



Restraint and Seclusion Incident Reporting

October 2018

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Overview

- The State Board of Education created rules and policies for implementing positive behavior interventions and supports (PBIS) to follow Ohio law. These policies, in effect since the 2013-2014 school year, prevent the use of restraint and seclusion in districts and community schools.
- The state rule requires districts to annually report incidents of student restraint and seclusion to the Ohio Department of Education.
- Participation in this data collection will fulfill your district's reporting requirement of the above stated rule. Data from 2017-2018 must be submitted by the close of business on **Nov. 9, 2018**.

O.A.C 3301-35-15

[Standards for the implementation of positive behavioral interventions and supports and the use of restraint and seclusion]

- The State Board of Education Policy (the Policy), Ohio's Administrative Code (O.A.C) 3301-35-15 on Positive Behavior Interventions and Supports (PBIS), and restraint and seclusion focuses on **two** critical components for addressing student behavior that is unsafe towards self or others.
- O.A.C describes the standards regarding PBIS and the use of restraint and seclusion.

Positive Behavior Interventions and Supports (PBIS)

Crisis Management and De-escalation

First component of the Policy

Second Component of the Policy

Pro-active approach

Retroactive interventions

Help reduce challenging behavior that *may* escalate to the point of a safety concern.

Used when behavior *has* escalated to a point of safety concerns.

Focus on creating a safe, predictable, and supportive school environment by routinely teaching, practicing and reinforcing expected behaviors.

Staff attempt to de-escalate a student through verbal prompts, time for processing decisions and space.

Uses multitiered model: Universal supports (tier I), targeted supports (tier II), and individual supports (tier III).

If the unsafe behavior continues, the crisis intervention team *may* use physical restraint as a last resort in order to keep the student and others safe.

Restraint and Seclusion Data Collection

The Restraint and Seclusion Data Collection gathers data at the district and building levels.

District level: Questions address district policies and the elements that are a part of your district's overall crisis management and de-escalation training.

Building level: Questions address PBIS, the amount of school personnel trained in crisis management and de-escalation, and the specific amount of student incidents of restraint and seclusion.

Where do you begin?

Your district's **superintendent** will receive an email containing information with resources about the survey.

The email will include a unique link specific to your district, which will take you to the report.

Click on the link to complete the report.

Starting the Report

- Click on the button that says “Click here to start your online data submission.”
- Resources, such as this PowerPoint, the Restraint Worksheet, and the Seclusion Worksheet, can be found at the bottom, left-hand side of the landing page.

The screenshot shows a web page titled "PBIS - RESTRAINT AND SECLUSION" for the Department of Education, Akron City SD (043489), with David James as Superintendent. The page is for the "Restraint and Seclusion Incidents Report for School Year 2017-18". It includes sections for "FOR MORE INFORMATION" with links to policy and lookup pages, a "CONTACT" section with an email address, and a "RESOURCES" section with links to "Incident Reporting" (PowerPoint and PDF), "Restraint Incidents Worksheet (PDF)", and "Seclusion Incidents Worksheet (PDF)". A prominent blue button on the right says "Click here to start your online data submission". The page also features a navigation bar at the top with links like "OHIO K12 HELP", "DISTRICT DASHBOARD", and "NEWS", and a footer with a "Logout" button.

District Information

- The first section of the survey contains two questions that address the district as a whole.
- Information in this section is about **ALL** of the buildings in your district.

STEP 1 - Complete the district information for IRN 043489

District or School

District/School Name (IRN) *	IRN Type
Akron City SD (043489)	Large Urbans
Superintendent	Email
David James	djames@apslearns.org

Is the Superintendent contact data accurate? *

Yes No

Positive Behavior Intervention and Supports

Ohio's State Board of Education defines positive behavior interventions and supports (PBIS) as:

- A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture to achieve improved academic and social outcomes, and increase learning for all students, and
- Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

Policies and Procedures *

Indicate whether your district school board has adopted written policies and procedures concerning the use of restraint, seclusion, and positive behavior interventions and supports.

Yes No

Guidance: Districts are required, by rule 3301-35-15 (H) of the Ohio Administrative Code, to develop written policies and procedures concerning the use of seclusion and restraint. The policies and procedures need to be consistent with the policy on positive behavior interventions and support (PBIS), restraint and seclusion, as adopted by the State Board of Education in January of 2013. (Please visit <http://education.ohio.gov/> for further information on creating and submitting your District's policy and procedures.)

Training Available *

District Information

Question 1: Indicate whether your district school board has adopted written policies and procedures concerning the use of restraint, seclusion and PBIS.



Answer: Click “yes” if your district has a policy, or “no” if your district does not have a policy.

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Training Available *
Indicate whether your district has training for crisis management and de-escalation techniques.

Yes
 No

Training Components *
Indicate the components included in your district's crisis management and de-escalation techniques training completed by student personnel.

District Information

Question 2: Indicate the components included in your district's crisis management and de-escalation training completed by school personnel.

Answer: Click on *all* applicable components that apply to your district's training.



Training Available *
Indicate whether your district has training for crisis management and de-escalation techniques.

Yes
 No

Training Components *
Indicate the components included in your district's crisis management and de-escalation techniques training completed by student personnel. Choose all that apply.

- Proactive measures for preventing the use of physical restraint
- Directions for monitoring signs of distress during and following physical control
- Person-to-person training
- Scheduled annually
- Requires participants to demonstrate proficiency
- Allows for a simulated experience of administering and receiving physical restraint
- Instruction and accommodation for age and body size diversity
- Education on the physiological and psychological impact of physical restraint on the student and family
- Direction for age-appropriate processing, re-establishing rapport and appropriately supporting the student to re-engage in learning
- Guidance for staff on debriefing the event (e.g., escalation of the event, planning for future areas of improvement to foster restraint reduction and student engagement)
- Guidance for staff on properly documenting and communicating about the restraint with appropriate parties (e.g., parents, guardians, social workers)
- None of the above

Confirmation

Your PBIS district information and school building reports must be submitted no later than November 9, 2018.

My district/school agrees to these conditions *

Yes No

Confirming Superintendent or Superintendent Designee * Your Email *

District Information

If your district has training but it does not contain any listed components, check the box that says “None of the above.”



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Yes
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Indicate the components included in your district's crisis management and de-escalation techniques training completed by student personnel. Choose all that apply.

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 None of the above

Confirmation

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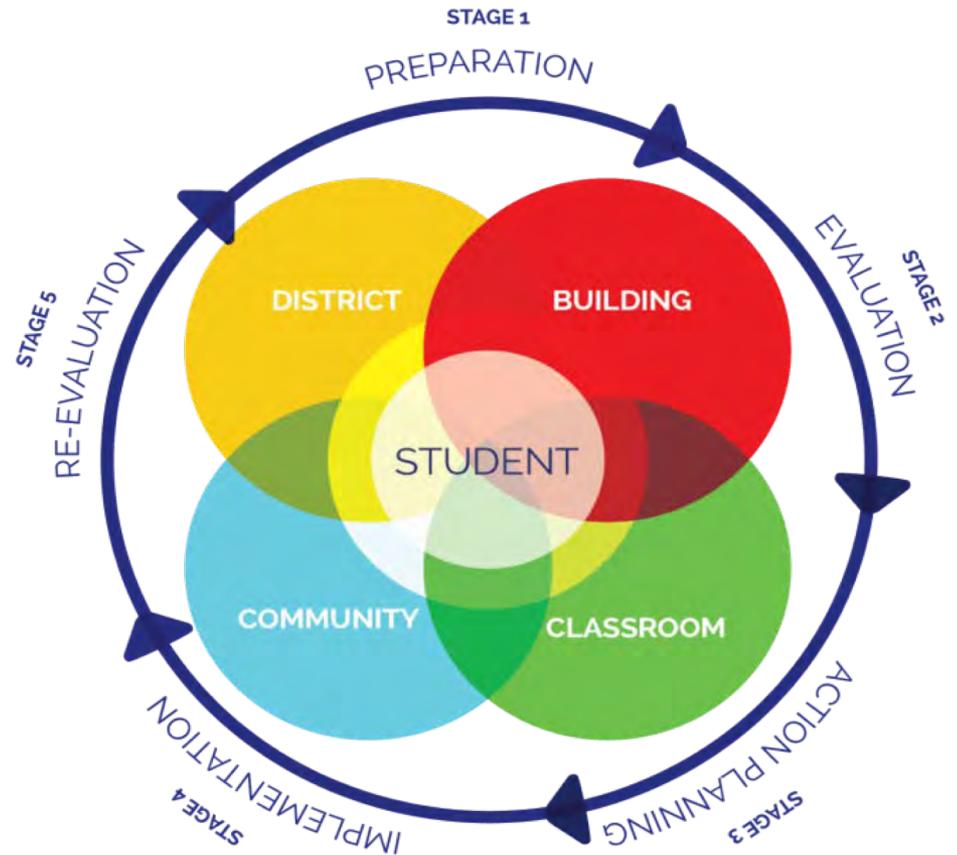
My district/school agrees to these conditions *

Yes No

Confirming Superintendent or Superintendent Designee * Your Email *

District Information

The second section of the survey addresses school climate surveys and only requires completion *if* you are a traditional public school, community school or STEM school.



National School Climate Center
Educating Minds and Hearts, because the 3 Rs Are Not Enough

District Information

- The **1st question** asks if you are a traditional public school, community school or STEM school. Click *yes* or *no*. If you click *no*, you will be directed to Part 3 of the survey.
- The **2nd question** asks if your district administered a School Climate Survey during the 2017-2018 school year. If you click *no*, you will be directed to Part 3 of the survey.
- The **3rd question** asks which School Climate Survey was issued during the 2017-2018 school year. Check all the applicable boxes.
- The **4th question** asks who in your district completed School Climate Surveys during the 2017-2018 school year. Check all the boxes that apply.
- The **5th question** ask how the results of the School Climate Survey were used during the 2017-2018 school year. Check all boxes that apply.
- The **6th question** asks if your district will be administering a School Climate Survey for the 2018-2019 school year. Click *yes* or *no* to answer.
- The final question asks when your district started to issue School Climate Surveys. Check the box that applies to your district.

School Building Incident Reporting

The third section of the survey must be completed separately for **each** building in your district.

If a building from your district is missing, or is incorrectly listed, please contact support@ohio-k12.help for assistance.

School Building Incident Reporting

Part One

1

- The first question in this section asks if the individual building in the survey is considered a **separate facility**. Enter a “Y” if the individual building is considered a separate facility, or an “N” if it is not a separate facility.
- For the purposes of this survey, a **separate facility** is considered a school that serves students in a separate educational environment, because the nature or severity of the student’s disability is such that education in a traditional school building, even with the use of supplementary aids and services, cannot be achieved satisfactorily (Individuals with Disabilities Education Act (IDEA) 34 C.F.R. 300.114 [LRE requirements]).
- Some examples of separate facilities: An ESC operated building, a community school that serves a majority students with autism, or a district building that *only* serves students with significant behavioral issues.

If you are unsure if your building is considered a “separate facility” in this survey, please contact [PBIS Restraint Seclussions Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclussions_Questions@education.ohio.gov)

School Building Incident Reporting

Part 2

2

- This section addresses PBIS.
- The question asks what stage of PBIS is the specific building in. There are five stages of PBIS implementation with definitions listed next to each stage. Select the stage that applies to that specific building.
- The question also asks for the amount of time, in months, that the specific building has been in the selected stage of PBIS. List the number of months for this specific building.

Definitions for the five stages of PBIS can be [found here](#).

School Building Incident Reporting

Part 3

3

- The third part of this section addresses crisis management, de-escalation techniques and training.
- This question asks the district to provide the total number of school personnel, in that specific building, who have been trained in crisis management and de-escalation techniques for the 2017-2018 school year.
- If you have school personnel who work in more than one building on a specific schedule, and have received training in crisis management and de-escalation techniques, include them in your count for each individual building. Your district may have an individual staff member counted more than once.

School Building Incident Reporting

Part 3: Restraint Worksheet

When completing the worksheet, please note that each number entered in column F through K should **NEVER** exceed the number entered in column E.

- **Column A (School Building Name):** List the name of the specific school building in the district that you are reporting on.
- **Column B (Is this building considered a separate facility?):** Answer *yes* or *no*.
- **Column C (PBIS Phase):** See slide 17 for review.
- **Column D (Trained Staff):** See slide 18 for review.
- **Column E (Total incidents):** List the total number of students, in the specific building, who were restrained during the 2017-2018 school year.
- **Column F (With disabilities):** Of the total number of students listed in column E, provide a number of those students who have been identified as students who have an IEP.
- **Column G (Multiple incidents):** Of the total number of students listed in column E, provide the number of students who had multiple incidents of restraint.

School Building Incident Reporting

Part 3: Restraint Worksheet

- **Column H (Created or revised FBA):** Of the total number of students listed in column **E**, provide the number of students who had a functional behavioral assessment (FBA) created or amended as a result of the restraint.
- **Column I (Created or revised Behavior Intervention Plan):** Of the total number of students listed in column **E**, provide the number of students who had a behavior intervention plan (BIP) created or amended as a result of the restraint.
- **Column J (Suspended):** Of the total number of students listed in column **E**, provide the number of those students who were suspended as a result of the restraint.
- **Column K (Expelled):** Of the total number of students listed in column **E**, provide the number of those students who were expelled as a result of the restraint.
- **Column L (Incidents with injuries to students):** Of the total number of students listed in column **E**, provide the number of incidents when students were injured.
- **Column M (Incidents with injuries to staff):** Of the total number of students listed in column **E**, provide the number incidents when staff were injured.

School Building Incident Reporting

Part 3: Seclusion Worksheet

When completing the worksheet, please note that each number entered in column F through K should **NEVER** exceed the number entered in column **E**.

- **Column A (School Building Name):** List the name of the specific school building in the district that you are reporting on.
- **Column B (Is this building considered a separate facility?):** Answer *yes* or *no*.
- **Column C (PBIS Phase):** See slide 17 for review.
- **Column D (Trained Staff):** See slide 18 for review.
- **Column E (Total incidents):** List the total number of students, in the specific building, who were secluded during the 2017-2018 school year.

Column F (With disabilities): Of the total number of students listed in column **E**, provide a number of those students who have been identified as students who have an IEP.
- **Column G (Multiple incidents):** Of the total number of students listed in column **E**, provide the number of students who had multiple incidents of seclusion.

School Building Incident Reporting

Part 3: Seclusion Worksheet

- **Column H (Created or revised FBA):** Of the total number of students listed in column **E**, provide the number of students who had an FBA created or amended as a result of the seclusion.
- **Column I (Created or revised BIP):** Of the total number of students listed in column **E**, provide the number of students who had a BIP created or amended as a result of the seclusion.
- **Column J (Suspended):** Of the total number of students listed in column **E**, provide the number of those students who were suspended as a result of the seclusion.
- **Column K (Expelled):** Of the total number of students listed in column **E**, provide the number of those students who were expelled as a result of the seclusion.
- **Column L (Incidents with injuries to students):** Of the total number of students listed in column **E**, provide the number of incidents when students were injured.
-
- **Column M (Incidents with injuries to staff):** Of the total number of students listed in column **E**, provide the number incidents when staff were injured.

Completing the Report

- The report will not be completed until **both** the district and building questions have been answered.
- Once the district has completed the survey, the district's **superintendent** will receive an email confirmation.
- Please keep this confirmation for your records.

Frequently Asked Questions



Frequently Asked Questions

Who is required to report?

Answer: The following public agencies are required to report:

- Local, exempted village, city, joint vocational or cooperative school district as defined in Chapter 3311 of the Revised Code;
- An educational service center (ESC) that operates a school or educational program;
- A community school as defined in Chapter 3314 of the Revised Code;
- A science, technology, engineering and mathematics school as defined in Chapter 3326 of the Revised Code; or
- A college-preparatory boarding school as defined in Chapter 3328 of the Revised Code.

For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the Department of Rehabilitation and Corrections or the Department of Youth Services to report. See OAC 3301-35-15 for more information.

I completed the survey but I did not receive a confirmation email. Why?

Answer: Your district's superintendent will receive a confirmation email once the survey is completed.

Frequently Asked Questions

We have a new superintendent and their contact information has been changed. How do we get this updated?

Answer: Please contact support@ohio-k12.help to update your superintendent's contact information.

How often are we required to report?

Answer: Restraint and seclusion data is provided to the Ohio Department of Education annually. See OAC 3301-35-15 for more information.

Is a resource room considered a separate facility?

Answer: No. A resource room is not considered a separate facility.

Community School Frequently Asked Questions



Frequently Asked Questions

We are an online school. Do we still have to report?

Answer: All community schools are required to report, and to have policies and procedures regarding the use of restraint, seclusion and positive behavior interventions and supports (PBIS). An online school would complete Part 1 (District Information) of the survey, and if there were no incidents of restraints or seclusions, enter 0s in the column. See OAC 3301-35-15 for more information.

Our school did not exist last year. How do we report?

Answer: If the school name and/or sponsor has changed from the previous year but the school's Information Retrieval Number (IRN) has NOT changed – complete both parts of the survey (i.e., district level and building level) using the information from that IRN. Schools whose IRN was not established in the previous school year must still complete both sections of the survey, answering *no* for all portions of the first section and “0” for all portions of the building survey.

ESC
Frequently
Asked Questions



Frequently Asked Questions

We do not have any freestanding buildings. Do we need to report?

Answer: ESCs must always complete the entire survey. If an ESC only has classrooms within district buildings, please provide the restraint and seclusion information to the school building in which the ESC is located. The ESC would complete Part 1 (District information) of the survey to reflect that the ESC has policies and procedures in place. The ESC would then enter 0s in the building specific portion.

We have a student who is being served in another district or in a separate building run by an ESC. Who reports them?

Answer: If there is a student who attends a separate building operated by an ESC, the ESC would report on this student. The district of residence would **NOT** report on this student.

Stay Connected

education.ohio.gov

[PBIS Restraint Seclusion Questions@education.ohio.gov](mailto:PBIS_Restraint_Seclusion_Questions@education.ohio.gov)

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