

The Use of Restraint or Isolation

Restraint- Physical intervention or force used to control a student to either hold or move them.

Isolation- Restricting the student alone within a room or any other form of enclosure, from which the student may not leave.

Only less intrusive interventions are appropriate, such as the use of positive behavior supports. Forcefully holding, removing, or isolating the student would be considered improper use of force. Non-compliance, classroom disruptions, and property destruction on not grounds for these. Prompting a student toward the desired behavior, such as taking them by the hand or guiding them with a hand on their back would still be appropriate.



1. Student appears to be escalated at school, school staff are considering the need to forcefully hold, remove, or isolate the student against their will.

2. Does the student's behavior pose an imminent likelihood of serious harm to themselves or others? Would less intrusive interventions compromise safety?



3. Use the most ethical and practical intervention: restraint (physical force to control a student to either hold or move) or isolation (restricting the student alone within a room or any other form of enclosure, from which the student may not leave). Monitor the student carefully, as soon as the likelihood of serious harm has dissipated, discontinue the use of restraint/isolation. Continue with use of less intrusive interventions.

8. Ensure staff who de-escalate students are properly equipped and trained to use appropriate proactive and reactive strategies. Contact Candy Sheehan at Student Special Services for the next Safety-Care Training.

9. Continue to provide an appropriate education for the student. Support them in learning and practicing coping strategies for triggers and de-escalation strategies that are safe.



4. After the incident the staff must debrief with the student about the incident. The staff involved must have their own debrief to discuss if proper procedures were followed and what changes could be made to prevent restraint/isolation in the future.



7. If the student does have an IEP and a PBS plan and the parents and school determine the need for advanced educational planning due to the likelihood of need for physical restraint/isolation in the future, an Emergency Response Protocol (ERP) should be added to the student's IEP. An IEP amendment and written parent consent is required when adding an ERP to a student's IEP.

6. If this was not an isolated incident, but rather a developed pattern of behavior, a Positive Behavior Support (PBS) plan must be created regardless of whether the student accesses special education services or not. If a PBS plan exists, the school team should continue to monitor data and revise the plan as needed.



5. Within 24 hours, verbally collaborate with the parent/guardian and seek their feedback about how to avoid restraint/isolation in the future. Submit the documentation of restraint/isolation and send home the parent report within 2 days. If the student has an IEP, the case manager oversees this process. If the student does not have an IEP, the building principal oversees this.

