

ALIGNMENT



nonviolent crisis intervention
a CPI specialized offering

The *Nonviolent Crisis Intervention*[®] Training Program and Vermont Rule 4500: The Use of Restraint and Seclusion in Schools



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The *Nonviolent Crisis Intervention®* Training Program and Vermont Rule 4500: The Use of Restraint and Seclusion in Schools

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 school district in meeting the standards proposed by the Vermont Department of Education Rule 4500 **Restraint and Seclusion in Schools**.

Program Alignment

4500–4510—Restraint and Seclusion Schools	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<p>4500.1 Statement of Purpose</p> <p>The purposes of these rules are to:</p> <ul style="list-style-type: none">a. Create and maintain a positive and safe learning environment in schools;b. Promote positive behavioral interventions and supports in schools; andc. Ensure that students are not subjected to inappropriate use of restraint or seclusion.	<p>The <i>Nonviolent Crisis Intervention®</i> training program recognizes that there are inherent risks associated with the use of physical interventions. If they must be used as a last resort, considerations must be given to factors that will make the process as safe as possible for everyone involved, particularly for the individual needing physical intervention.</p> <p>The <i>Nonviolent Crisis Intervention®</i> training program stresses that watching for early warning signs is essential. Strategies for early intervention and de-escalation of escalating behaviors are taught.</p> <p>Strategies taught in the <i>Nonviolent Crisis Intervention®</i> training program allow school staff to make informed decisions regarding the use of physical restraint to determine whether a student's behavior poses such a substantial risk of harm to self or others that it outweighs the potential harm of physical restraint.</p>
<p>4501–4501.1 Prohibitions—School personnel and contract service providers are prohibited from imposing on a student any of the following as defined in rule 4500.3</p> <ul style="list-style-type: none">a. Mechanical restraint,b. Chemical restraint,c. Any physical restraint, escort or seclusion that restricts or limits breathing or communication, causes pain or is imposed without maintaining direct visual contact.	<p>Correlation With <i>Nonviolent Crisis Intervention®</i> Training</p> <p>The physical restraints taught in the <i>Nonviolent Crisis Intervention®</i> training program are designed to minimize risk and maximize safety.</p> <p>CPI accomplishes this goal by teaching physical interventions that are safer standing restraint positions. Additionally, CPI teaches that restraints should be used only as a last resort when the danger being presented by the acting-out person's behavior outweighs the risks of physical intervention.</p> <p>CPI teaches a team approach to ensure that restraints are continuously monitored.</p> <p>During the use of physical interventions, staff must closely monitor the well-being of the individual.</p> <p>The <i>Nonviolent Crisis Intervention®</i> training program does not teach the use of chemical or mechanical restraint.</p>

4501.2—Prohibition: Physical restraint or seclusion shall not be used	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<ul style="list-style-type: none"> a. For convenience of staff; b. As a substitute for an educational program; c. As a form of discipline or punishment; d. As a substitute for inadequate staffing or training; e. In response to a student's use of profanity or other verbal or gestural display or disrespect; or f. In response to a verbal threat unaccompanied by demonstrated means of or intent to carry out the threat. 	<p>The <i>Nonviolent Crisis Intervention®</i> training program emphasizes that physical interventions should be used only as a last resort when the danger presented by the acting-out person's behavior outweighs the risks of physical restraint use. Physical restraint should never be used:</p> <ul style="list-style-type: none"> ▪ As a convenience for staff. ▪ To punish or coerce. ▪ By staff members who have not been trained in physical intervention.
4502.1; 4502.2—Permissible Use of Physical Restraint; Permissible Use of Seclusion	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<ul style="list-style-type: none"> a. When a student's behavior poses an imminent and substantial risk of physical injury to the student or others; b. Less restrictive interventions have failed or would be ineffective in stopping such imminent risk of physical injury to the student or others; c. In accordance with school-wide safety plans that is consistent with these rules; d. When physical restraint is <u>not</u> contraindicated; e. When there is no known developmental, medical, psychological or other contraindication to its use; f. When the student is visually monitored at all times by an adult; and g. In a space large enough to permit safe movement that is adequately lit, heated, ventilated, free of sharp or otherwise dangerous objects; and in compliance with all fire and safety codes. 	<p>The <i>Nonviolent Crisis Intervention®</i> training program philosophy is that physical restraints should be used only as a last resort when an individual is an immediate danger to self or others or when less restrictive interventions have been tried and have failed.</p> <p>CPI supports that restraints should not be used with a student who has a contraindication to the use of restraints. The curriculum covers several alternatives to the use of physical restraint.</p> <p>CPI's curriculum includes a section on the risks of restraint use, including information about signs of distress to monitor for and ways to minimize the risks of restraint use. CPI teaches that an auxiliary staff person should be present to monitor for signs of distress at all times. CPI also recommends that individuals be continuously monitored for at least 24 hours following an episode of restraint or seclusion.</p>
4502.4—Physical restraint or seclusion shall only be imposed:	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<ul style="list-style-type: none"> a. By school personnel or contract service providers who have been trained to provide the selected intervention unless, due to the unforeseeable nature of the danger of the circumstance, trained personnel are not immediately available; b. When a restrained student is monitored face-to-face by school personnel or contract service providers; or c. If personnel safety is significantly compromised by face-to-face monitoring, or the student is in seclusion, school personnel or a contract service provider are in direct visual contact with the student. 	<p>CPI's <i>Nonviolent Crisis Intervention®</i> training program focuses on the detection of early warning signs of potential crisis moments. Those who participate in <i>Nonviolent Crisis Intervention®</i> training receive as part of the curriculum verbal and nonverbal de-escalation strategies, Empathic Listening skills, limit-setting skills, and other strategies to support positive behavior changes.</p>

4502.5—Physical restraint or seclusion shall be terminated as soon as:	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<p>a. The student demonstrates that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is comprised; or</p> <p>b. The student's behavior no longer poses an imminent danger of physical injury to the student or others or danger to property; or</p> <p>c. Less restrictive interventions would be effective in stopping such imminent danger of physical injury or property damage.</p>	<p>CPI's curriculum includes a section on the risks of restraint use, including information about signs of distress to monitor for and ways to minimize the risks of restraint use. CPI supports that physical interventions that compromise safety or impair the individual's ability to breathe should not be used. During the use of physical interventions, staff must closely monitor the well-being of the individual.</p> <p>It is a guiding principle of <i>Nonviolent Crisis Intervention®</i> training that restraints should be terminated at the earliest possible moment when the individual is no longer an immediate danger to self or others.</p> <p>The <i>Nonviolent Crisis Intervention®</i> program philosophy is that physical restraints should be used only as a last resort when an individual is an immediate danger to self or others and other less restrictive interventions have been tried and have failed.</p>
<p>4503—Reporting the Use of Restraint and Seclusion</p> <p>4503.1 To the School Administrator—Any person who imposes a restraint or seclusion shall report its use to the school administrator as soon as possible, but in no event later than the end of the school day of its use.</p> <p>4503.2 To Parents—The school administrator shall make a documented attempt to provide verbal or electronic notice of any incident of restraint or seclusion to the student's parents as soon as practical but in no event later than the end of the school day of its use.</p> <p>4503.3 To the Superintendent—The school administrator shall report the use of restraint or seclusion to the superintendent of the Supervisory Union.</p> <p>4503.4 To the Commissioner of the Department of Education (DOE)—The Superintendent of the supervisory union shall report the use of restraint or seclusion to the Commissioner of the DOE within three school days of receipt of a report of restraint or seclusion.</p>	<p>Correlation With <i>Nonviolent Crisis Intervention®</i> Training</p> <p>At a minimum, all situations requiring physical interventions should be documented and reported as required; as well as any situations that result in injury to any party involved.</p>

4505—Debriefing Following Use of Restraint or Seclusion	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<p>Following each incident of restraint or seclusion, the school administrator shall implement follow-up procedures that include:</p> <ul style="list-style-type: none"> a. Within two school days, a proper staff person reviewing the incident with the student in a manner appropriate to the student's age and developmental ability, to discuss the behavior(s) that precipitated the use of restraint or seclusion; b. Within two school days, reviewing the incident with the staff person(s) who administered the restraint or seclusion to discuss whether proper restraint or seclusion procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion; c. An opportunity for parents to participate in the review of an incident of restraint or seclusion within four school days. 	<p>CPI supports the debriefing of all incidents of restraint and seclusion for the student, the staff involved, and any bystanders or witnesses to the event. Unit X: Postvention includes a process that can be used for both student and staff debriefing.</p>
4509—State Recommended Training	Correlation With <i>Nonviolent Crisis Intervention®</i> Training
<p>The Department of Education shall maintain a directory of recommended physical restraint training programs, which must include at least the following elements:</p> <ul style="list-style-type: none"> a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of dangerous behavior, relationship-building, and the use of alternatives to physical restraint; b. Identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm to determine if physical restraint is warranted; c. Simulated experience in administering and in receiving a variety of physical restraint techniques, across a range of increasingly restrictive interventions; d. Instruction regarding the effects of physical restraint on the person restrained, including monitoring physical signs of distress and how to obtain medical assistance; e. Instruction regarding investigation of injuries and complaints. 	<p>CPI's <i>Nonviolent Crisis Intervention®</i> training program focuses on the detection of early warning signs of potential crisis moments. Those who participate receive as part of the curriculum verbal and nonverbal de-escalation strategies, Empathic Listening skills, limit-setting skills, and the knowledge of how relationship building can help de-escalate a crisis, as well as information about how to support positive behavior changes.</p> <p>Strategies taught in the <i>Nonviolent Crisis Intervention®</i> training program allow school staff to make informed decisions regarding the use of physical restraint to determine whether a student's behavior poses such a substantial risk of harm to self or others that it outweighs the potential harm of physical restraint. Staff are educated on the inherent risks of restraints and receive information on monitoring for signs of distress during restraint use. The curriculum covers several alternatives to the use of physical restraint.</p> <p>The program covers a range of team leader duties and auxiliary team member duties, including monitoring for signs of distress and opting to engage outside assistance (e.g., law enforcement, paramedics, etc.) in emergency situations.</p>