.

Adopted: 30 October 2002

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First Reading (with new crisis/intervention report): January 24, 2012  
Second Reading: March 27, 2012  
Approved: March 27, 2012

**Foster School Department**

**Physical Restraint/Crisis Intervention Report**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ School: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_ Title/position: \_\_\_\_\_

Person(s) who administered restraint: \_\_\_\_\_ Title/position: \_\_\_\_\_

Observers (if any): \_\_\_\_\_

Physical restraint - Began at: \_\_\_\_\_ [a.m.] [p.m.] Ended at: \_\_\_\_\_ [a.m.] [p.m.]

Location and activity in which restrained student, other students and staff in the vicinity were engaged when the restraint occurred:

Behavior prompting the restraint:

Description of de-escalation efforts and alternatives attempted:

Justification for initiating physical restraint/crisis intervention:

**Description of the physical restraint/crisis intervention implemented:**

(a) Hold(s) utilized and rationale for type of hold:

(b) Student's behavior/reactions during restraint:

(c) How restraint ended:

(d) Did an injury occur in the process of restraint? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes - Student and/or Staff injured:  
Nature of the injury:

(e) Medical care provided (Include care provided, to whom, by whom):

**Follow-up Action: Further action(s) that the school has taken or will take:**

Parent(s)/guardian(s) were notified on (date) \_\_\_\_\_ by: [ ] phone [ ] letter [ ] conference

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_