

ALIGNMENT

Iowa Adds New Requirements for the Use of Restraints and Seclusion in Schools (IA ADC 281-103; 43 Iowa Admin. Bull. 1301; Adopted 12/16/20 and Effective 1/20/21)

Alignment to Crisis Prevention Institute, Inc. (CPI®) - *Nonviolent Crisis Intervention*® (NCI™), 2nd Edition Training Program

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For 40 years, CPI has supported education organizations that strive to provide the safest environment for staff and students. Not only will the NCI™, 2nd Edition training program meet the requirements in the Iowa regulation, 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 NCI™ 2nd Edition training 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 behaviors 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 NCI™, 2nd Edition training program can help school organizations in the state of Iowa 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

“Physical restraint” means a personal restriction that immobilizes or reduces the ability of a child to move the child's arms, legs, body, or head freely. “Physical restraint” does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such a technique was designed and, if applicable, prescribed. “Physical restraint” does not include instructional strategies, such as physically guiding a student during an educational task, hand-shaking, hugging, or other nondisciplinary physical contact.

“Prone restraint” means any restraint in which the child is held face down on the floor.

IA ADC 281-103.3(256B,280) Ban on corporal punishment and prone and mechanical restraints.	Correlation with NCI™, 2 nd Edition Training
An employee shall not inflict, or cause to be inflicted, corporal punishment upon a student or use prone restraints or mechanical restraints upon a student.	Interventions taught by CPI® have been designed to minimize the risk of injury to students and staff. As such, interventions are meant to be free of pain and do not include the use of pressure points or joint locks. While no intervention is completely free of risk from risk of injury to students or staff, all of CPI's interventions have been independently assessed for risk of psycho-social, soft tissue, joint, structural, neurological, cardio-vascular and respiratory injury to both students and staff.

IA ADC 281-103.7(256B,280) Reasonable and necessary force-use of physical restraint or seclusion.	Correlation with NCI™, 2 nd Edition Training
103.7(1) Physical restraint or seclusion is reasonable and necessary only: <ul style="list-style-type: none"> a. To prevent or terminate an imminent threat of bodily injury to the student or others; or b. To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or 	It is the core belief of the NCI™, 2 nd Edition training program that every effort should be made to prevent the need for the use of physical restraint. 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.

- c. When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student and others; and
- d. When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and
- e. When the physical restraint or seclusion complies with all the rules of this chapter.

103.7(2) If seclusion or physical restraint is utilized, the following provisions shall apply:

- c. The seclusion or physical restraint must only be used for as long as is necessary, based on research and evidence, to allow the student to regain control of the student's behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm.
- g. If an employee restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
- h. Seclusion or physical restraint shall not be used:
As punishment or discipline;
 - To force compliance or to retaliate;
 - As a substitute for appropriate educational or behavioral support;
 - To prevent property damage except as described in paragraph 103.7(1)"b";
 - As a routine school safety measure; or
 - As a convenience to staff.

103.8(2) Documentation and reporting. Schools must maintain documentation for each occurrence of physical restraint and seclusion.

103.8(3) Debriefing.

- a. Schools must hold a debriefing meeting within five school days of the day the report and letter are mailed or provided to the parent.

CPI® teaches that all emergency interventions should end at the earliest possible moment, when the pupil is no longer an imminent risk to the physical safety of self or others.

CPI® teaches that all interventions should be continuously monitored face-to-face for level of imminent risk and signs of distress that may occur when using restraint and/or seclusion.

CPI's interventions are designed to allow a student in crisis to breathe freely and without obstruction. CPI's interventions do not utilize skills that apply pressure to the neck or torso which can compromise the ability of the student to breathe. Additionally, CPI® does not teach or endorse the use of masks, covers or any object that obstructs vision or breathing of an individual.

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 post-intervention efforts.

CPI® recommends that each incident of violence also be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the *Nonviolent Crisis Intervention*® training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis.

Staff can use the debriefing model to analyze each incident to assess their intervention strategies, identifying what worked well and what might be adapted to prevent future occurrences of the escalating behavior. Additionally, staff can watch for trends or patterns of Precipitating Factors that may be related to staff approaches or the environment. Once patterns are identified, staff can use their analysis to inform policy development, make environmental changes when appropriate, and improve professional development practices for staff.