

# Physical Restraint

CONCORD PUBLIC SCHOOLS  
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT



# Definitions & Terminology

# Definitions:

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- ▶ **Restraint:** The use of any method or device to limit freedom of movement including, but not limited to, physical force, mechanical devices, chemicals and seclusion, for the purpose of protecting the individual from serious, imminent threat of bodily harm to self or others.
  - ▶ **Therapeutic Hold (not “physical restraint”):** The use of any supportive method to hinder or delay the freedom of movement of a student by another individual, for the purpose of providing safety, and/or comfort and support to the student.
    - ▶ A hold may not last longer than 5 minutes.
      - ▶ More than 5 minutes = restraint
      - ▶ More than 20 minutes = extended restraint
    - ▶ A therapeutic hold is most commonly part of the student’s behavioral plan and included the IEP.
    - ▶ A therapeutic hold (hug) is most commonly used with very young children.
    - ▶ Does not include the use of force.
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# What is the difference between a hold and a restraint?

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- ▶ **Restraint = a method or device used to limit freedom of movement.**
  - ▶ physical force, mechanical devices, chemicals and seclusion.
- ▶ **Therapeutic holding is to provide comfort and support to the student.**
  - ▶ Holds are less than 5 minutes
  - ▶ If longer than 5 = Restraint



# Other Terminology/Definitions:

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- ▶ Chemical restraint – “The administration of medication for the purpose of restraint.”
- ▶ DO NOT USE without physician’s order and parental consent.
  
- ▶ Mechanical restraint – “The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body.”
- ▶ DO NOT USE without physician’s order and parental consent.
  
- ▶ Seclusion restraint - “Physically confining a student alone in a room or limited space without access to school staff.”
  - ▶ Don’t do it.
  
- ▶ Time-out - staff remains accessible.





# De-Escalation & Restraint

# Attempt De-Escalation Techniques

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- ▶ There are identifiable behavior patterns
- ▶ If you can identify what it is then you can respond well to it



# De-Escalation Techniques:

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- ▶ **Anxiety level**
  - ▶ Individual may expend built up energy
  - ▶ Your response to their anxiety:
    - ▶ Be emphatic, Listen actively and non-judgmentally
- ▶ **Defensive Level**
  - ▶ Individual is not rationale
  - ▶ Individual tries to engage in power struggles
  - ▶ Individual is “pushing buttons”
  - ▶ Your response :
    - ▶ Stay in control, Have a calm approach
    - ▶ Be direct (“You need to stop yelling”)
    - ▶ Give limits, possibly with choices (“Sit in this chair or that bench”)
- ▶ **Acting Out Level**
  - ▶ Total Loss of Control
  - ▶ Physical aggression
  - ▶ Serious, imminent threat of bodily harm to self or others
  - ▶ Your response:
    - ▶ Restraint





# De-Escalation after Restraint

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- ▶ Individual shows tension reduction
  - ▶ Muscles relax
  - ▶ May be emotionally withdrawn
  - ▶ May be emotionally vulnerable
- ▶ Your response:
  - ▶ Confirmation that everything will be OK
  - ▶ Tell them they are safe
  - ▶ Coach them through deep breathing
  - ▶ Discuss what could have been done differently



# When may restraint be used?

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- ▶ When other, non-physical, interventions have been tried and failed or are judged to be inadequate to the circumstances

AND

- ▶ A student's behavior poses a threat of **IMMINENT, SERIOUS, PHYSICAL HARM** to self and/or others



# When may restraint be used? (cont.)

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- ▶ By trained staff in emergency situations.
- ▶ First establish serious, probable and imminent threat of bodily harm to self or others.
- ▶ Never use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior, such as saying "If you don't stop doing that we'll have to restrain you."



# When may restraint NOT be used?

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- ▶ When non-physical interventions could be used.
- ▶ As a means of punishment.
- ▶ As a response to property destruction, school disruption, refusal to comply, or verbal threats.



# How long should a restraint last?

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- ▶ As short as possible
- ▶ Release a student from a physical restraint within fifteen minutes
  - ▶ Gradually release the student from a restraint when her/his behavior has deescalated and/or it is clear that she/he no longer poses a threat to self and/or others.
- ▶ Staff should not individually make a decision to continue a restraint
  - ▶ Ask another adult
  - ▶ Get a witness
  - ▶ Decide together



# Who shall use restraint?

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- ▶ Only those individuals trained in Crisis Prevention Intervention (CPI) or other comprehensive restraint method.
- ▶ Administered in accordance with 603 CMR 46.03(3).



# Safety during Restraint

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- ▶ Make sure student is able to breathe and speak.
- ▶ Monitor physical well-being, monitor respiration.
- ▶ If student experiences physical distress – release restraint and seek medical assistance immediately.
- ▶ Know students' medical and psychological limitations and behavior intervention plans.



# Parent Permission for Restraint

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- ▶ Get written permission, when it is anticipated (as part of a behavior plan).
- ▶ Include restraint possibility in the IEP.
- ▶ Students with a history of dangerous behavior should have a specific behavior support plan in the IEP.
  - ▶ Restraint can be written in the plan --Determine as an IEP team.





# What should happen after each restraint lasting longer than 5 minutes?

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- ▶ The principal or designee shall verbally notify the parents as soon as possible but no later than the end of the day that restraint was used.
- ▶ A written report must be submitted within one (1) school day to the principal.
- ▶ A written report shall be sent to the parent(s) within three (3) school days following the use of restraint and a copy placed in the student's special education file.
- ▶ Written reports must be translated, if necessary.
- ▶ All restraint reports are copied to the Director of Special Education.



# When does a restraint get reported to the DESE?

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- ▶ If it resulted in a serious injury to a student or staff member.
- ▶ If it lasted longer than 20 minutes.
- ▶ Send a copy of the report to the Principal and one to Jessica Murphy in the Special Education office for submission to the DESE, within five (5) school working days.



# Summary on the Form

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- ▶ Use for all unplanned restraints
  - ▶ Not in the student's IEP/504
- ▶ Use when someone is seriously injured
  - ▶ Even if you have a waiver
- ▶ Use when the restraint lasts longer than 20 minutes
  - ▶ Will be sent to DESE
  - ▶ Still used if restraint is part of the IEP



# What else can I do?

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- ▶ Read the regulations:
  - ▶ 603 CMR 46.00 -- these regulations apply to all public education programs including school events and school sponsored activities
  - ▶ <http://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>
  - ▶ <http://www.doe.mass.edu/lawsregs>
- ▶ Read the CPS & CCRSD Physical Restraint Policy JKAA at [www.concordpublicschools.net](http://www.concordpublicschools.net) or the Employee Handbook.



# End of the presentation.

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