

ALIGNMENT



Washington Substitute HB 1240

Correlation to Crisis Prevention Institute's (CPI)
Nonviolent Crisis Intervention® training program



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CPI commends the Washington House for its comprehensive Bill prohibiting restraint. For 30 years, CPI has supported organizations that strive to become restraint-free. Not only will the *Nonviolent Crisis Intervention*[®] training program meet the expectations outlined in Substitute HB 1240, CPI's train-the-trainer program and its family of advanced programs also offers a comprehensive array of curriculums that can meet all the needs an organization has for supporting a restraint-free environment with an emphasis on crisis intervention and de-escalation techniques to better assist education staff with achieving these goals.

Additionally, by participating in the *Nonviolent Crisis Intervention*[®] program, education staff will gain the skills and confidence necessary to handle crisis situations with minimal anxiety and maximum security. The training will help staff intervene more safely when behaviors become dangerous and, most importantly, it won't damage the professional bond school staff have worked so hard to establish with the individuals in their care.

The following chart is designed to assist you in identifying some of the ways in which CPI's *Nonviolent Crisis Intervention*[®] training program can help schools in the state of Washington comply with the additions to the above-named statute in relation to preventing and reducing physical restraint and seclusion. It will also assist you in identifying areas that may require a review and/or revision in your school's policies and procedures.

§1240 - Definitions

Isolation: Restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

Restraint: Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to safely participate in activities.

Restraint device: A device used to assist in controlling a student, including but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This section shall not be construed as encouraging the use of these devices.

§1240.01: New Section	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
<p>1. The legislature finds that there is no educational or therapeutic benefit to children from physically restraining or isolating them as part of their public school programs when not necessary for immediate safety. The use of seclusion or restraints in nonemergency situations poses significant physical and psychological danger to students and school staff. The legislature declares that it is the policy of the state of Washington to prohibit the planned use of aversive interventions, to promote positive interventions when a student with disabilities is determined to need specially designed instruction to address behavior, and to prohibit schools from physically restraining or isolating any student except when the student's behavior poses an imminent likelihood of serious harm to that student or another person.</p>	<p>1. CPI recommends that a schoolwide crisis intervention program include a provision that focuses on preventing crisis moments. CPI supports the use of physical restraint only as a last resort when the individual is an immediate danger to self or others and other less restrictive interventions have failed or are deemed inappropriate because the danger presented by the behavior outweighs the risks of using physical restraint or seclusion. This is consistent with what is taught in CPI's family of programs. The <i>Nonviolent Crisis Intervention</i>® training program teaches a range of interventions, allowing staff a full continuum of strategies to ensure the use of the least restrictive intervention. All verbal and physical techniques are designed to ensure the dignity of students and do not include pain compliance techniques or those that rely on joint manipulation including hyperextension or hyperflexion.</p>
1240.03	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
<p>3. (b) Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm, as defined in RCW 70.96B.010. Restraint or isolation must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated. Each school district shall adopt a policy providing for the least amount of restraint or isolation appropriate to protect the safety of students and staff under such circumstances.</p> <p>4. Following the release of a student from the use of restraint or isolation, the school must implement follow-up procedures. These procedures must include:</p> <p>(a) Reviewing the incident with the student and the parent or guardian to address the behavior that precipitated the restraint or isolation and the appropriateness of the response; and</p> <p>(b) Reviewing the incident with the staff member who administered the restraint or isolation to discuss whether proper procedures were followed and what training or support the staff member needs to help the student avoid similar incidents.</p>	<p>3. (b) The <i>Nonviolent Crisis Intervention</i>® training program teaches physical restraint techniques to be used only as a last resort, when less restrictive interventions have been tried and failed. The <i>Nonviolent Crisis Intervention</i>® training program teaches a range of interventions, allowing staff a full continuum of strategies to ensure the use of the least restrictive intervention. All verbal and physical techniques are designed to ensure the dignity of students and do not include pain compliance techniques or those that rely on joint manipulation including hyperextension or hyperflexion. The <i>Nonviolent Crisis Intervention</i>® training program also includes discussion on how to monitor for signs of physical or psychological distress while a person is being restrained. Through CPI's decades of experience with special education, CPI is dedicated to providing training to deal with even the most difficult situations.</p> <p>4. CPI's program teaches that all instances of restraint and seclusion use should be debriefed with the pupil involved, the parent or guardian, as well as with the team that intervened. Part of the debriefing process is to orient both the pupil and the staff to the basic facts of the incident and to document the incident. The act of debriefing allows both the pupil and the staff involved to evaluate their responses and behaviors in the situation and to plan for alternative behaviors and intervention strategies in the future. This act of debriefing assists all people involved with preventing similar emergency situations from occurring in the future. As well as internal review, CPI recommends communicating the restraint event to parents/caregivers as soon as possible, as part of a school safety program.</p>