

ALIGNMENT



Oregon SB 963 Alignment

Alignment to Crisis Prevention Institute, Inc. (CPI)
Nonviolent Crisis Intervention® Training Program



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Alignment to Crisis Prevention Institute, Inc. (CPI) *Nonviolent Crisis Intervention*® Training program

For 30 years, CPI has supported education organizations that strive to provide the safest environment for staff, patients and visitors. Not only will the *Nonviolent Crisis Intervention*® training program meet the requirements in Oregon SB 963, 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 violence free space in school districts with an emphasis on crisis intervention and de-escalation techniques to better assist staff with achieving this goal.

Additionally, by participating in the *Nonviolent Crisis Intervention*® program, staff will gain the skills and confidence necessary to handle crises with minimal anxiety and maximum security. The training will help staff intervene more safely when behavior become dangerous and most importantly it won't damage the educational bond teaching staff have worked so hard to establish with their students.

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 school organizations in the state of Oregon to comply with the new requirements regarding the use of Restraint and Seclusion. It may also assist you in identifying areas that may require a review and/or revision in your school organization's policies and procedures.

Definitions

"Public education program" means a program in this state that

- (a) Is for students in early childhood education, elementary school or secondary school;
- (b) Is under the jurisdiction of a school district, an education service district or another educational institution or program; and
- (c) Receives, or serves students who receive, support in any form from any program supported, directly or indirectly, with funds appropriated to the Department of Education.

"Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

(b) "Restraint" does not include:

- (A) Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- (B) Assisting a student to complete a task if the student does not resist the physical contact; or
- (C) Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under ORS 339.288 and the intervention is necessary to:
 - i. Break up a physical fight;
 - ii. Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - iii. Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

"Prone restraint" means a restraint in which a student is held face down on the floor.

"Supine restraint" means a restraint in which a student is held face up on the floor.

"Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

Restraint and Seclusion	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
<p>(1) Restraint or seclusion may not be used for discipline, punishment, retaliation, or convenience of personnel, contractors, or volunteers of the public education program.</p> <p>(2) (a) Restraint may be used on a student in a public education program only under the following circumstances:</p> <p style="padding-left: 40px;">A. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and</p> <p style="padding-left: 40px;">B. Less restrictive interventions would not be effective.</p> <p>(b) Seclusion may be used on a student in a public education program only under the following circumstances:</p> <p style="padding-left: 40px;">A. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and</p> <p style="padding-left: 40px;">B. Less restrictive interventions would not be effective.</p>	<p>As part of a comprehensive violence prevention initiative, CPI recommends that organizations adopt policies and procedures that reflect the philosophy and strategies taught in the <i>Nonviolent Crisis Intervention</i>® program. CPI offers a variety of resources, tools and services that support organizations seeking to update their policies and procedures.</p> <p>CPI teaches staff to constantly engage in a risk assessment throughout the crisis. This assessment is focused on evaluating the risks and likelihood of specific behaviors and weighing them against the potential risks of intervention.</p> <p>It is the core belief of the <i>Nonviolent Crisis Intervention</i>® training program that every effort should be made to prevent the need for the use of physical restraint.</p> <p>At CPI, we teach that physical restraint should only be used as a very last resort when all nonphysical options have been exhausted. For last-resort circumstances, we teach safer, nonharmful restraint techniques that are the most adaptable in the industry</p> <p>The <i>Nonviolent Crisis Intervention</i>® course offers risk assessment criteria to be used by staff during any perceived threat as a means of assessing the potential danger presented by the situation and appropriate responses to the situation to ensure the greatest level of safety.</p> <p>The <i>Nonviolent Crisis Intervention</i>® training program teaches that restraint should be used only</p>

when the danger being presented by the person's behavior outweighs the risks associated with the use of restraint.

The same content teaches staff about the signs of aggression, how to handle them, and how to read a situation for indicators of violence.

CPI training teaches staff to consider the potential psychological, physiological and social-emotional effects that physical restraint or physical violence can have on an individual. In the training program, staff learn ways to minimize or eliminate these effects whenever possible throughout their prevention, intervention and Postvention efforts.

CPI teaches staff to constantly engage in a risk assessment throughout the crisis. This assessment is focused on evaluating the risks and likelihood of specific behaviors and weighing them against the potential risks of intervention.

CPI does not endorse nor teach the use of seclusion in the *Nonviolent Crisis Intervention*® Training curriculum.

Prohibited Restraints	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
<p>(1) The use of the following types of restraint on a student in a public education program is prohibited:</p> <ul style="list-style-type: none"> (a) Chemical restraint (b) Mechanical restraint (c) Prone restraint (d) Supine restraint (e) Any restraint that involves the intentional and nonincidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon. (f) Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat. (g) Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is 	<p>The <i>Nonviolent Crisis Intervention</i>® training program focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. The program teaches staff about the signs of aggression, how to handle them, and how to read a situation for indicators of violence. It is the core belief of the <i>Nonviolent Crisis Intervention</i>® training program that every effort should be made to prevent the need for the use of physical intervention.</p> <p>At CPI, we teach that physical restraint should only be used as a very last resort when all nonphysical options have been exhausted. For last-resort circumstances, we teach safer, nonharmful restraint techniques that are the most adaptable in the industry</p> <p>The <i>Nonviolent Crisis Intervention</i>® training program does not teach nor condone any of the following prohibited restrains outlined in sections</p>

necessary for the purpose of extracting a body part from the bite.

(h) Any restraint that impedes, or creates a risk of impeding, breathing.

(i) Any restraining that involves the intentional placement of the hands, feet, elbow, knee, or any object on a student's neck, throat, genitals, or other intimate parts.

(j) Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot, or elbow bone.

(k) Any action designed for the primary purpose of inflicting pain.

(a)-(k) of this section. Furthermore, Crisis Prevention Institute has done evidence-based research to ensure that the restraints taught are the safest in the industry. Crisis Prevention Institute's motto is Care, Welfare, Safety, and Security.

Implementation

**Correlation With
Nonviolent Crisis Intervention® Training**

This 2019 Act being necessary for the immediate preservation of the public peace, health, and safety, an emergency is declared to exist, and this 2019 Act takes effect July 1, 2019.

CPI's programs, resources, and services can be instrumental in ensuring the timely implementation of training, policies, and procedures to meet strict deadlines or requirements.