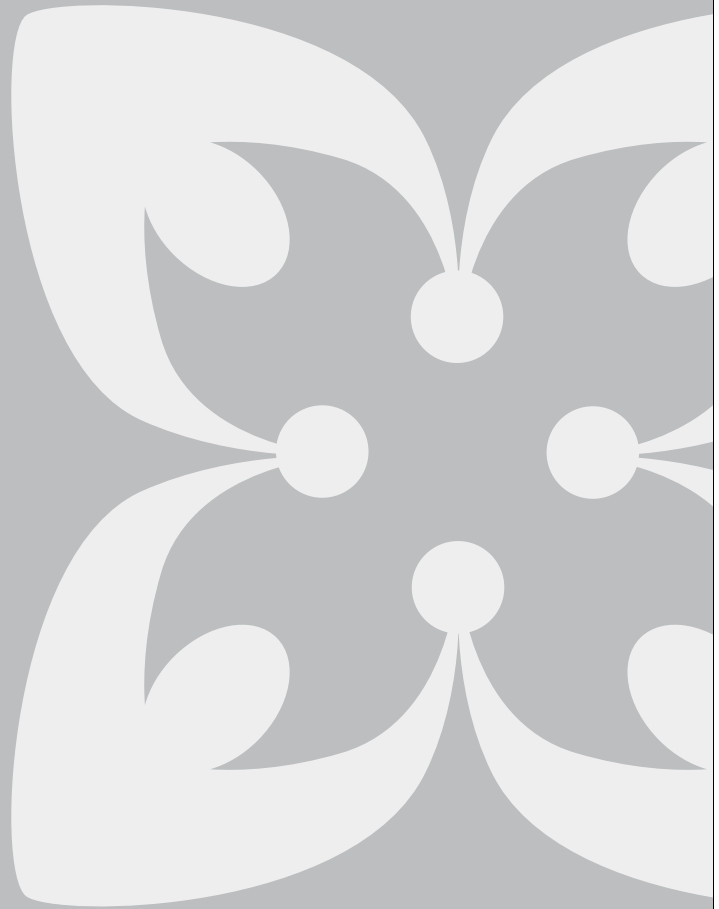




nonviolent crisis intervention
a CPI specialized offering

**Wyoming Department of
Education, Chapter 42:
Seclusion and Restraints
in School.**



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Wyoming Department of Education, Chapter 42: Seclusion and Restraints in School

The following chart is designed to assist you in identifying some of the ways in which CPI's *Nonviolent Crisis Intervention*® training program can assist your facility in meeting the standards proposed by the Wyoming Department of Education, Chapter 42: Seclusion and Restraints in School.

Chapter 42: Section 6. Relevant Definitions

- (d) **“Behavior Intervention”** is a systematic implementation of procedures developed in conjunction with the parent that result in lasting positive changes in a student’s behavior. Interventions may include positive strategies, program or curricular modifications, and aids and supports required to address the disruptive behaviors.
- (e) **“Emergency”** means a situation constituting an imminent risk to health or safety.
- (f) **“Escort”** includes guiding a student by touching his/her back, arm, or hand, or holding the student’s arm or hand to escort the student safely from one area to another as long as the student is not refusing to comply with the escort. The term does not include the use of coercion or force to move a student from one location to another.
- (g) **“Evidence-Based Training Program”** includes programs that are externally developed and have a record of successful implementation in a variety of settings, that at a minimum, emphasize training in de-escalation procedures, the specific techniques used in safe restraint ranging from the least to most restrictive, and the specific techniques to encourage the safe reentry of the student back in to the educational environment.
- (h) **“Imminent Risk”** means an immediate and impending threat of a person causing substantial physical injury to self or others.
- (i) **“Isolating”** means visually, auditorally, or physically separating a student from the learning environment, school activity, or peers.
- (j) **“Prohibited Practices”** means that certain activities or objects are prohibited from being utilized with students under any circumstances. Prohibited elements include:
 - (i) **“Aversives”** means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors.
 - (ii) **“Locked Seclusion”** means a seclusion room with a locking device that is engaged by leverage of an inanimate object, key, or other mechanism to keep the door closed without constant human contact. The term does not include a securing mechanism requiring constant human contact, which upon release immediately permits the door to be opened from the inside.
 - (iii) **“Mechanical Restraints”** include devices or equipment designed or utilized to restrict the free movement of all or a portion of a student’s body. The term does not include assistive or protective devices or equipment prescribed by an appropriately trained professional or professional team that are used for the specific and approved purposes for which such devices or equipment were designed and prescribed.
 - (iv) **“Prone Restraints”** include holding a student in a face down position or in any position that will:
 - (A) Obstruct a student’s airway or otherwise impair the ability to breathe;
 - (B) Obstruct a staff member’s view of a student’s face;
 - (C) Restrict a student’s ability to communicate distress;
 - (D) Place pressure on a student’s head, neck, or torso; or
 - (E) Straddle a student’s torso.

Chapter 42: Section 6. Relevant Definitions

- (k) **“Restraint”** means the use of physical force, with or without the use of any device or material, to restrict the free movement of all or a portion of a student’s body. Restraint does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team. The term does not encompass any of the prohibited practices described in this rule.
- (n) **“Seclusion”** means removing a student from a classroom or other school activity and isolating the student in a separate area. Seclusion occurs when a student is placed in a room or location by school personnel, purposefully separated from peers, and prevented from leaving that location. Separation in an area where the student is prevented from leaving is always considered seclusion. There are two distinct categories:
 - i) Seclusion from the Learning Environment, and ii) Isolation Room. The term does not include a student requested break or in-school-suspension, detention or other appropriate disciplinary measure.
- (i) **“Seclusion from the Learning Environment”** means visually or auditorally isolating the student from the classroom or other school activity, away from peers in an area that obstructs the student’s ability to participate in regular classroom or school activities. The student is prevented from rejoining the learning environment or school activity until directed by staff.
- (ii) **“Isolation Room”** means purposefully placing the student in an enclosed room built in compliance with all relevant health and safety codes. The student is not released from the Isolation Room and permitted to rejoin the learning environment or school activity until directed by staff. An Isolation Room is not the same as locked seclusion, which is a prohibited practice.
- (o) **“Time-out”** means providing the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment, and the student is not physically prevented from leaving the time-out area. The use of time-out without seclusion is not regulated by these rules.

Section 7. Policy Requirements	<i>Nonviolent Crisis Intervention</i> [®] Training Program
<ul style="list-style-type: none"> (a) Staff Training and Professional Development. School district policies must, at a minimum, include the following staff training and professional development components: <ul style="list-style-type: none"> (i) All staff shall receive training in evidence-based techniques shown to be effective in the prevention of physical restraint and seclusion, including evidence-based skills training related to positive behavior supports, safe physical escort, conflict prevention, de-escalation, and conflict management. 	<p>CPI’s <i>Nonviolent Crisis Intervention</i>[®] training program is an evidence-based internationally recognized training program that equips staff with the skills to safely and effectively prevent and manage crisis moments by using positive behavior supports. The curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. Additionally, staff are taught to use Empathic Listening and effective limit-setting skills to de-escalate while understanding how their own behaviors and attitudes serve to either escalate or de-escalate the situation. Postvention is taught as a tool to prevent future occurrences of acting-out behavior and as a strategy for re-establishing a Therapeutic Rapport with the student.</p> <p>CPI’s <i>Nonviolent Crisis Intervention</i>[®] training program teaches restraint techniques—to be used as a last resort—that may be implemented to provide for safety when an individual is an imminent danger to self or others. Physical restraint should be terminated at the earliest possible moment when the individual is no longer an imminent risk to self or others.</p>

Section 7. Policy Requirements	<i>Nonviolent Crisis Intervention</i> [®] Training Program
<p>(A) The minimum amount of training required for all staff shall be the number of hours recommended by the evidence-based training program selected by the school.</p>	<p>CPI recommends that, at a minimum, all staff receive training in the preventive techniques. This version of the <i>Nonviolent Crisis Intervention</i>[®] training program (Units I–VII and X) may be delivered in a minimum of six hours.</p>
<p>(B) Ongoing training for all staff shall be provided as recommended by the evidence-based training program selected by the school.</p>	<p>CPI recommends that training is an ongoing process, and Formal refreshers should be conducted every six to 12 months. Formal refreshers, taught within the guidelines of the Instructor Manual, are a minimum of three hours.</p>
<p>(ii) A ratio of classified and non-classified staff, as determined by the school considering school size and the location of specialized programs, shall receive training in evidence-based techniques in the safe use of physical restraint.</p>	<p>CPI's full course (Units I–X) includes not only preventive techniques, but also the safe use of restraint as a last resort. CPI recommends that the full course be taught in 12 hours, but accepts teaching times of a minimum of eight hours. We suggest two moderately paced six-hour segments.</p>
<p>(A) The minimum amount of training for the ratio of staff shall be the number of hours necessary to obtain certification by the evidence-based training program selected by the school.</p>	<p>Again, CPI recommends that training be an ongoing process that includes formal refreshers. CPI recommends that formal refreshers be conducted every six to 12 months. Additionally, CPI recommends regular content reviews, situational applications, rehearsals, drills, and practice sessions to support the ongoing Training Process and to minimize training drift.</p>
<p>(B) Certification shall be maintained as prescribed by the evidence-based training program selected by the school.</p>	<p>CPI recommends that policy review be a part of the ongoing Training Process. Staff should be educated annually on the school's policies and procedures on the use of restraint and seclusion. The policies should be reviewed and updated, if needed, on an annual basis.</p>
<p>(iii) Information regarding the school district's policy on the safe use of seclusion and restraint shall be incorporated into each school's annual professional development programming.</p>	

Section 7. Policy Requirements	<i>Nonviolent Crisis Intervention</i> [®] Training Program
<p>(b) Procedures. School policies must, at a minimum, include the following procedural components:</p> <p>(i) Restraint:</p> <p>(A) Only trained, certified staff consistent with Section 7(a)(ii) above shall be permitted to utilize restraint as part of a planned behavior intervention unless a bona fide emergency situation constituting an imminent risk to health or safety exists.</p> <p>(B) Schools shall not utilize aversive interventions, mechanical restraints, or prone restraints at any time.</p> <p>(C) Restraint shall be utilized for the minimum amount of time necessary to permit the student to regain control and for staff to restore safety.</p> <p>(D) Schools must develop restraint duration guidelines including a release strategy based on the student's ability to regain control and staff's ability to reestablish safety.</p> <p>(E) Restraints exceeding the durational limits set forth in the school's guidelines shall require immediate administrative review to determine if and under what conditions the restraint may continue.</p> <p>(F) Schools shall develop an incident review strategy or debriefing strategy. The incident review or debriefing process shall address what, if any, subsequent actions need to be taken.</p> <p>(G) Schools must document each restraint consistent with the Mandatory Documentation requirements specified in paragraph (c) below.</p>	<p>CPI teaches that physical restraint should be used only as a last resort when the danger presented by the acting-out person's behavior outweighs the risks of using physical restraint. The curriculum offers extensive education on the risks of restraint use and how to minimize those risks.</p> <p>CPI teaches only standing restraint positions in our basic <i>Nonviolent Crisis Intervention</i>[®] training program.</p> <p>CPI teaches that restraint or seclusion should be discontinued at the earliest possible moment when the individual is no longer an imminent danger to self or others. CPI cautions against putting time limits on restraint and seclusion, and encourages instead that restraint and seclusion occur only as a last resort and for the minimum amount of time necessary. Too often, maximum time limits are treated as minimums and individuals are held to the limit, simply because it is allowed, not because it is necessary for safety.</p> <p>CPI teaches that all episodes of restraint and seclusion should be continuously monitored by a staff member not directly involved in the restraint or seclusion. This individual can help assess for signs of Tension Reduction and ensure that the restraint is ended at the earliest possible moment.</p> <p>CPI's curriculum discusses a process for staff and student debriefing. We recommend that each incident of restraint or seclusion be debriefed with the student, the staff involved, and any witnesses or bystanders. Debriefing offers all parties an opportunity to learn from the crisis and to plan ways to prevent future occurrences of the dangerous behavior.</p> <p>CPI recommends that each incident of restraint and seclusion also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>[®] training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis. Furthermore, CPI suggests embedding the program language into debriefing and documentation forms to ensure that objective, common language is used so that documentation is a useful tool to all who review it.</p>

Section 7. Policy Requirements	<i>Nonviolent Crisis Intervention</i> [®] Training Program
<p>(c) Mandatory Documentation. Schools must complete the mandatory documentation for all use of Restraint and Isolation Room seclusion.</p> <p>(i) Incident Report: At a minimum, the incident report must include:</p> <ul style="list-style-type: none"> (A) Antecedents, interventions, and other relevant factors; (B) Description of the regulated intervention utilized; (C) Time and duration; (D) Student's response; (E) Administrative review, if necessary; (F) Status assessment; (G) Release or reentry factors; (H) Injuries, if any; (I) Debriefing 	<p>CPI recommends documenting each incident as part of the Postvention process. Organizations can use the data collected to assess for patterns of student and staff behavior to help create a more comprehensive prevention approach. CPI can assist organizations with data collection through our research and development department. An organization can only change what it measures.</p>