

ALIGNMENT



Arizona SB 1459

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



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CPI commends the Arizona Senate 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 SB 1459, CPI's train-the-trainer program and its family of advanced programs also offers a comprehensive array of curricula that can meet all of the needs an organization has for supporting a physical restraint-free environment, with an emphasis on crisis intervention and de-escalation techniques to better assist education staff with achieving this goal.

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 behavior becomes dangerous and most importantly it won't damage the professional bond school staff has 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 Arizona comply with the additions to the above-named statute in relation to the prevention and reduction in the use of physical restraint and seclusion. It will also assist you in identifying areas that may require a review of and/or revision to your school's policies and procedures.

§1459 - Definitions

Seclusion: The involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including timeout location, as part of a pupil's education plan, individual safety plan, behavior plan, or individualized education program that involves the pupil's separation from a larger group for the purposes of calming.

Restraint: Any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs, or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

- (a) Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- (b) The temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.
- (c) The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.
- (d) Physical force used to take a weapon away from a pupil, or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

§15-105. Use of Restraint and Seclusion Techniques	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
<p>A. A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:</p> <ol style="list-style-type: none"> 1. The pupil's behavior presents an imminent danger of serious physical harm to the pupil or others. 2. Less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm <p>B. If a restraint or seclusion technique is used on a pupil:</p> <ol style="list-style-type: none"> 1. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use. 2. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others. 3. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon those trained personnel. 4. The restraint technique employed may not impede the pupil's ability to breathe. 5. The restraint technique may not be out of proportion to the pupil's age or physical condition. 	<p>A(1)(2)</p> <p>The <i>Nonviolent Crisis Intervention</i>® training program emphasizes that physical interventions should be considered only as a last resort when the danger presented by the person's behavior outweighs the risks of the physical restraint.</p> <p>B(1) The <i>Nonviolent Crisis Intervention</i>® training program thoroughly addresses the importance of team intervention, including the need for auxiliary team members to monitor the student for signs of distress.</p> <p>B(2) Physical restraint should be ended at the earliest possible moment when the student no longer presents imminent risk of injury or harm to self or others. Staff monitoring the physical restraint should continuously assess for signs of Tension Reduction and call for an end to the physical restraint upon the evidence of any sign of physical or psychological distress.</p> <p>B(3) CPI recommends that each school have an adequate number of staff trained in both the preventive techniques and the physical restraints to effectively respond to emergency situations in the school building. CPI also recommends this training be an ongoing process and that formal refreshers be conducted every six to 12 months.</p> <p>B(4) CPI teaches safer standing restraint positions that minimize the risks associated with restraint-related positional asphyxia. The interventions do not restrict the diaphragm, the chest, or the airway, and do not interrupt normal breathing or speech. <i>Nonviolent Crisis Intervention</i>® thoroughly addresses the importance of team intervention, including the need for auxiliary team members to monitor the student for signs of distress.</p> <p>B(5)(2) The physical restraints taught in the <i>Nonviolent Crisis Intervention</i>® training program are designed to use only the amount of force necessary to regain control of the situation, and to protect the student and others from imminent danger or serious physical harm.</p>