

Reading Public Schools
Prevention of Physical Restraint and
Requirements if Used

2020-2021 School Year

Physical Restraint

- 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 Continued:

Mechanical Restraint (prohibited): The used of any physical device or equipment to restrict a student's freedom of movement.

Does not include:

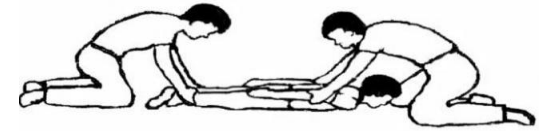
- Devices prescribed by medical or related services personnel for the specific and approved positioning or protective purposes for which they are designed.
- Examples: adaptive devices or mechanical support to support body position, balance, or alignment...; vehicle safety restraint when used as intended; 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."



Types of Restraint Continued:



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 restraints are prohibited, except on an individual basis and under these circumstances:

- (1) Student has documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; and
- (2) All other forms of physical restraint have failed to ensure safety of student and/or others; and
- (3) There are no medical contraindications as documented by a licensed physician; and
- (4) There is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; and
- (5) Program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use is approved in writing by principal; and
- (6) Program has documented of the above before using prone restraint and maintains the documentation.

Prohibited Restraints



- Chemical Restraint, Mechanical Restraint, Seclusion, are prohibited.
- Prone Restraint is prohibited unless all six of the requirements on the prior slide are met.
- Only Physical Restraint is permitted.

Time Out

A 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 a 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 WHEN:

- 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/ QBS)
 - 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.**

<https://www.qbs.com>



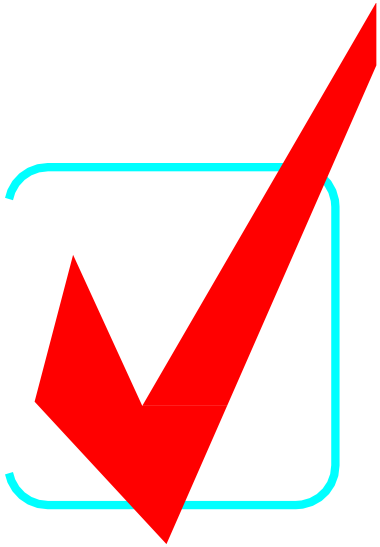


Duration of Restraint

- 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.



Restraint Reporting Timelines and Process

- Staff member must immediately verbally inform the Principal of **any physical restraint, regardless of duration**, 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 within three (3) school days of restraint.
- Physical Restraint Reports are always sent to the District Behavioral Health Coach for approval BEFORE being sent home to parent.
- Any restraint that results in injury must be reported to DESE w/in three (3) school days of restraint. District must also send DESE a copy of all records of physical restraint maintained by the principal for the thirty (30) day period prior to the date of the reported restraint.
- District must also report **all** physical restraints to DESE in an annual report in a form/manner determined by DESE.
- **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 restraint 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
- Who was involved and who witnessed the restraint
- When staff and student debrief occurred and any changes to behavior plans



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

Physical Restraint Debrief

- All staff involved or witness to physical restraint must meet and debrief the incident. Debrief is for the purpose of assessing the situation and supporting staff and students to learn from the event.
- Debrief should be documented separate from the restraint report.
- Student should have a separate debrief once the student has reached baseline behavior.



Required Training For “All Program Staff”

Training shall include information on the following:

- Role of student, family and staff in preventing restraint
- Program’s restraint prevention and behavior support policy and procedures, including difference between time-out and seclusion
- Interventions that may preclude the need for restraint and alternatives to restraint in emergency circumstances
- Types of permitted restraints, safety considerations, and increased risk of injury for restraints of extended duration
- Administration of restraints in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral interventions plans; and
- Identification of Program staff who have received in-depth training

In-Depth Staff Training

- At the beginning of each school year, the principal must identify program staff to serve as resources regarding physical restraint
- Those staff must participate in in-depth training
- DESE “recommends” that such training be competency-based and be at least 16 hours in length with refresher training occurring annually thereafter.
- Only in-depth trained staff can administer floor or prone restraints



In-Depth Staff Training



- The training must include:
 - Appropriate procedures for preventing the use of physical restraint, including de-escalation and alternatives;
 - A description of the specific dangerous behaviors on the part of students that may lead to physical restraint and evaluating the risk of harm in individual situations;
 - The simulated experiences of administering and receiving physical restraint...including monitoring signs of physical distress and obtaining medical assistance;

In-Depth Staff Training

- The training must also include:
 - Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - Demonstration of proficiency and administering physical restraint; and
 - Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological and social-emotional effects.

Reading Public Schools

Thank You
for your participation in our
Physical Restraint module.

For questions please contact our District Behavioral Health Coach at:

Lauren.Sabella@Reading.K12.MA.US

<https://www.reading.k12.ma.us/departments/behavioral-health/>