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CENTRAL INSTITUTE FOR THE DEAF

Seclusion and Restraint Procedure and Protocol

August 2022

Use of Seclusion and Restraint

Below is a general protocol to follow when a student becomes disruptive or aggressive in a manner that denotes an emergency situation while at school (the student's behavior poses a serious, probable threat or imminent physical harm to self or others, and/or destruction of school or another person's property). It is important to recognize that due to the specific services provided to families and students at CID and the small student-to-teacher ratio we maintain, behavior situations that would require seclusion and restraint are extremely rare. However, in the event that we receive a student from another program or district with whom we are not familiar and extreme behavior concerns become apparent beyond our current behavior protocol while getting to know the child, this protocol would be referenced and followed.

An emergency behavior that requires seclusion or physical restraint is when 'the student's behavior poses a serious, probable threat or imminent physical harm to self or others, and/or destruction of school or another person's property' (as defined by DESE in the Model Policy of Seclusion and Restraint, Nov. 2021). This would include, but not be limited to immediate observation of:

- aggressive banging using any part of the body
- any intent to hurt another individual or him/herself
- damage of property

In the event of any of these behaviors:

1. The teacher/adult involved should remove the other students present from the classroom immediately and go into the hallway. If possible, hit the intercom call button located next to the door on your way out of the room to contact school office staff. Ask them to page a department coordinator to immediately report to your location.
2. The teacher should close his/her door, but do not remove the security magnet in case the disruptive student is hurting him/herself.
3. The teacher/adult should stand in the hall with the students and immediately yell or gets help. The teacher/ adult should always have a visual of the disruptive student in case of self-injury.

4. When another adult is present, have them move your students to a safe area. The other adult should contact the appropriate supervisor if a page has not already been sent. The teacher/adult is still outside of his/her room with the disruptive student in view.

- Primary Department Coordinator ex. 155
- Early Childhood Center Coordinator ex. 195
- School Principal ex. 120
- Use a room phone to page overhead if needed
 - o Say the adults you are looking for and where to report to immediately

5. The Coordinator/Principal will immediately call WU security located on the Medical School Campus at 314.362.4357. All classroom and desk phones have a programmed button to dial WU security

During moments of intense and unsafe student behavior, do not

- discuss consequences
- show anger
- touch the student
- talk with the student when they are in intense rage

Do

- wait for first responders (Washington University Security) to arrive
- stay calm
- observe the situation
- keep the other children safe
- stay away for the time being and have adequate space between you and the child (2 arms-length)
- limit the amount of adults involved- Have the two teachers with the most experience with the child be involved first. Only include others if the initial teachers are not available.

Procedures following the incident:

- Department and/or school principal will contact parents
- The incident will be documented
 - o The department coordinator will collaborate and take guidance from Washington University Security Personnel and develop a written/dated summary of the incident including:
 - Use of physical restraint by Washington University Security Personnel

- Time, location and duration of incident
 - Possible observed actions that led up to the incident (if any)
 - Identification of staff members involved
 - Any injuries or property damage that occurred
- Document will be saved in the student's file and sent to parent/guardian.
 - Department coordinator will maintain documentation in student file located in department office.
- Department coordinator, CID staff, and school district (if applicable) will determine need for a behavioral intervention plan.

Review of Instances of Student Seclusion and Restraint

CID staff is not trained for physical restraint. Washington University security personnel would be involved in any incident requiring the use of physical restraint.

The CID school principal writes an annual report documenting isolated time out, time out, or physical restraint. Documentation includes:

- Number of incidents involving the use of these interventions.
- Location and duration of each incident.
- Identification of staff members involved.
- Any injuries or property damage that occurred.

Behavioral Intervention Plan

For recurring behavioral problems not resolved with the above consequences, a behavioral intervention plan will be written. The student's IEP team including parent/guardian, family support specialist, teachers, support staff, department coordinator and school principal will meet to write an individualized behavioral intervention plan. The plan will consider the student's language level, cognitive level, age, and auditory access.