



# EXCLUSION, SECLUSION AND RESTRAINT: THE GRANDMA TEST


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# TAKE-AWAYS

- ❖ If your grandma thinks something is wrong, it is probably wrong!!
  - ❖ You will never go wrong if what you want to do is good for kids and families
  - ❖ Unpack the data
  - ❖ Prevention is paramount
  - ❖ Restraint or seclusion only in the case of imminent danger of serious physical harm to self or others
- 

**State of the Art**  
**vs.**  
**The Grandma Test**





More  
Foot  
Comfort  
because  
Footwear  
is  
Fitted  
at  
Revell's  
by the  
Wonderful

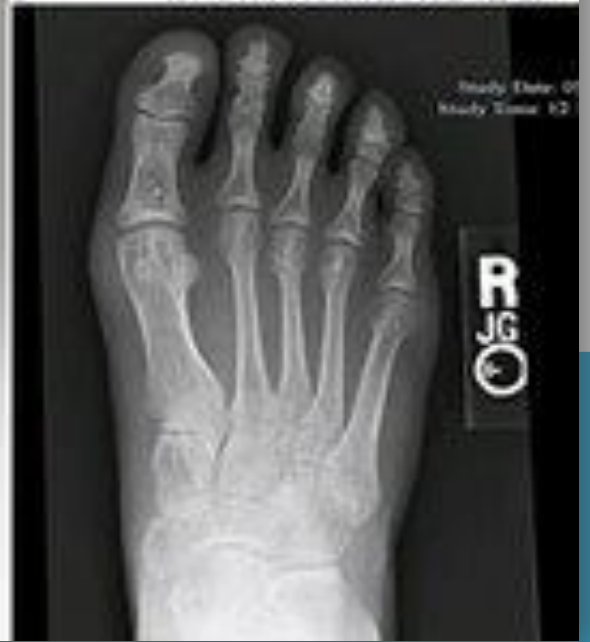
**X-Ray** Ped-o-Scope

Not occasionally, but every day, the "Wind-Air"  
But it makes a difference that makes the most

Study Time: 07  
Study Time: 12

**R  
J  
G  
©**

This advertisement features an illustration of a person's feet being measured in a shoe fitting device. The text promotes 'More Foot Comfort' and 'Fitted at Revell's by the Wonderful'. Below the illustration, the word 'X-Ray' is prominently displayed, followed by 'Ped-o-Scope'. At the bottom, there is a small line of text: 'Not occasionally, but every day, the "Wind-Air" But it makes a difference that makes the most'. On the right side, there is a vertical logo consisting of the letters 'R', 'J', 'G', and '©' stacked vertically.



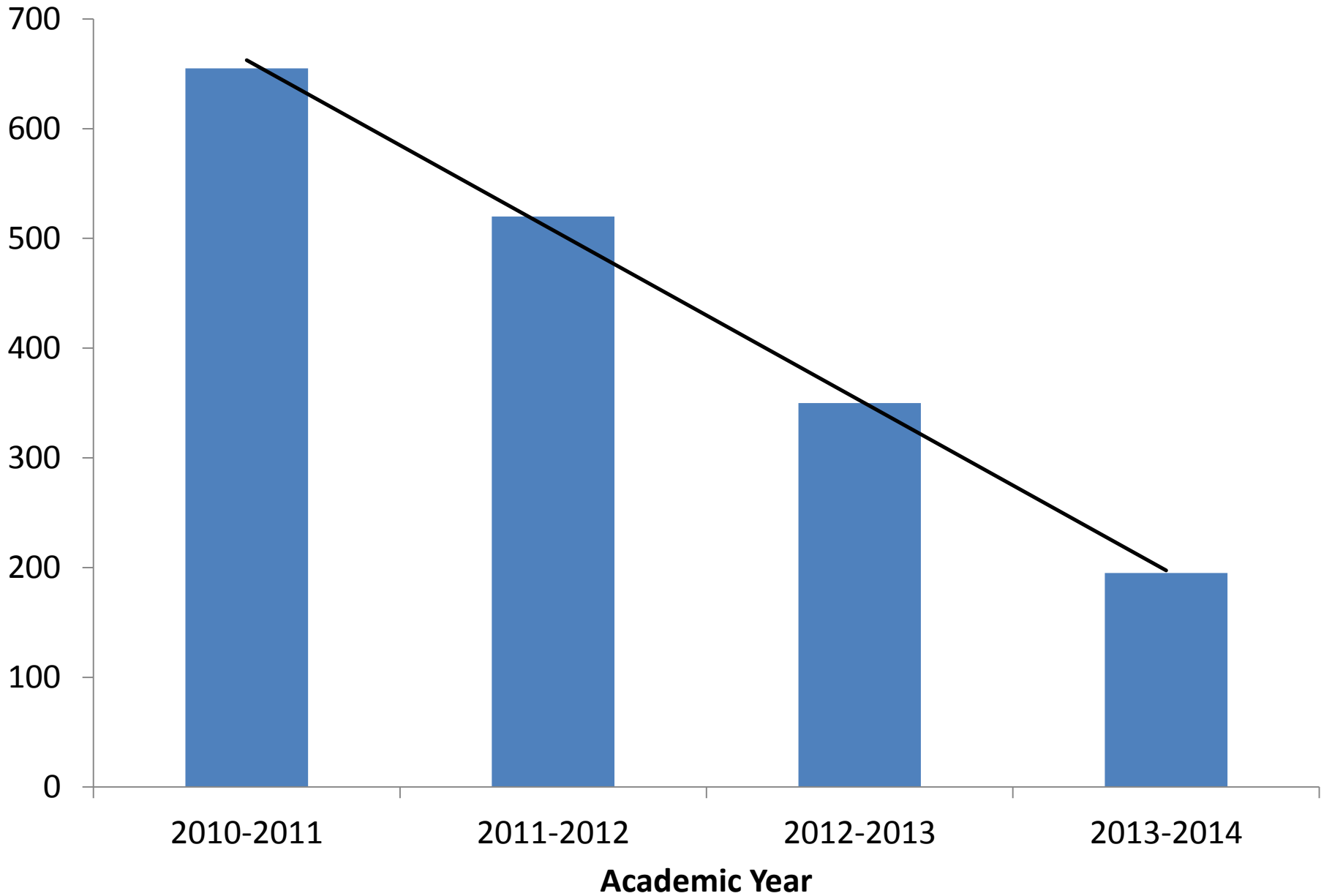
**DOES A RISING TIDE FLOAT  
ALL BOATS?**





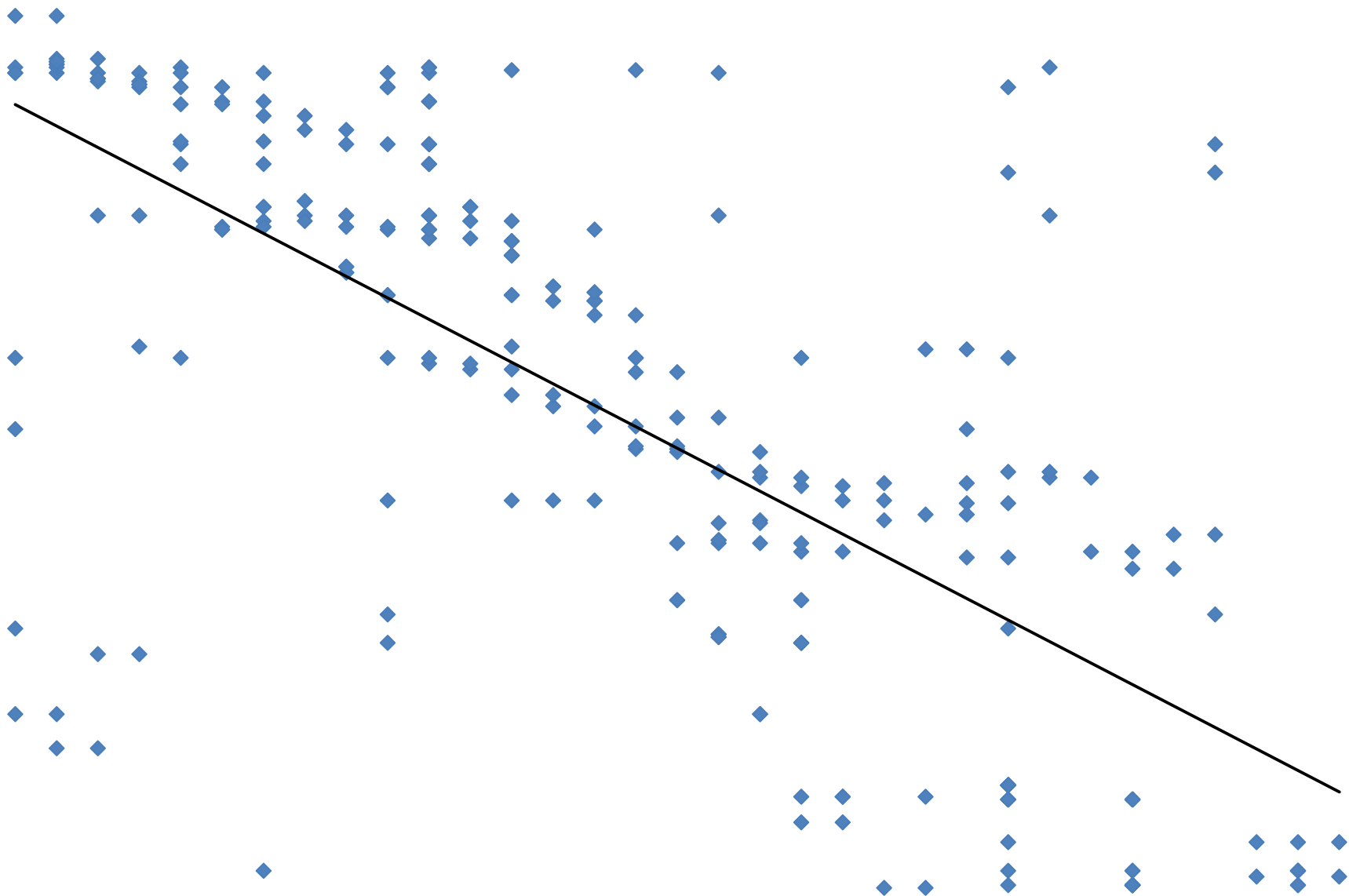


# Suspensions and Expulsions

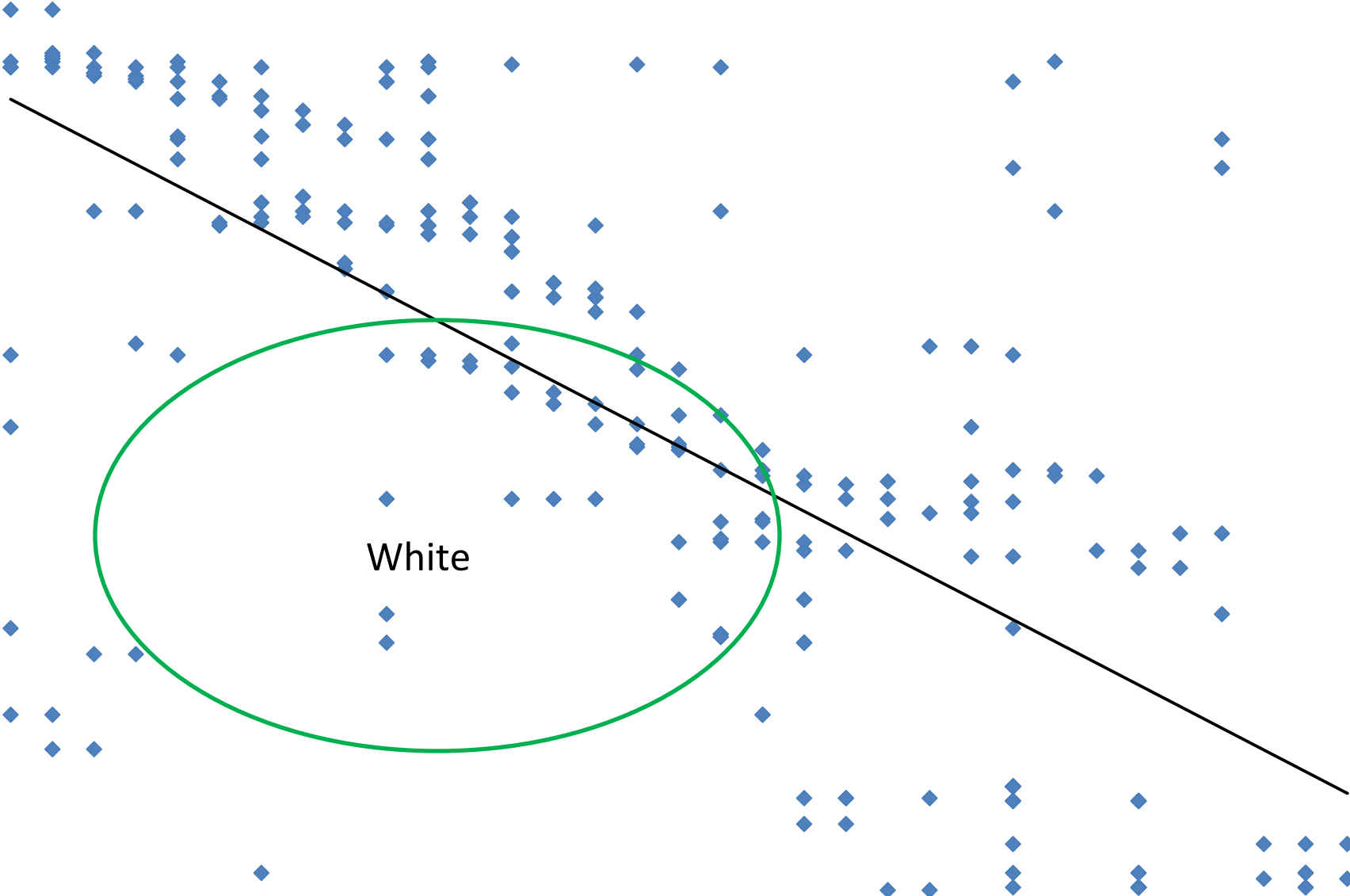




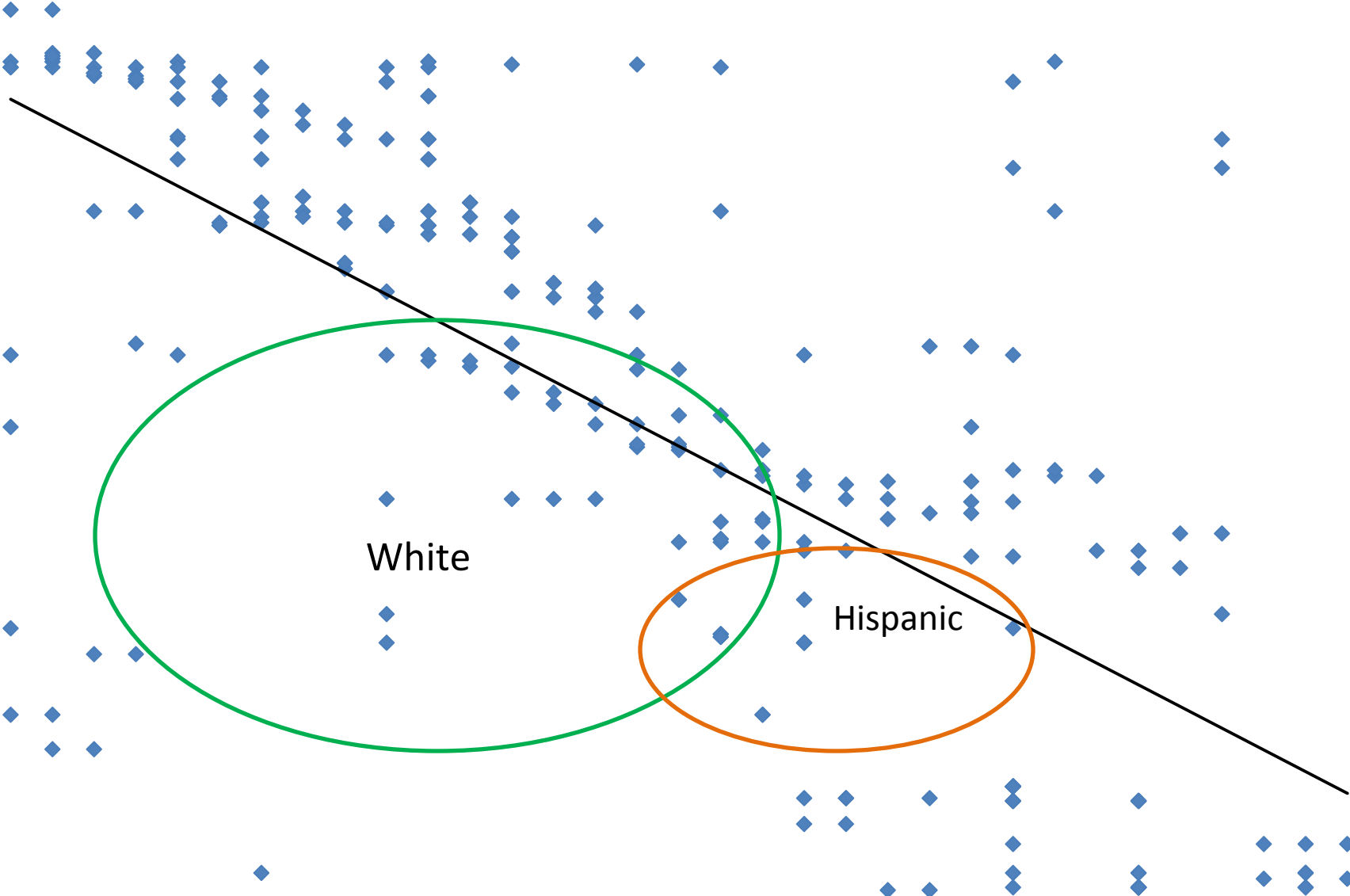
# Suspensions and Expulsions



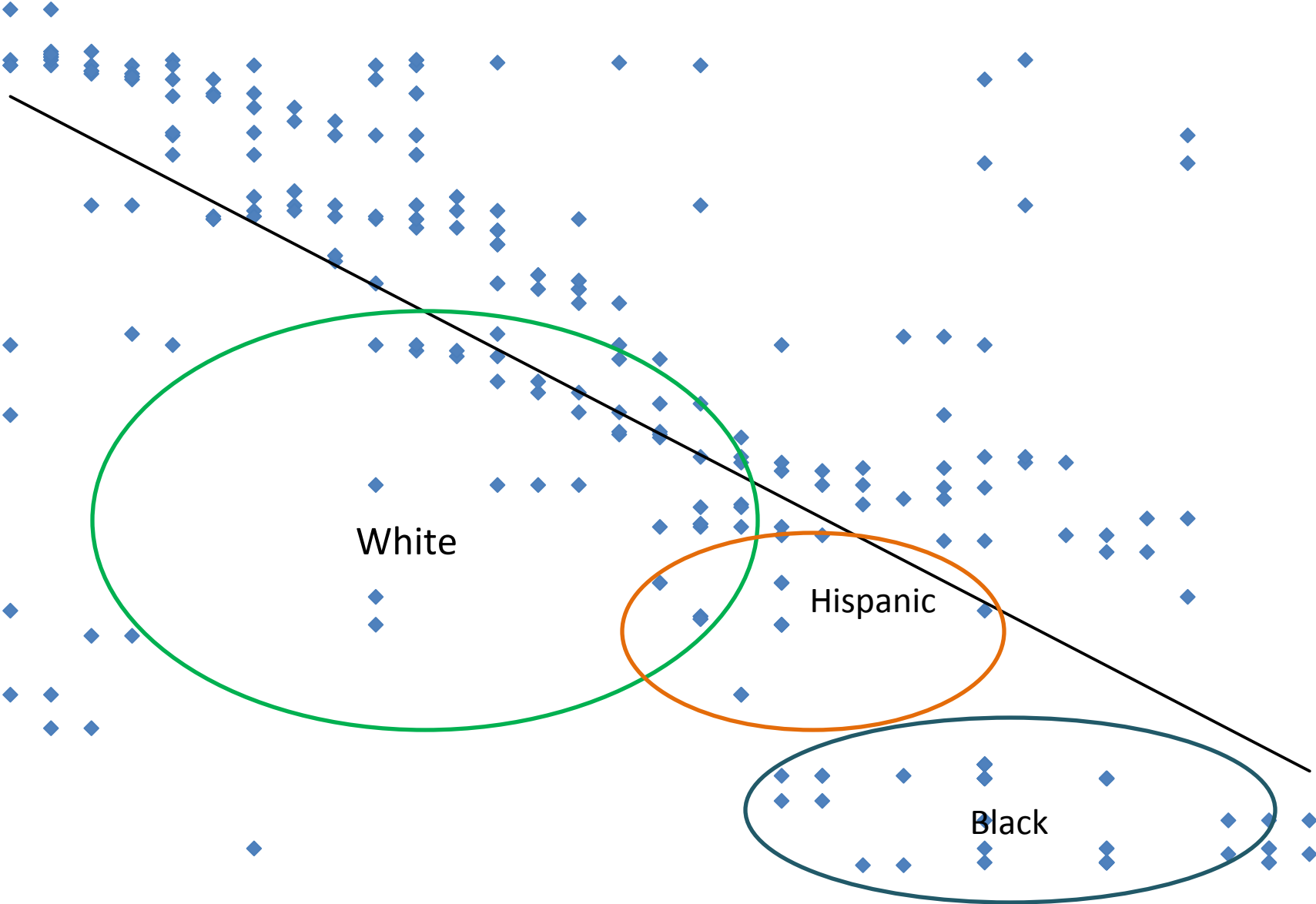
# Suspensions and Expulsions



# Suspensions and Expulsions



# Suspensions and Expulsions



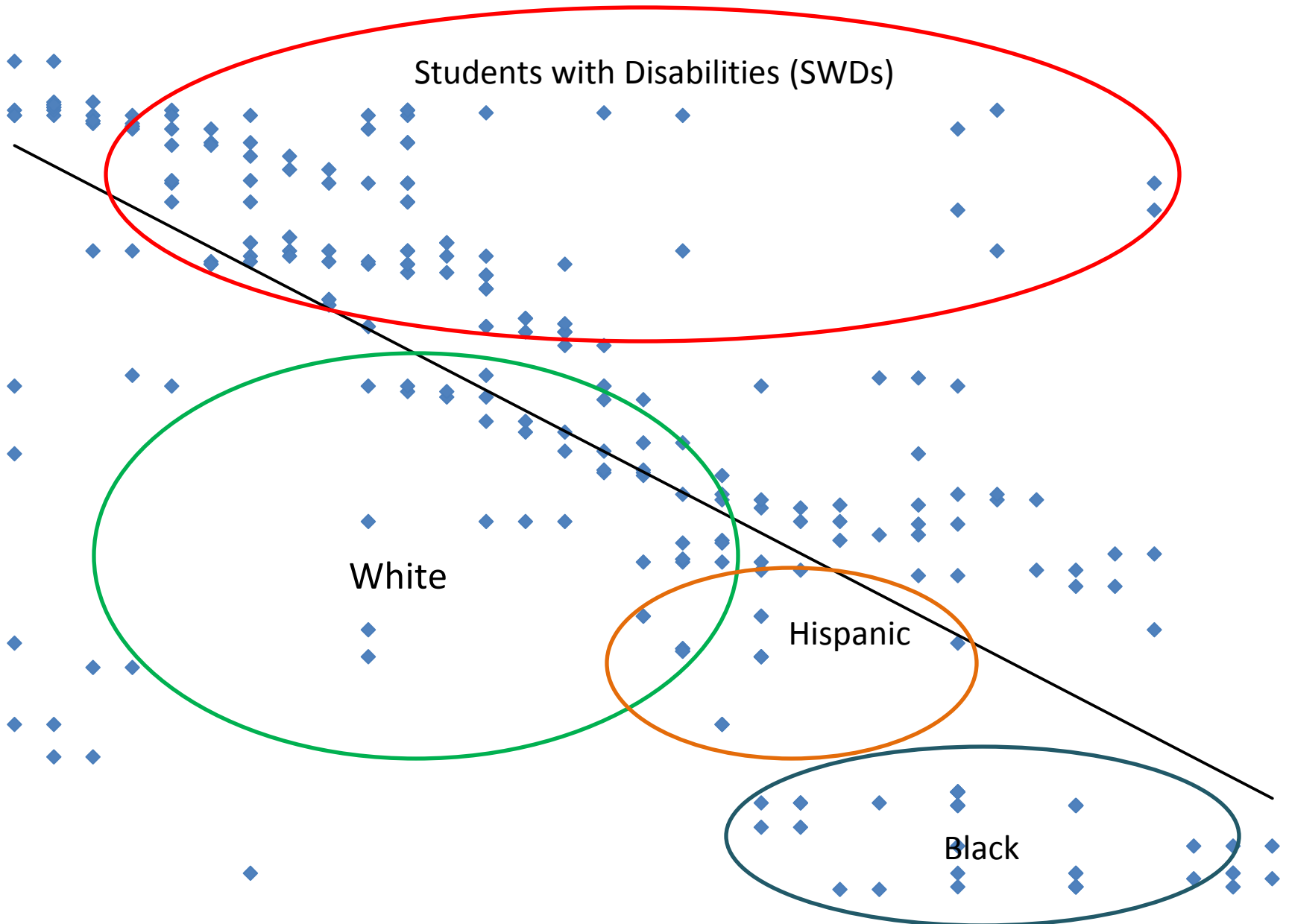
# Suspensions and Expulsions

Students with Disabilities (SWDs)

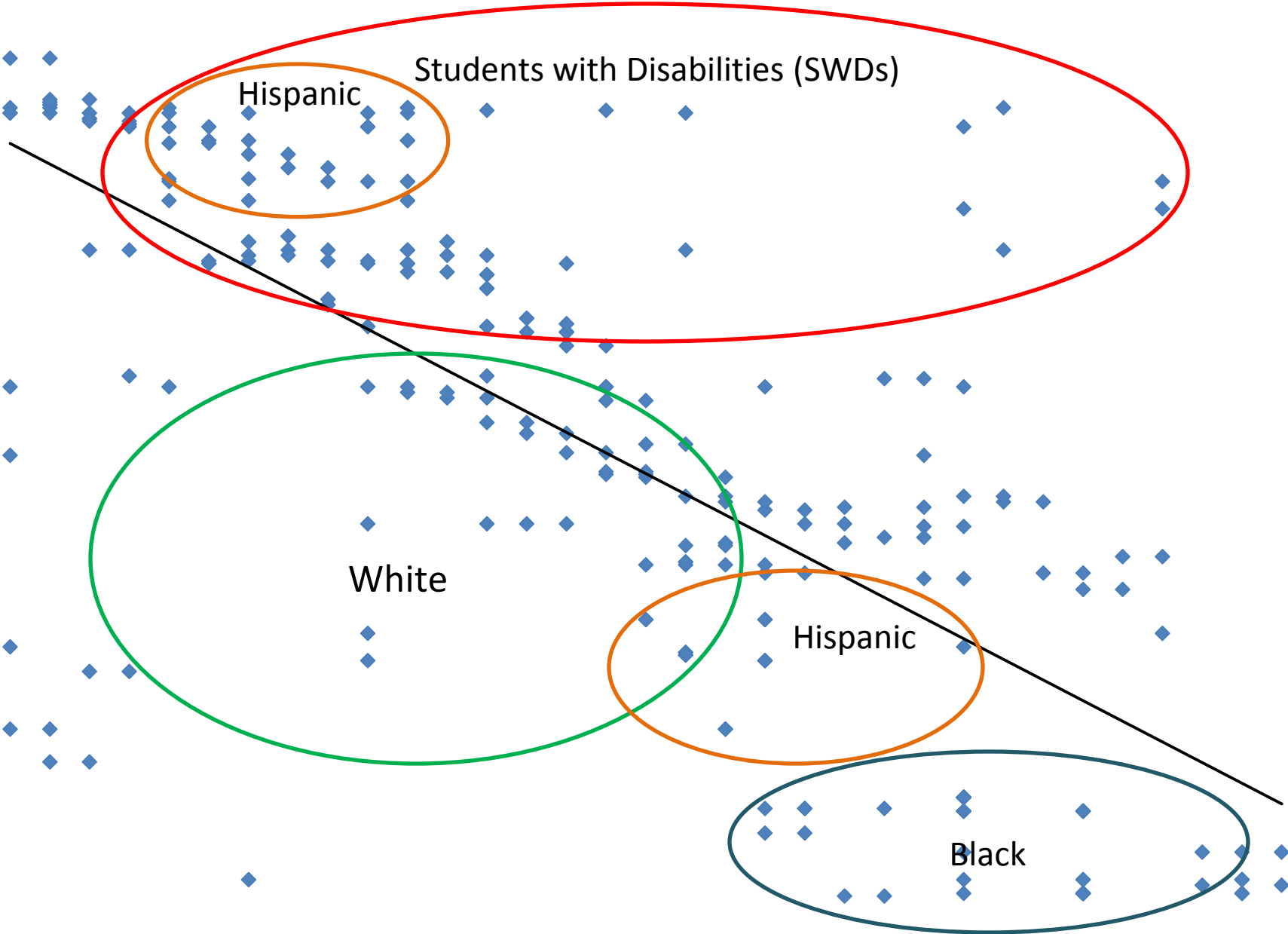
White

Hispanic

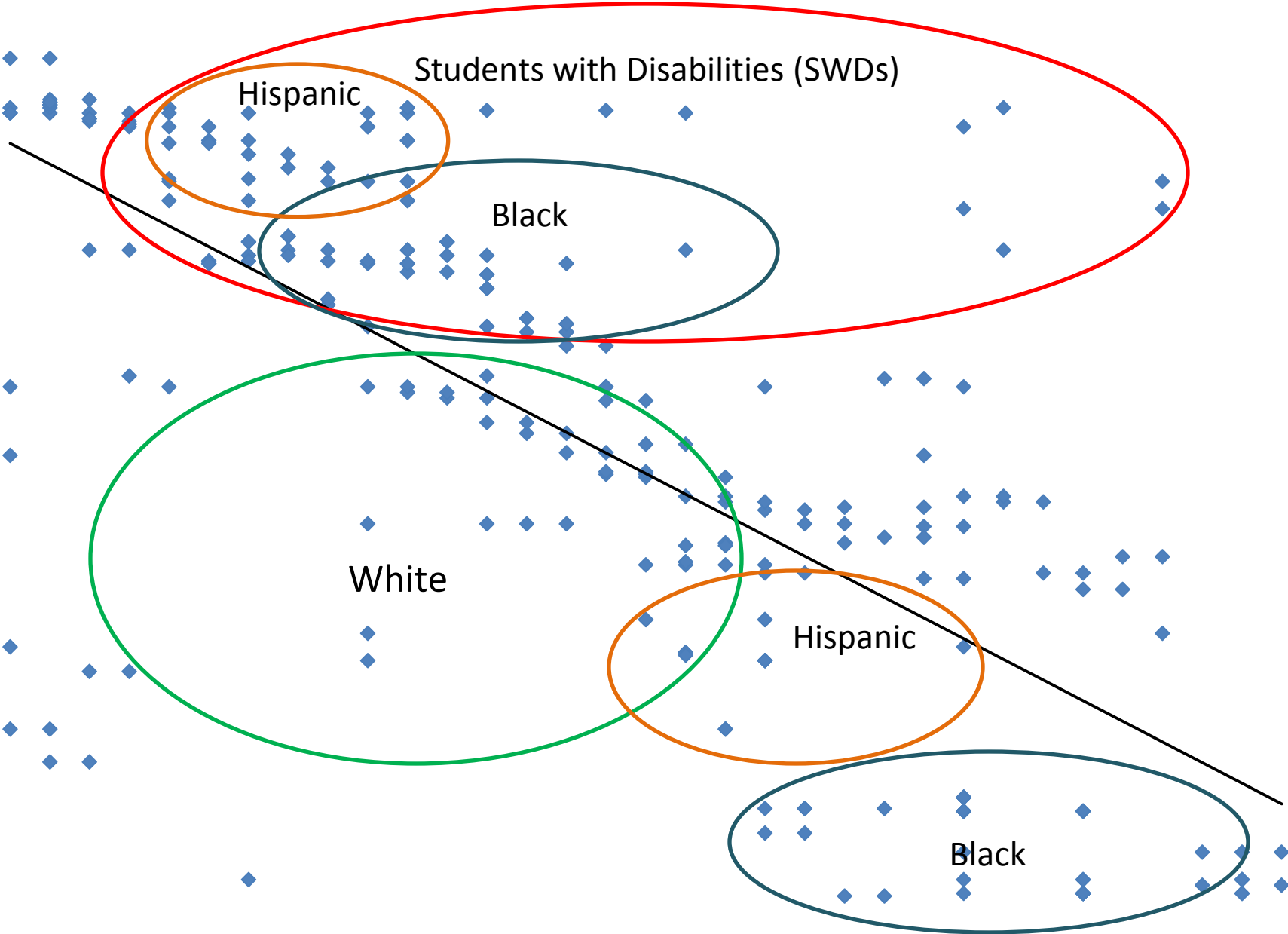
Black



# Suspensions and Expulsions



# Suspensions and Expulsions



# Data





# It's Not About the Nail

<http://www.youtube.com/watch?v=-4EDhdAHrOg>



# TEXAS STUDY OF SUSPENSION/EXPULSION

**6 of 10 public school students (7<sup>th</sup>-12<sup>th</sup> grade)**

**As many as 95% for nonviolent behavior**

- Disrespect
- Disruptive
- Tardiness
- Language
- Dress Code

# SUSPENSION/EXPULSION

SC: 12.7%

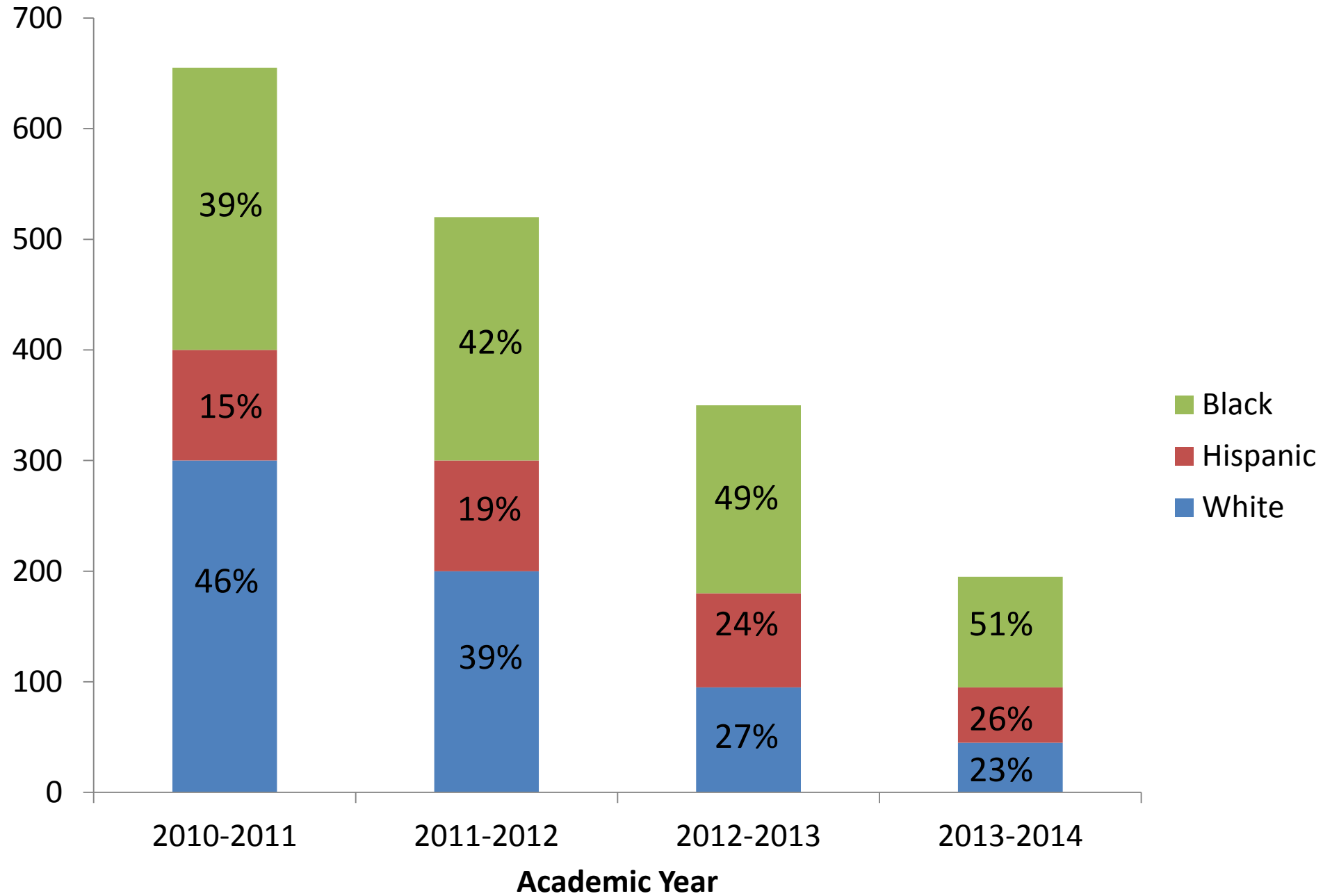
ND: 2.2%

- ❖ Are kids in SC six times more likely to act out?
- ❖ Adult behavior needs to change

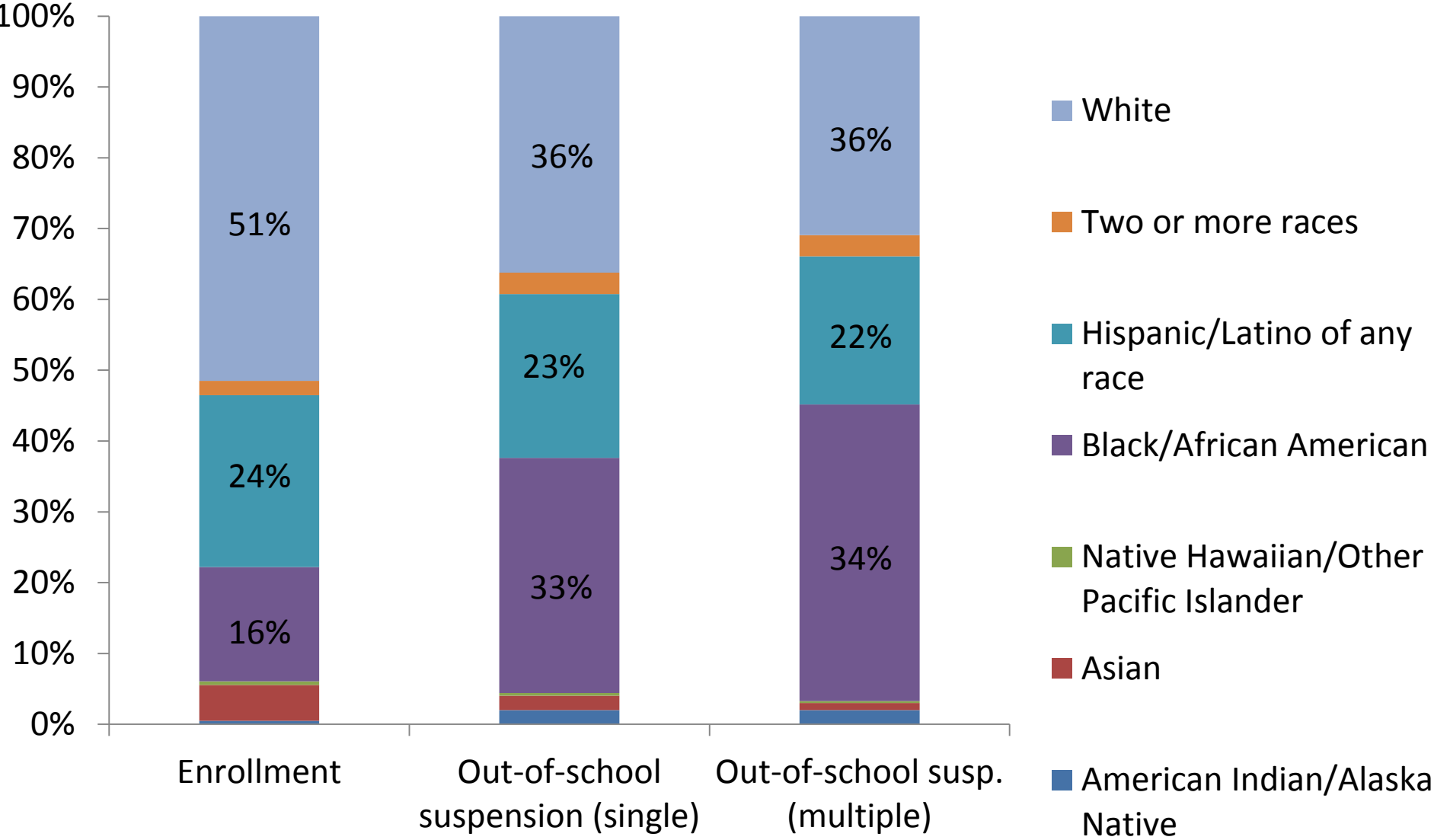
# **SCHOOL DISCIPLINE**

**U.S. Department of Education  
Office for Civil Rights  
CIVIL RIGHTS DATA COLLECTION  
Issue Brief No. 1 (March, 2014)**

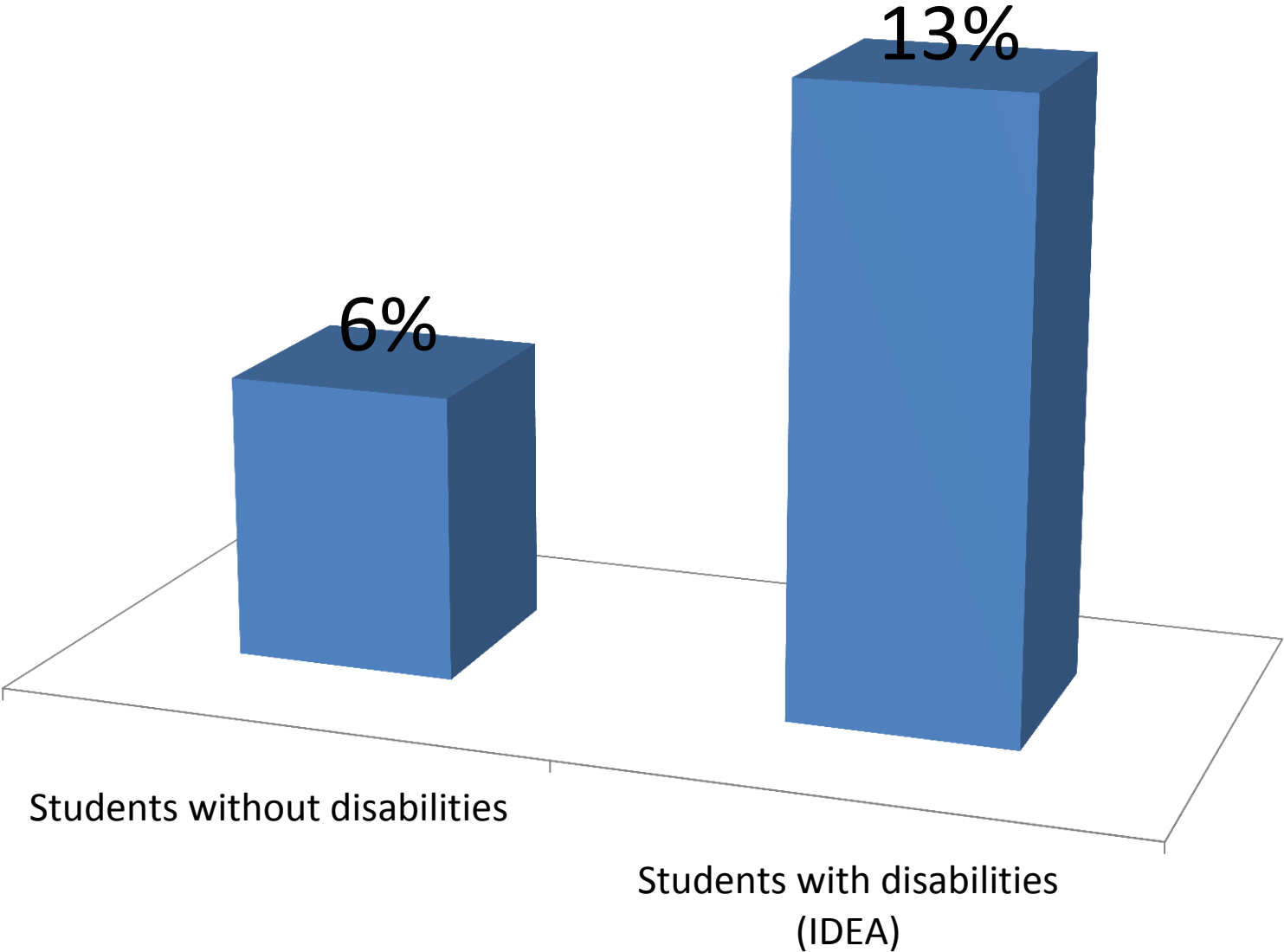
# Suspensions and Expulsions



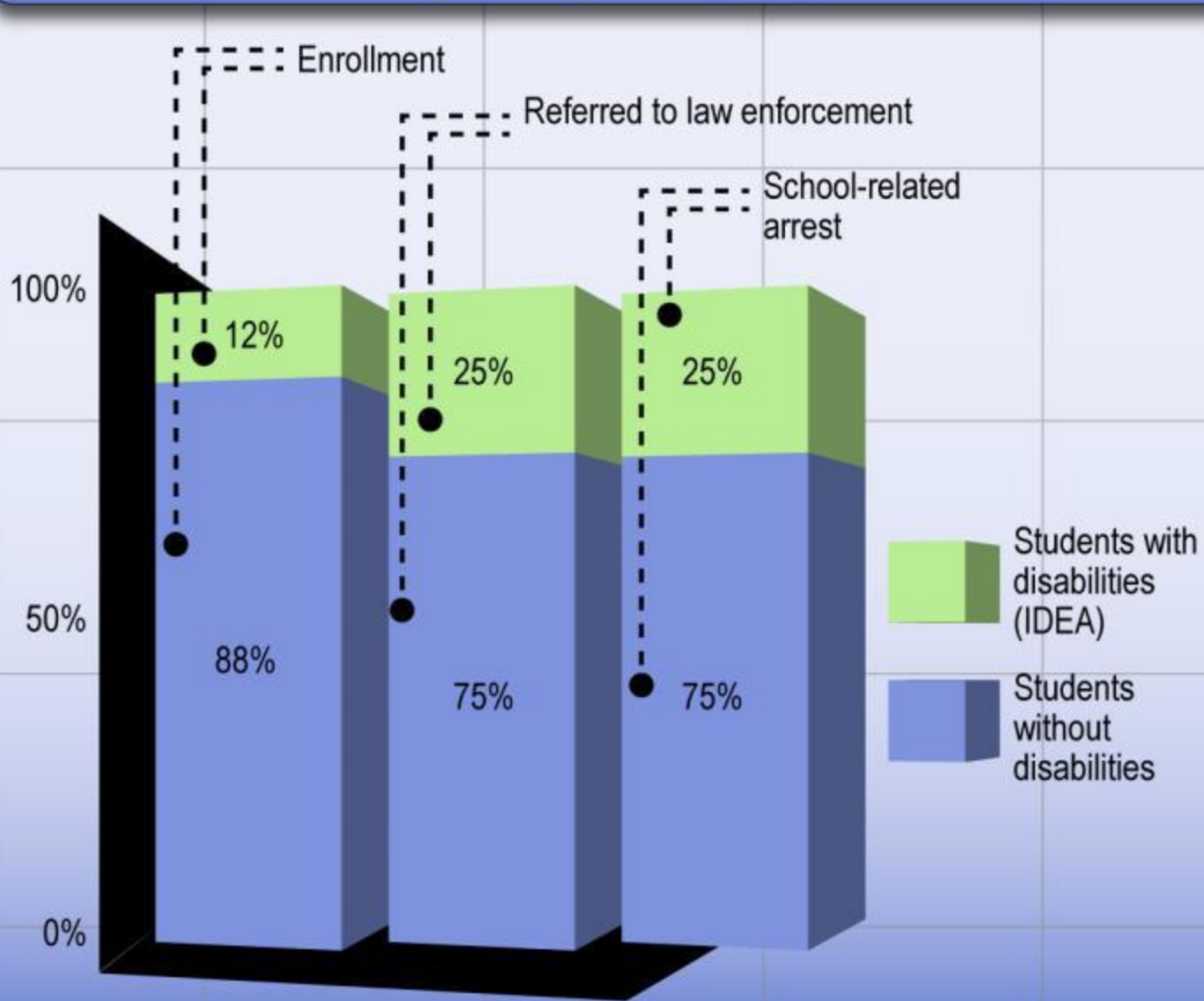
# Students Receiving Suspensions and Expulsions, by Race and Ethnicity



# Students Receiving Out-of-School Suspensions, by Disability (IDEA) Status

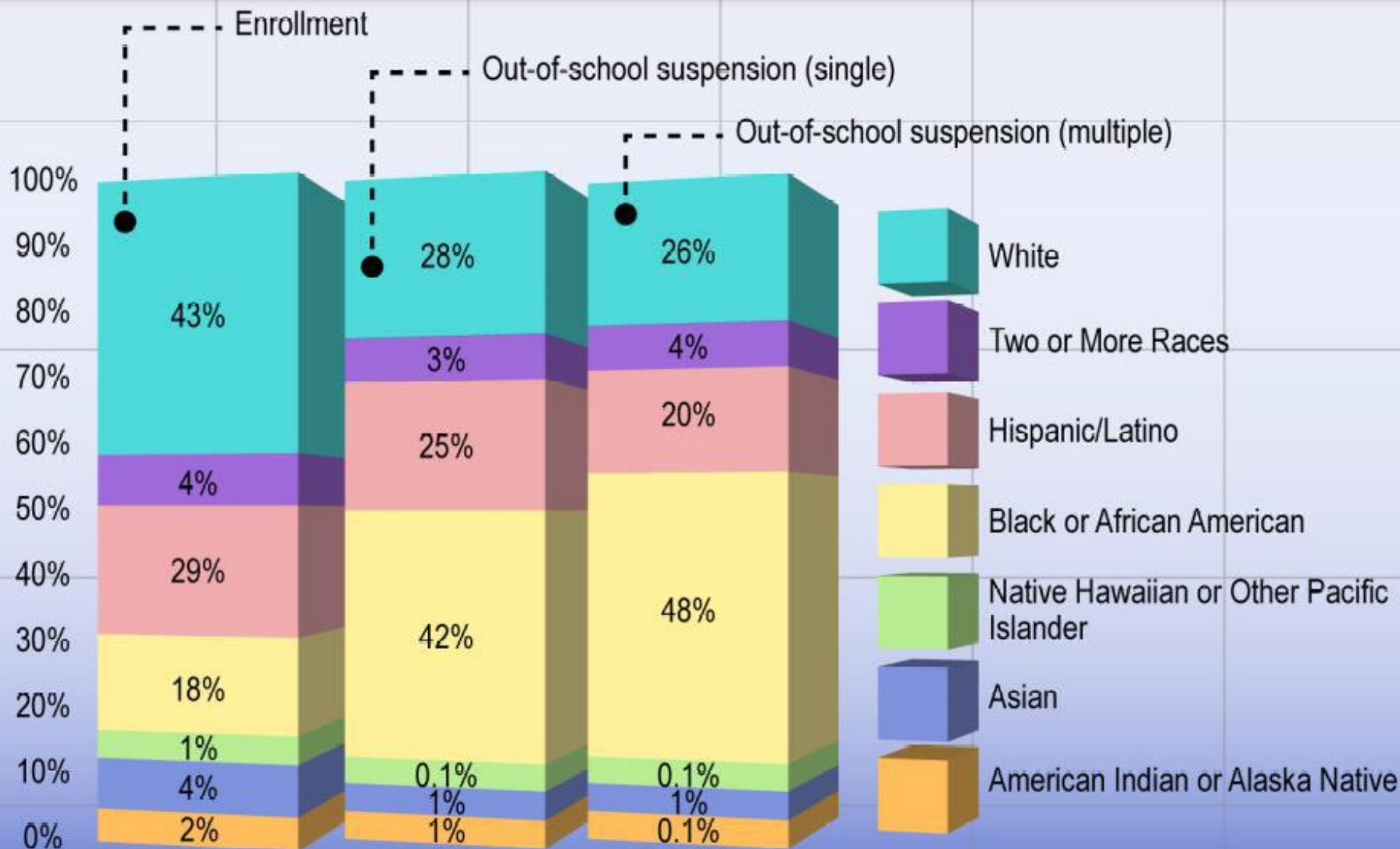


## Students referred to law enforcement or subjected to school-related arrests, by disability status (IDEA)

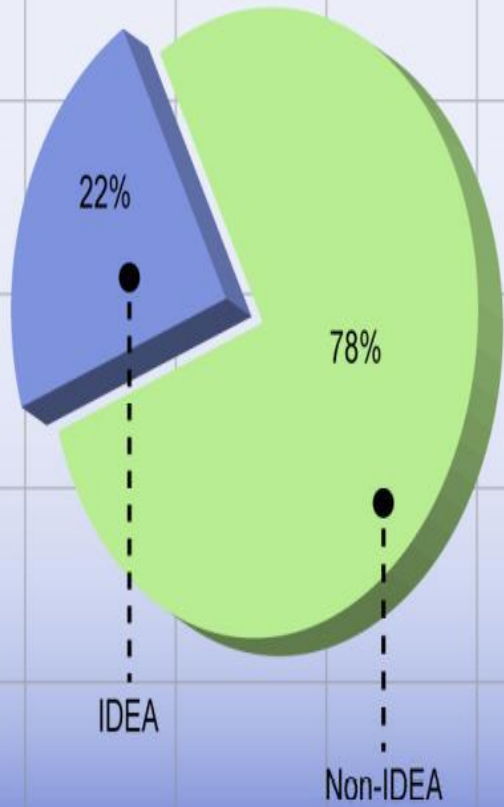




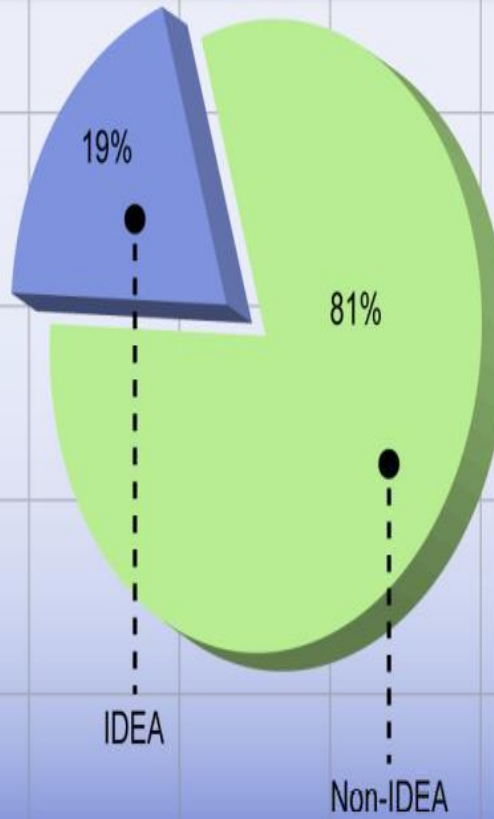
## Preschool students receiving suspensions, by race and ethnicity



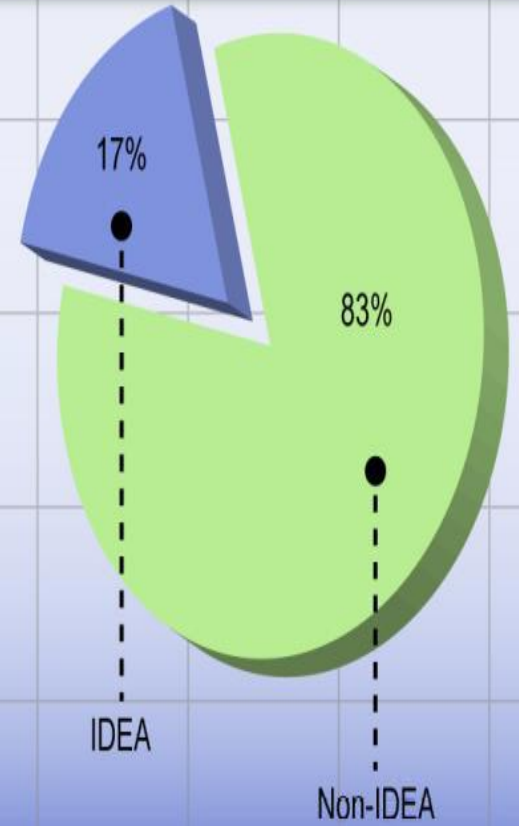
Preschool Enrollment



Out-of-school suspension (single)



Out-of-school suspension (multiple)



# WHAT TO DO?

- **Prevention**
- **MTSS**
- **Trauma Informed Care**
- **Culturally sensitive practices**
- **Unpack the data**
- **Adult behavior**

# WHAT TO DO?

- ❖ **Now is the Time**
- ❖ **Discipline Guidance**
- ❖ **School Climate Transformation Grants**

# **RESTRAINT AND SECLUSION**

**U.S. Department of Education  
Office for Civil Rights  
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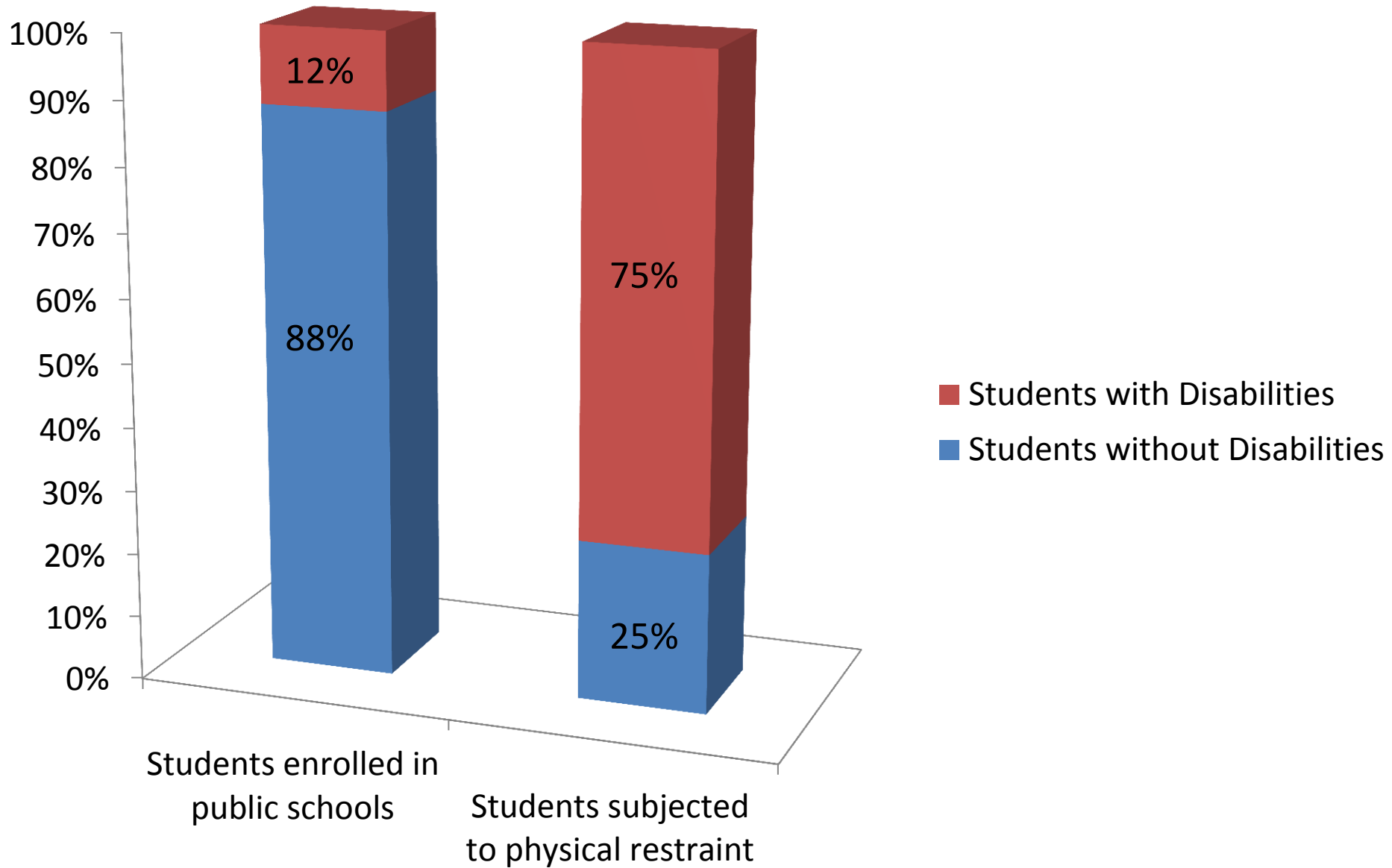
# KEEP ALL STUDENTS SAFE ACT

<http://www.youtube.com/watch?v=K239Glb77y4>



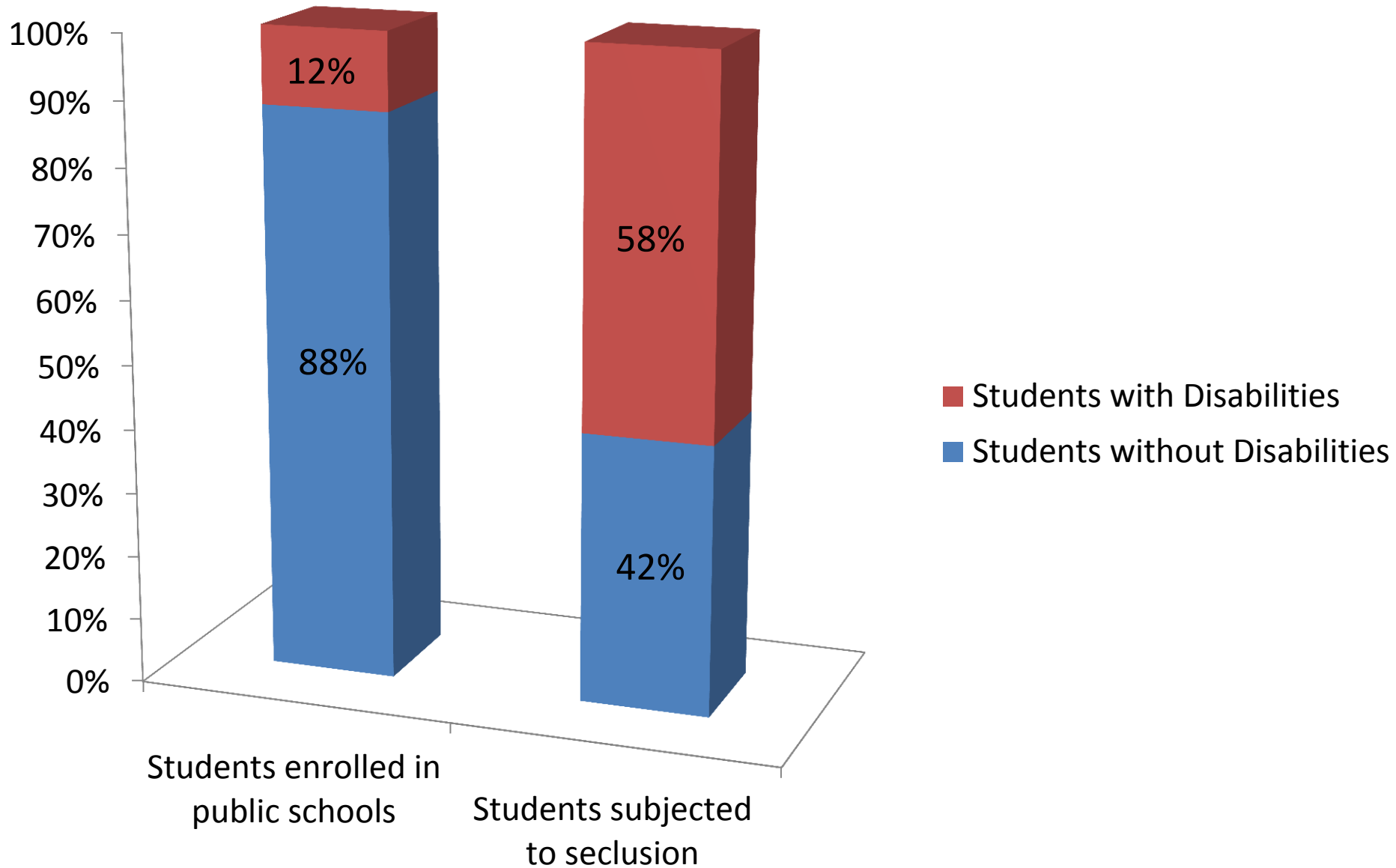
# Physical Restraint: Students with Disabilities

N= over 70,000



# Seclusion: Students with Disabilities

N= over 37,000

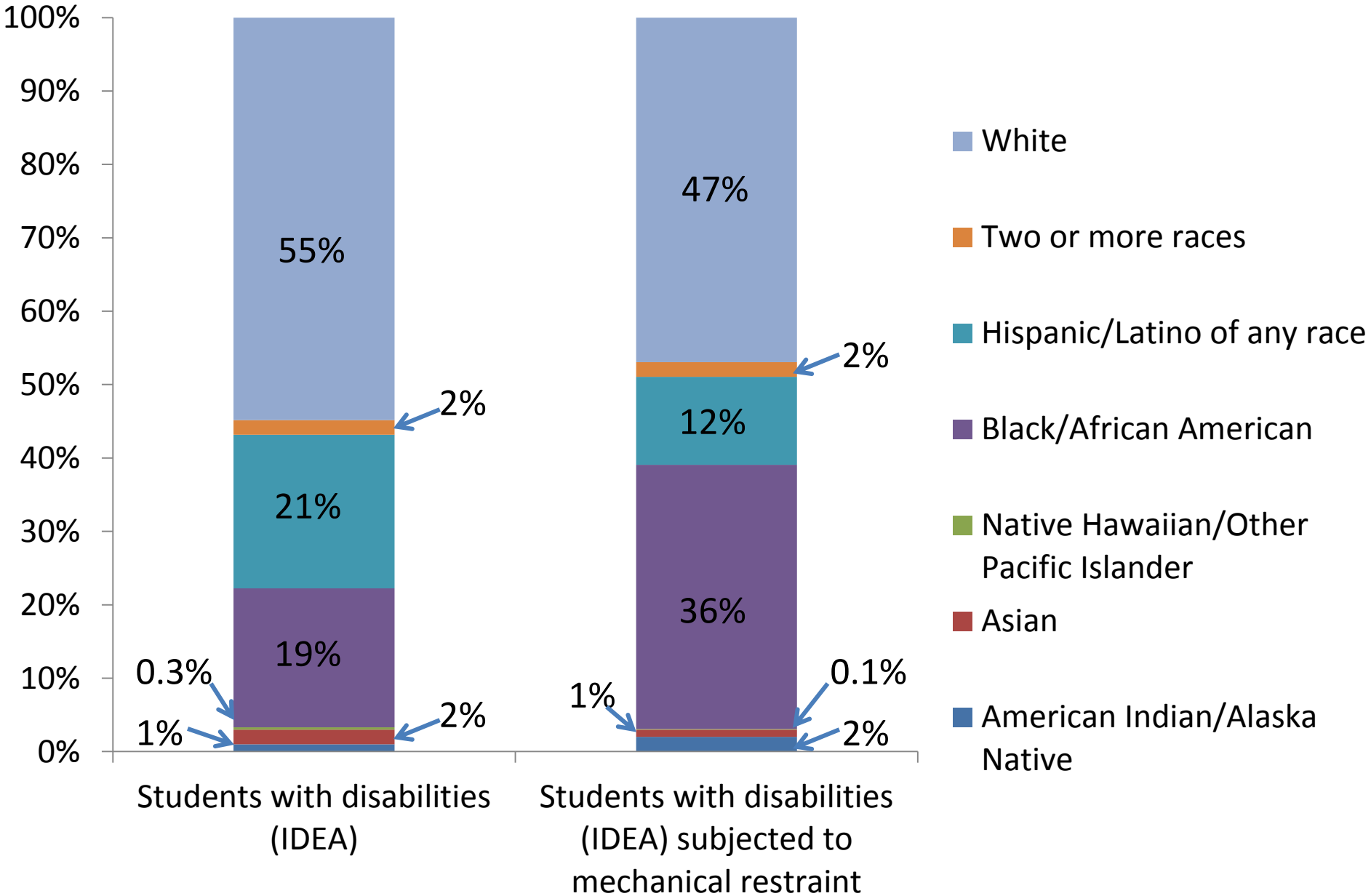




# PHYSICAL RESTRAINT

- ❖ Across the nation, 75% of students subjected to physical restraint were classified as students with disabilities served by IDEA. Twenty-five (25) states had higher percentages than the national average.
- ❖ In Nevada, Florida, and Wyoming, students with disabilities served by IDEA represented less than 15% of students enrolled in the state, but more than 90% of the students who were physically restrained in the state.

# Students with Disabilities Subjected to Mechanical Restraint, by Race/Ethnicity

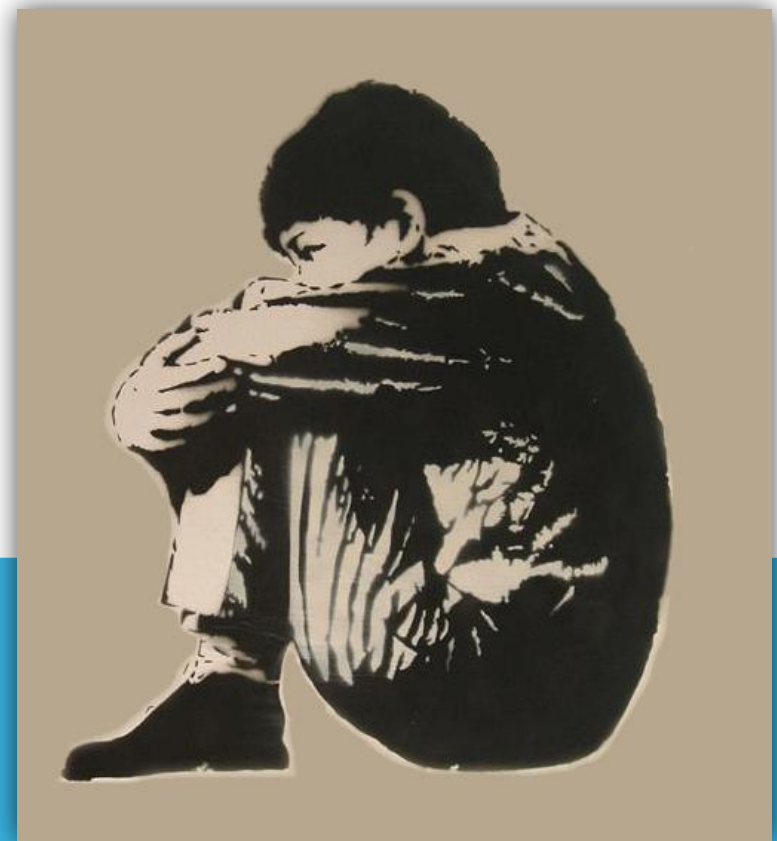


# WHY WE CAN'T WAIT

- ❖ Restraint and seclusion have become a convenient means of disciplining students for behaviors that do not put student or classroom safety at risk (Government Accountability Office, 2009).
- ❖ There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that precipitate the use of such techniques (U.S. Department of Education, 2012).
- ❖ Restraint and seclusion are disproportionately used on students with disabilities (Office for Civil Rights, 2014).
- ❖ Students with disabilities disproportionately suffer death, injury, and trauma when subjected to restraint and seclusion (Butler, 2013).

# WHY WE CAN'T WAIT

**Carson Luke, a 10-year-old student with autism, was regularly locked in a dark, separate room after any behavioral outbursts. Once, while trying to force Carson into the room and slam the door, his hand was crushed and punctured by a metal bolt.**



# WHY WE CAN'T WAIT

More than 1,000 times this past year, an Orange County, Florida public school student with a disability was held facedown on a mat, wrapped in a full-body restraint, or otherwise prevented from moving by a staffer.



# WHY WE CAN'T WAIT

At least 20 children have died while being restrained or isolated within the last two decades. Among those deaths was that of a 13-year-old boy in Georgia who hanged himself after school officials gave him a rope to hold up his pants before they locked him in a room alone.



# THE ECONOMIC BURDEN

- ❖ While there are moral and human rights concerns related to restraint and seclusion, there is increasing evidence that these techniques are also costly to individuals, school districts, and states.

# SYSTEMIC COSTS

- ❖ Include workplace violence and organizational disruption.



# ORGANIZATIONAL COSTS

- ❖ Involve the amount of time school personnel spend handling a seclusion or restraint issue (beginning to end).

# PERSONAL COSTS

- ❖ Harm to persons restrained and/or secluded
- ❖ Opportunity costs

# REDUCING SECLUSION AND RESTRAINT

## Example



# GRAFTON SCHOOL

Grafton School, Inc., a Virginia non-profit organization serving children and adults with autism and mental retardation, initiated an agency-wide restraint reduction effort in the Fall of 2004. The drastic agency-wide change came after a long history of using restraint to reduce behaviors, which increased risks of staff injuries, student injuries, increased liability premiums, and high number of staff attrition.

# GRAFTON SCHOOL: CHANGES

- ❖ Leadership oversight and review of every event
- ❖ Supporting clients in crisis
- ❖ Providing staff with new training, tools, and management support

# GRAFTON SCHOOL: FISCAL REWARDS

In four years, Grafton reduced restraint use by **99.8%**.

Positive outcomes include:

- Reduced client related staff injuries by **41.2%**
- Reduced staff turnover (**10%**) with estimated annual savings surpassing **\$500,000**
- Reduced employee lost time and lost time expenses (**94%**)
- Reduced number of worker's compensation claims (**50%**)

# GRAFTON SCHOOL: FISCAL REWARDS

- Reduced total cost of worker's compensation claims:
  - **2004: \$160,000**
  - **2008: \$30,000**
- Reduced liability premiums (**21%**) and cumulative savings in **excess of \$1,239,167**
- **More than \$483,470** in cumulative worker's compensation cost savings
- Cost to school????



# RESTRAINT AND SECLUSION: RESOURCE DOCUMENT

U.S. Department of Education





# RESTRAINT AND SECLUSION: KEY CONCEPTS

- ✓ Resource document
- ✓ Purpose
- ✓ Clearance
- ✓ Safety
- ✓ No evidence of effectiveness
- ✓ Common sense: Grandma test
- ✓ Prevention
- ✓ Imminent danger
- ✓ All children
- ✓ Not punishment
- ✓ Document
- ✓ No harm or restriction of breathing
- ✓ Underlying cause
- ✓ Effective alternatives
- ✓ Mechanical-drug-medication
- ✓ Dignity: free from abuse
- ✓ Review: multiple uses
- ✓ Training: alternatives and imminent harm
- ✓ Visual monitoring
- ✓ Parents: informed policies
- ✓ Parents: notification
- ✓ Regular review of policies
- ✓ Documentation and use of data

# LEADERSHIP LESSONS FROM DANCING GUY

[http://www.youtube.com/  
watch?v=h08MwBZI-Vc](http://www.youtube.com/watch?v=h08MwBZI-Vc)

# RESTRAINT AND SECLUSION: KEY CONCEPTS

The Department of Education firmly believes that one case of inappropriate use of restraint or seclusion is **one case too many**

# RESTRAINT AND SECLUSION: RESOURCE DOCUMENT

<http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

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