

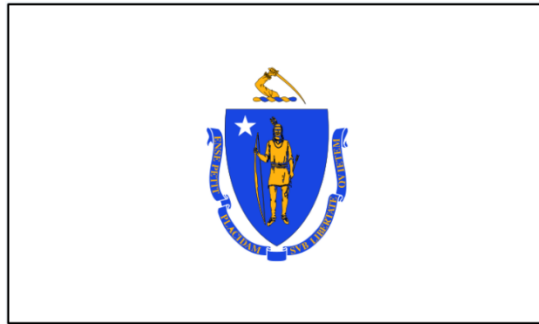


Chelmsford Public Schools
A Future Ready District

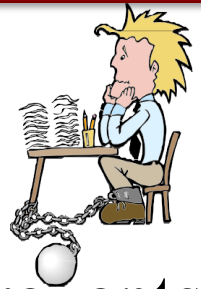
Restraint Module

Physical Restraint of Students

- Massachusetts laws governing the physical restraint of students:
 - M.G.L. c. 71, § 37G
 - 603 CMR 46.00 - Prevention of Physical Restraint and Requirements if Used (*effective* 1/1/2016).



Types of Restraint



- **Physical Restraint:** Direct physical contact that prevents or significantly restricts a student's freedom of movement.
 - Does not include:
 - brief physical contact to promote student safety;
 - providing physical guidance or prompting when teaching a skill; redirecting attention; or providing comfort; or
 - a physical escort.
- **Chemical Restraint (prohibited):** Administration of medication for the purpose of temporarily controlling behavior.
 - Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Types of Restraint

- **Mechanical Restraint (prohibited):** The used of any physical device or equipment to restrict a student's freedom of movement.
 - Does not include:
 - devices prescribed by medical or related services personnel for the specific and approved positioning or protective purposes for which they are designed.
 - Examples: adaptive devices or mechanical support to support body position, balance, or alignment.....; vehicle safety restraint when used as intended; restraints for medical immobilization; orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- **Seclusion (prohibited):** Physically confining a student alone in a room or limited space from which the student is physically prevented from leaving.
 - The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."



Type of Restraint, cntd.



- **Prone Restraint** - physical restraint in which a student is placed face down on floor or another surface, and physical pressure is applied to student's body to keep student in face-down position.

Prone restraint are prohibited unless the school and teams determine otherwise, following the MA regulations (including parental consent and medical documentation).

Prohibited Restraints

- Chemical Restraint, Mechanical Restraint, Seclusion, and *Prone Restraint are prohibited.

- Only Physical Restraint is permitted.

(Each school has a crisis team who is trained in either Safety Care or CPI)

**Prone restraint are prohibited unless the school and teams determine otherwise, following (including parental consent and medical documentation).*



Time Out

- Time Out is behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming.





Types of Time Out

- **Inclusionary Time-Out**

- When the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.
- Includes practices used by teachers as part of their classroom behavior support tools, such as “planned ignoring,” asking students to put their heads down, or placing a student in a different location within the classroom.

- **Exclusionary Time-Out**

- The separation of the student from the rest of the class either through complete visual separation or from actual physical separation.
- Includes removal to separate Time Out rooms.
- May not be used as a method of punishment for non-compliance, or for incidents of misbehavior that are no longer occurring.
- Exclusionary time-out should only be used when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
- Exclusionary time-out must cease as soon as the student is calmed.

Requirements for use of Exclusionary Time Out

- Space used must be clean, safe, sanitary, and appropriate for calming.
- Unless a safety risk is present, a staff member must be physically present with the student who is in an exclusionary time-out setting.
 - If it is not safe to be present with the student, the student may be left in the time-out setting with the door closed.
 - Students must never be in a locked room.
- Student must be **continuously observed** by staff
 - Staff must be with student or immediately available at all times.
- Must terminate as soon as student has calmed.
- Principal must approve extension of exclusionary Time Out beyond 30 minutes.



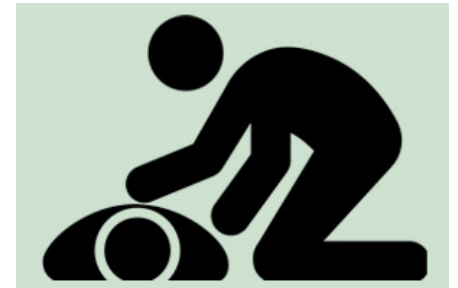
When Physical Restraint May Be Used

- Physical Restraint may be used only where:
 - Non-physical interventions would be ineffective; and
 - The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.
- Physical Restraint may not be used as punishment, as a response to property destruction, or in response to a student's refusal to comply with rules/directions unless the non-compliance creates a threat of imminent, serious physical harm.
- **Physical Restraint is an “emergency procedure of last resort.”**

Administration of Restraint

- Restraint to be administered only by trained personnel (Safety Care or CPI)
 - Must use minimum amount of force necessary in the safest manner possible.
 - Must terminate restraint as soon as possible.

***603 CMR 46.00 does not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.**



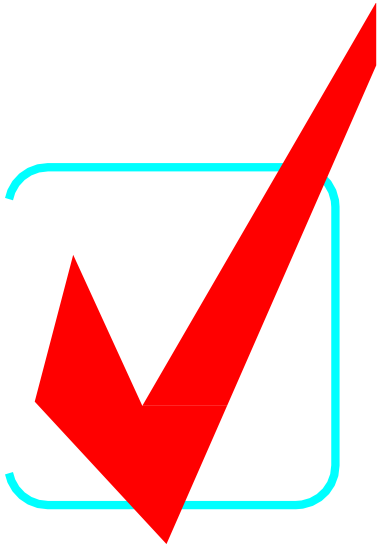


Duration of Restraint

- Restraint must terminate as soon as student is no longer an immediate danger to himself or others, *or* the student indicates that he/she cannot breathe, *or* if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged coughing or crying.
- **If student is restrained beyond 20 minutes, staff must obtain approval of Principal.** Approval must be based upon student's continued agitation justifying need for continued restraint.

Safety Requirements of Restraint

- Make sure student is able to breathe and speak.
- Continuously monitor physical status, including skin temperature, color and respiration.
- If student experiences physical distress -- release restraint and seek medical assistance immediately.
- Know student's medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans.
- Implement follow-up procedures after release from restraint. Review incident with student and staff.



Reporting Restraints

- Staff member must immediately verbally inform the Principal of **any** physical restraint and must file a written report no later than next school day.
- Principal must verbally inform the student's parents immediately and must mail or e-mail the parents a detailed written report w/in three (3) school days of restraint.
- Any restraint that results in injury must be reported to DESE w/in three (3) school days of restraint.
- **Reporting requirements cannot be waived by the parent/guardian or IEP Team.**



Content of Written Report



- Names/job titles of those involved, including observers
- Date and time began/time ended
- Name of administrator verbally informed
- Name of Principal/designee who approved restraint if beyond 20 minutes
- Description of what was happening before restraint
- Description of holds used
- Description of student's behavior during restraint
- Description of efforts used to prevent escalation of behavior, including specific de-escalation strategies
- Further actions the school has taken or may take



Restraint Review Procedures

- Administrative Review by Principal
 - Monthly School Wide Review
 - Consider patterns, number, duration, injuries
 - Assess whether restraint prevention and management policy needs to be modified
 - Assess whether additional staff training on restraint reduction/prevention strategies is needed
 - Weekly Individual Student Review
 - Identify students restrained multiple times during week
 - Convene review team(s) to assess each student's progress and needs
 - Review and discuss written reports
 - Analyze factors leading up to restraint
 - Consider factors that may have contributed to escalation of behaviors
 - Develop written action plan
 - Goal is to reduce or eliminate future restraint



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**Thank you for participating in our
Restraint module**