

Breaking Barriers: Reducing Restraint, Eliminating Isolation, and Fostering Inclusion in Public Schools

CEC 2025 
SPECIAL EDUCATION
CONVENTION & EXPO

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W HARING CENTER
FOR INCLUSIVE EDUCATION

AUBURN 
SCHOOL DISTRICT
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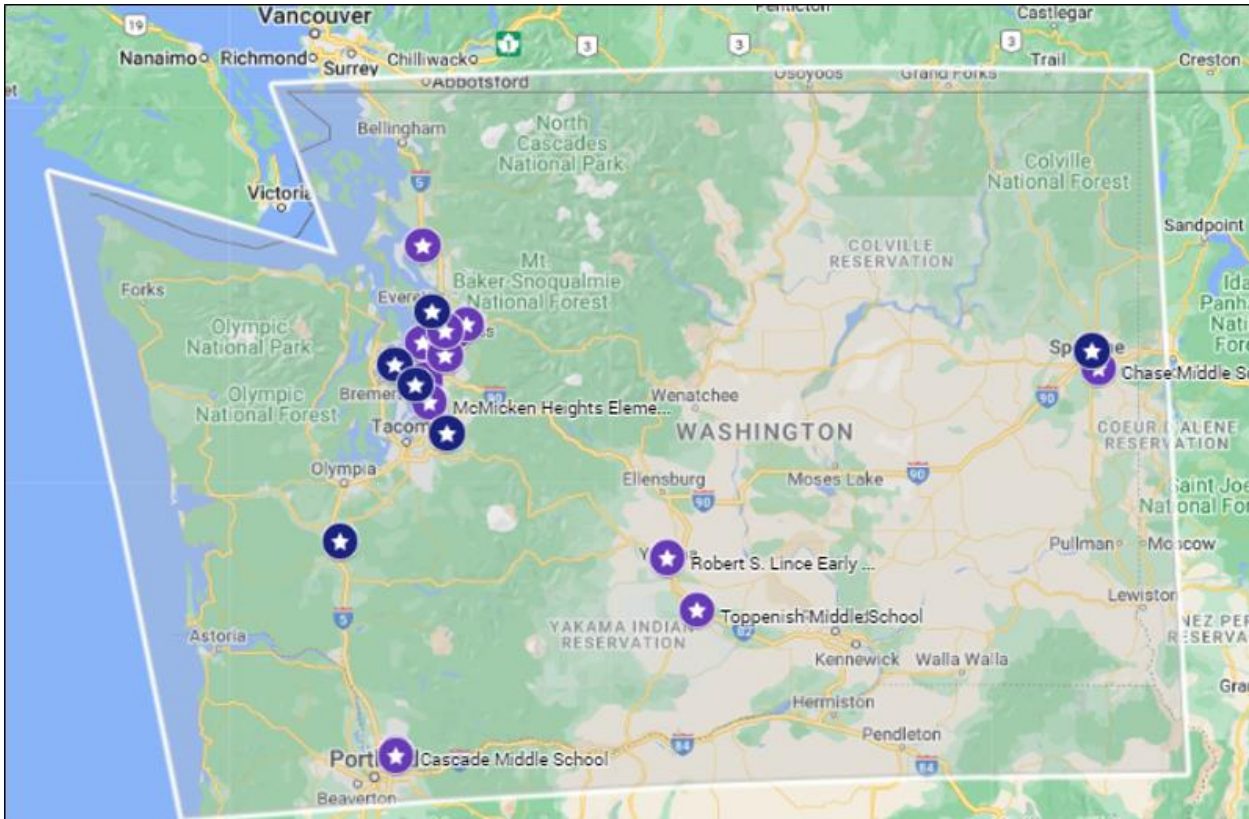


Session Objectives

- **Develop** an understanding of the professional development collaborations between the Office of Superintendent of Public Instruction (OSPI), the University of Washington, and schools across the state
- **Articulate** essential TIER 1 components
- **Prioritize** student skill development, focusing on social emotional learning
- **Apply** collaborative strategies that prioritize reducing restraint and isolation.

Demonstration Sites

at UW Haring Center for Inclusive Education



Fall 2024 - 16 districts; 21 Demo Sites



Inclusionary Practices (IP) Demo Sites
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating Isolation (RREI) Demo Sites
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS

Why is Decreasing Restraint and Eliminating Isolation Critical?

- In Washington state, students with disabilities and students of color have been exposed to higher rates of restraint and isolation.
- This disproportionality points to the inequities inherent within systems that need to be addressed.
- Restraint and isolation practices are harmful to students, exposing them and by extension, their families, to the long-term negative impacts of trauma, and/or injury.

How has Restraint Been Reduced?

- Meaningfully participation in high quality learning experiences across the day.
- Access high quality education and peers.
- Multi-Tiered Systems of Support (MTSS)
 - Strong foundational TIER 1
 - Clearly defined TIERS of support
 - Flexibility in service delivery

TIER 1 – Core Instruction

- Universal Design for Learning
- Co-teaching
- Flexible service delivery
- Differentiated Instruction
- Data driven decision making



TIER 1 – Social Emotional Learning (SEL)



- Community Building
- Positive Classroom (and school culture)
- Positive Behavior acknowledgement systems
- SEL Curriculum with dedicated instructional time
- Calming Corners in every class
- Data driven decision making

Systems Work



The Auburn School District

- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in the Seattle area
- Very diverse community
 - 44% of students live in multilingual households
 - 11% of students are new to the country within the past two years
 - 113 languages spoken



Demonstration Sites

Dick Scobee Elementary



Terminal Park Elementary



WHO WE ARE...



STUDENT BODY 669

Multi-Lingual Learners 45.3%

Low income 81%

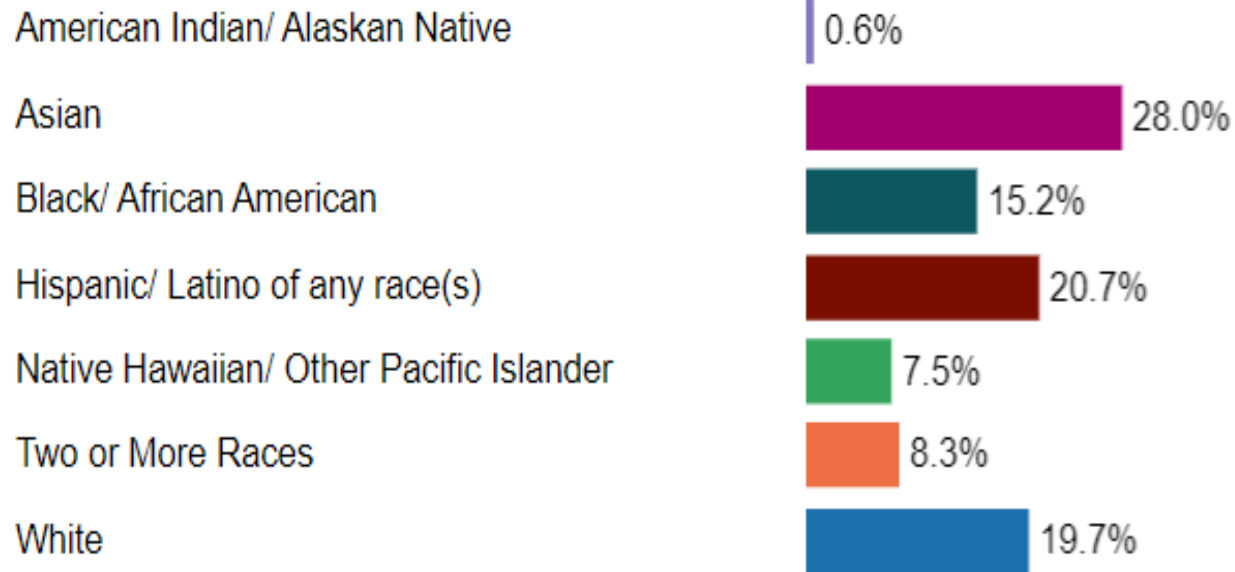
Highly Capable 0.6%

McKinny Vento 4%

Students with disabilities 16.3%

Section 504 1.2%

Race/Ethnicity



STAFF

Certificated Staff 56

Classified Staff 49

WHO WE ARE...

STUDENT BODY 624

- Multi-Lingual Learners 36.6%
- Low income 75.6%
- Highly Capable 10.6%
- McKinny Vento 3.6%
- Students with disabilities 14.2%
- Section 504 0.4%

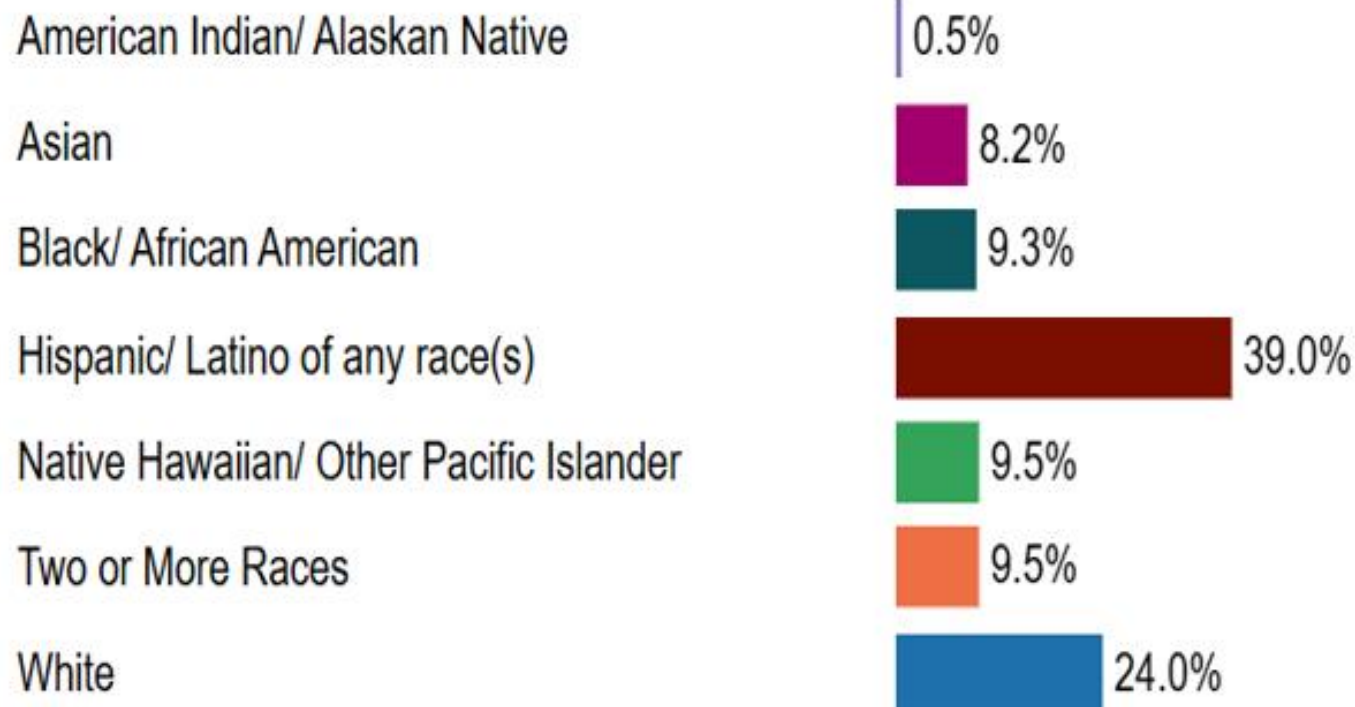


STAFF

- Certificated Staff 42
- Classified Staff 24



Race/Ethnicity



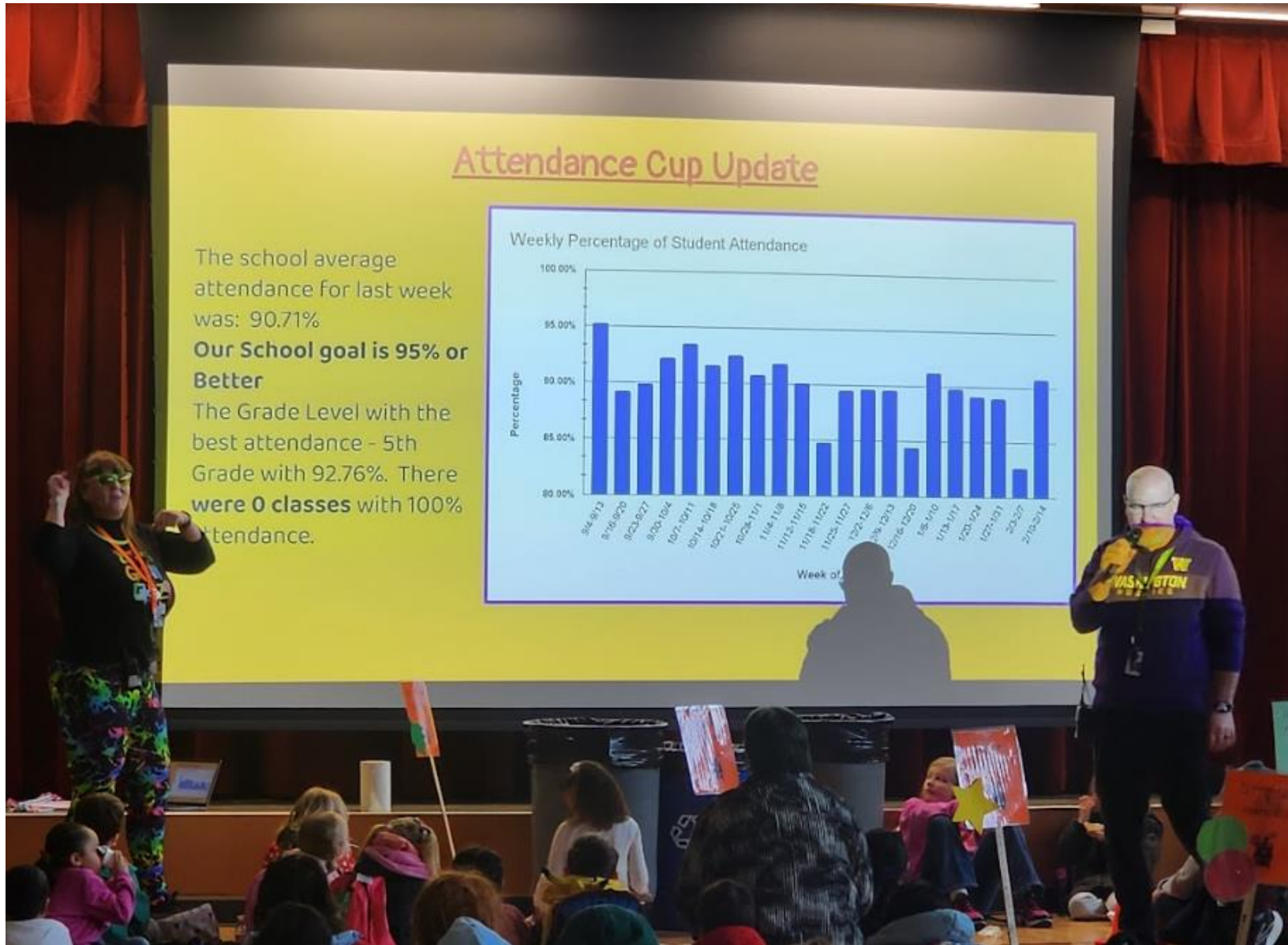


Flexible Service Delivery Model

- Co-teaching and co-planning
 - Students walk to co-teach classroom
- Co-planning with teacher with gen ed teacher providing SDI
- Para providing SDI in gen ed classroom
- Pull out SDI
- Moving toward continuum of service options, just having special education teachers (not resource room vs self-contained)

Morning Message

- In person and virtual
- Review behavioral expectations
- Review trait of the week (connected to SEL lessons received in class)
- Highlight events happening in the school
- Highlight food options
- Positive behavior acknowledgements (both individual and class)





Morning Meeting

- Designated time in which SEL is taught
- Entire school highlights the same theme each day
- Time is given for students to acknowledge each other
- Teachers are equipped to lead the work
 - Teachers are frequently updated with behavioral data from the Tier 1 and Tier 2 team
 - Teachers are provided with the curriculum to teach

Using Data to Make Change

- The building noticed a high number of behavior referrals during recess
- Incidents were coming from the soccer field
- Students who were receiving the referrals received coaching to be referees for younger students playing soccer
- Tier 1 support for the younger students, tier 2 support for older students
 - The older students received special referee shirts

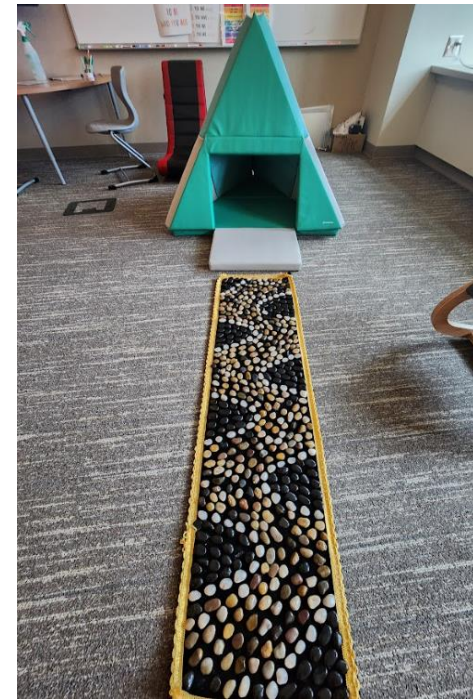
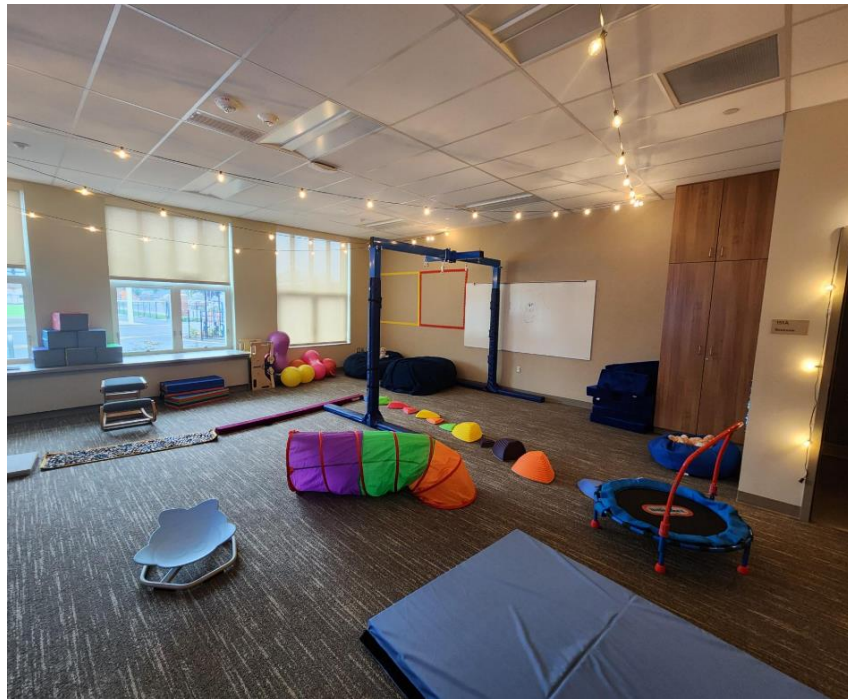
Regulation Spaces for All Students

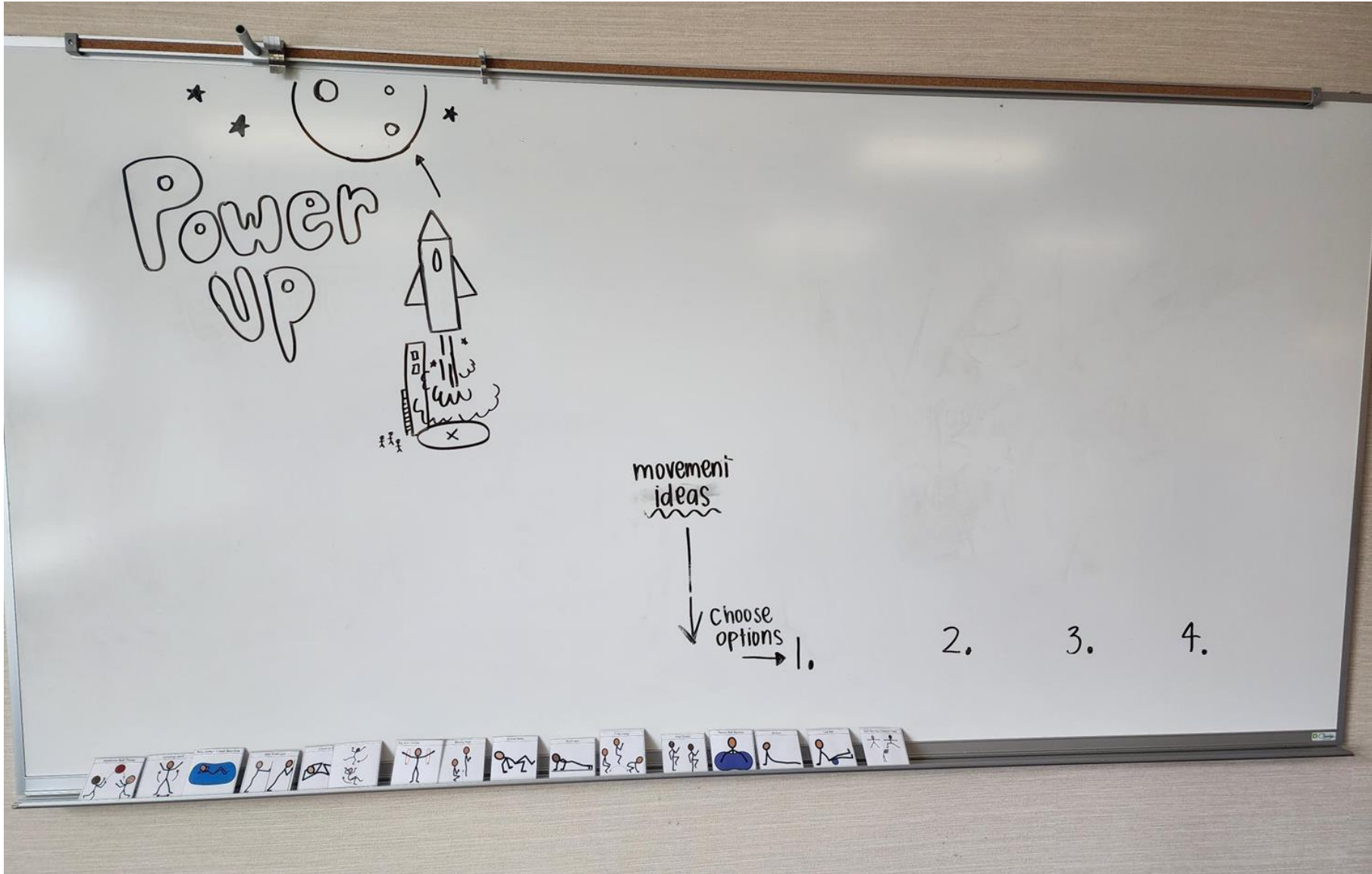
- Calming corners in every classroom (TIER 1)
 - Equipped with fidget bins
 - Visual cues for regulation
 - Students are explicitly taught how to use and not use

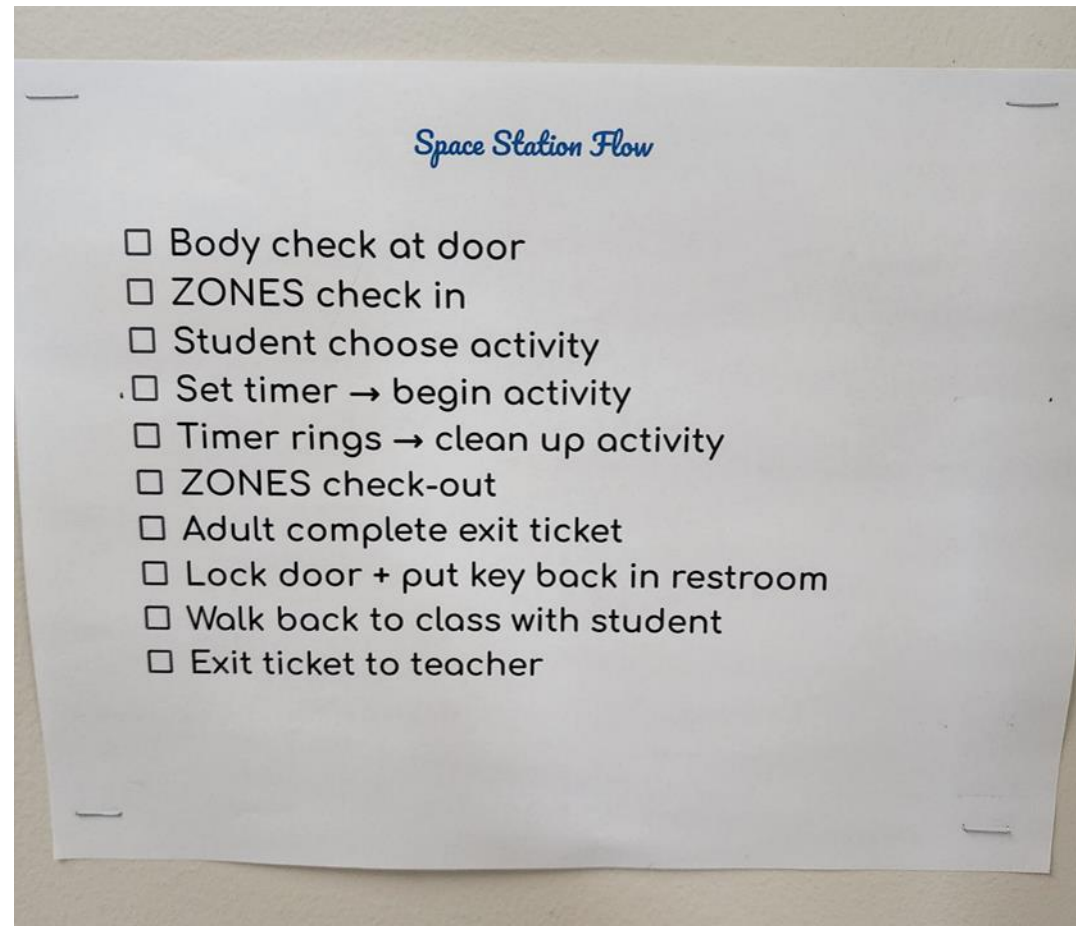
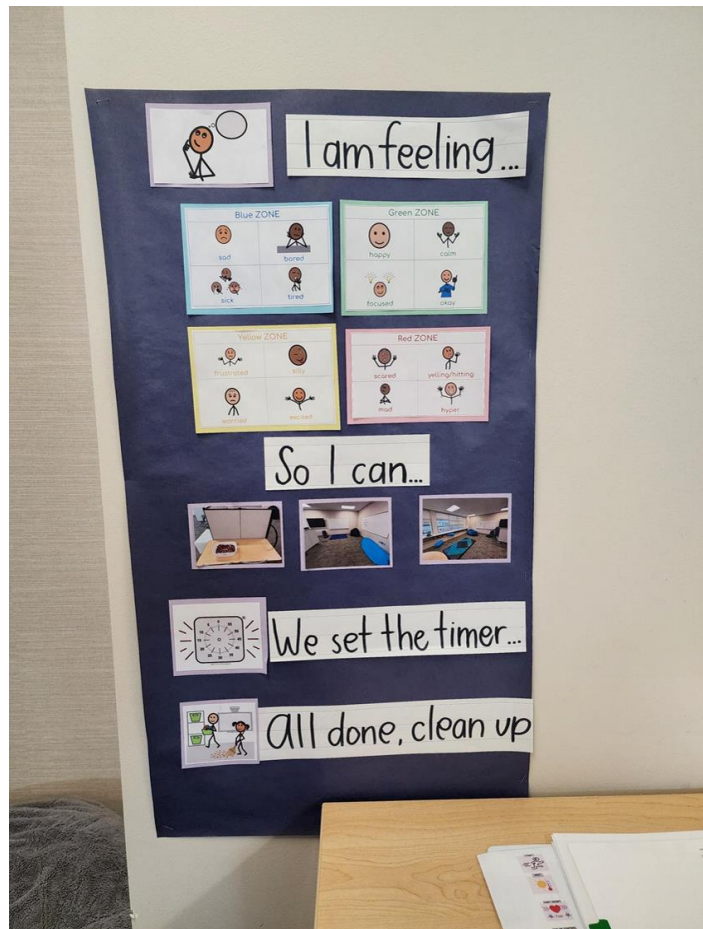


Regulation Spaces for All Students

- The Space Station and the Zen Den (TIER 2 and TIER 3)
 - Scheduled breaks in room with trained adult
 - Movement options to power down or fire up
 - Utilizes Zones of Regulation to equip students







Leadership Moves to Impact All Schools

Restraint and Isolation Steering Committee

- Made up of classified, certificated, and administrative staff from around the district
- Met monthly for 18 months
- Evaluated our practices, our gaps, and our opportunities
- Sought feedback from other districts
- Researched different de-escalation programs
- Made recommendations for the district to move forward with

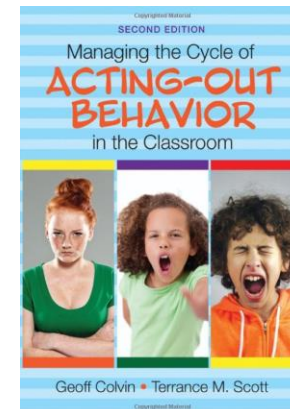
1: Increase Awareness

- What is restraint, what is it not?
- What is isolation, what is it not?
- When is it permissible, when is it not?
- Who can administer it, who cannot?
- How does it impact students?
- Who reports, how, and by when?
- Who needs to be trained, who does not?
- What are alternatives to restraint and isolation?

2: Improve Professional Development

- Adopted Safety-Care
 - ABA based
 - High training standards
 - Equated to better equipped staff
 - Great program flexibility

- Created "Foundations in De-escalation"
 - Intended for staff who didn't need Safety-Care but still needed something
 - Asynchronous



3. Improve Reporting System

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Physical Restraint / Isolation Parent Report

Student Information			
Name:	ID#:	Grade:	School:
Parent/Guardian:		Phone:	
Incident Description			
Date:	Time escalation began:		
Location of Incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Other:			
Behaviors student exhibited prior to restraint or isolation:			
<input type="checkbox"/> Yelling/calling out/cursing	<input type="checkbox"/> Kicking	<input type="checkbox"/> Running	
<input type="checkbox"/> Out of seat/wandering	<input type="checkbox"/> Spitting	<input type="checkbox"/> Throwing objects	
<input type="checkbox"/> Shut down/refusal to follow directions	<input type="checkbox"/> Biting	<input type="checkbox"/> Using objects as weapons	
<input type="checkbox"/> Threatening others	<input type="checkbox"/> Pushing	<input type="checkbox"/> Self-Injury:	
<input type="checkbox"/> Damaging property	<input type="checkbox"/> Hitting	<input type="checkbox"/> Other:	
De-escalation techniques attempted prior to restraint or isolation:			
<input type="checkbox"/> Proximity	<input type="checkbox"/> Non-verbal redirection (pictures/gestures)		
<input type="checkbox"/> Verbal redirections	<input type="checkbox"/> Time out in classroom		
<input type="checkbox"/> Closed-ended choices	<input type="checkbox"/> Planned ignoring		
<input type="checkbox"/> Modified assignment	<input type="checkbox"/> Positive and meaningful reinforcers		
<input type="checkbox"/> Sensory Tools/Movement breaks	<input type="checkbox"/> Other:		
<input type="checkbox"/> Prompt to use learned coping/calming skills			
Time restraint began:		Time ended:	Total min. restrained:
Type: <input type="checkbox"/> Midsection clothing control escort <input type="checkbox"/> Standing/sitting cross arm hold <input type="checkbox"/> Two-person standing hold			
<input type="checkbox"/> One-person escort <input type="checkbox"/> Two-person escort <input type="checkbox"/> Hip control <input type="checkbox"/> Chair hold <input type="checkbox"/> Other:			
Time isolation began:		Time ended:	Total min. in isolation
Type: <input type="checkbox"/> Office <input type="checkbox"/> Nurse's Office <input type="checkbox"/> Library <input type="checkbox"/> Classroom <input type="checkbox"/> Counselor's Office <input type="checkbox"/> Gym/Locker Room <input type="checkbox"/> Bus/car/other vehicle			
<input type="checkbox"/> Other: _____			
<small>Isolation means 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.</small>			
Student behavior immediately after restraint or isolation:			
<input type="checkbox"/> Return to learning activity/routine	<input type="checkbox"/> Continued agitation 0-20 min.		
<input type="checkbox"/> De-escalated but NOT engaged in learning activity/routine	<input type="checkbox"/> Continued agitation 20+ min.		
	<input type="checkbox"/> Other:		
Record any injuries or marks on student after incident:		Medical care provided to student (if necessary):	
			



Documentation of Restraint/Isolation

This form is required following the restraint or isolation of any student. The required procedures of documentation and notification indicated below must be followed/completed to ensure compliance with RCW 28A.600.485.

This form is automatically collecting emails for Auburn School District #408 users. [Change settings](#)


Student Name *

Short answer text

Student Date of Birth *

1. Option 1

Date of Incident *

Month, day, year 

Location of incident *

Option 1

4: Expand the Use of BCBAs and RBTs

- A Board Certified Behavior Analyst (BCBA) is a graduate level certification in behavior analysis. Professionals certified at the BCBA level are independent practitioners who provide behavior analytic services.
- A Registered Behavior Technician (RBT) is a paraprofessional certification in behavior analysis. RBT's assist in delivering behavior-analytic services and practice under the direction and close supervision of an RBT supervisor and/or RBT Requirements Coordinator, who is responsible for all work an RBT performs.

“When you work in the clinic or in the home, you are all the lanes. When we walk into the school, you are just one of the lanes and you must learn to stay in it and not step on the toes of others.”

-Mariah Angele, BCBA



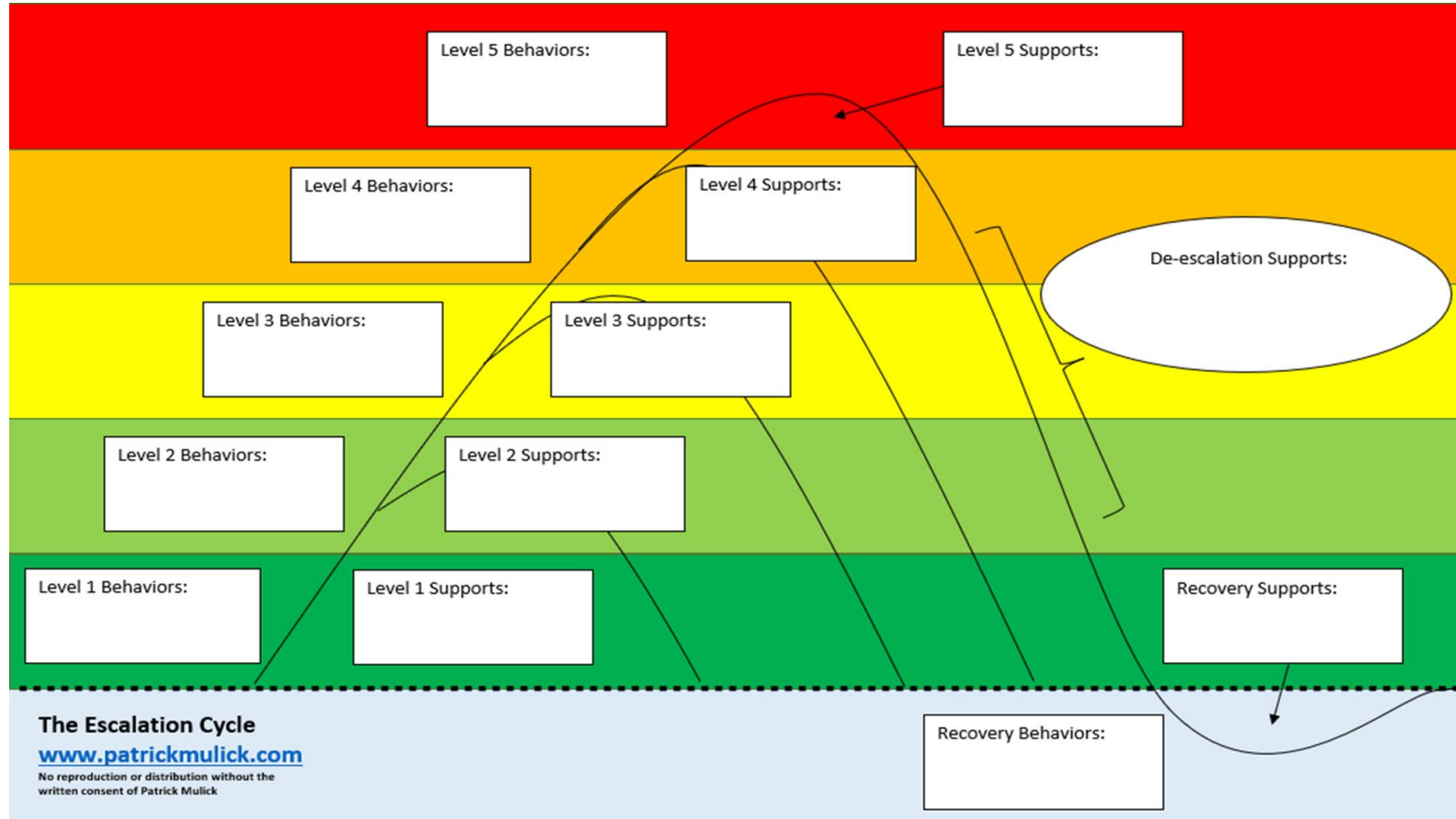
Where It Goes Wrong with BCBAs in Schools

- BCBAs are overloaded
 - Does not get to work on proactive systems
 - May not have time to develop positive relationships
 - Does not have the chance to see the plan all the way through
- They are used to compensate for lack of tiered supports
- There is little buy in from staff
 - Can be viewed as barrier to more restrictive settings and not as a support
 - Is not fully integrated as a part of a team in a building

How It Can Go Right with BCBAs in Schools

- Staff understand the scope and practice of a BCBA
- There is a lifeline for BCBAs to reach out to when ethical issues arise
- There is a professional community in which to grow
- Collaboration agreements
 - Clear definition of a BCBA's role
 - Clear timeline of tasks to be accomplished and by who
 - Clear understanding of the nature and extent of BCBA support for each case

5: Improved Behavior Planning

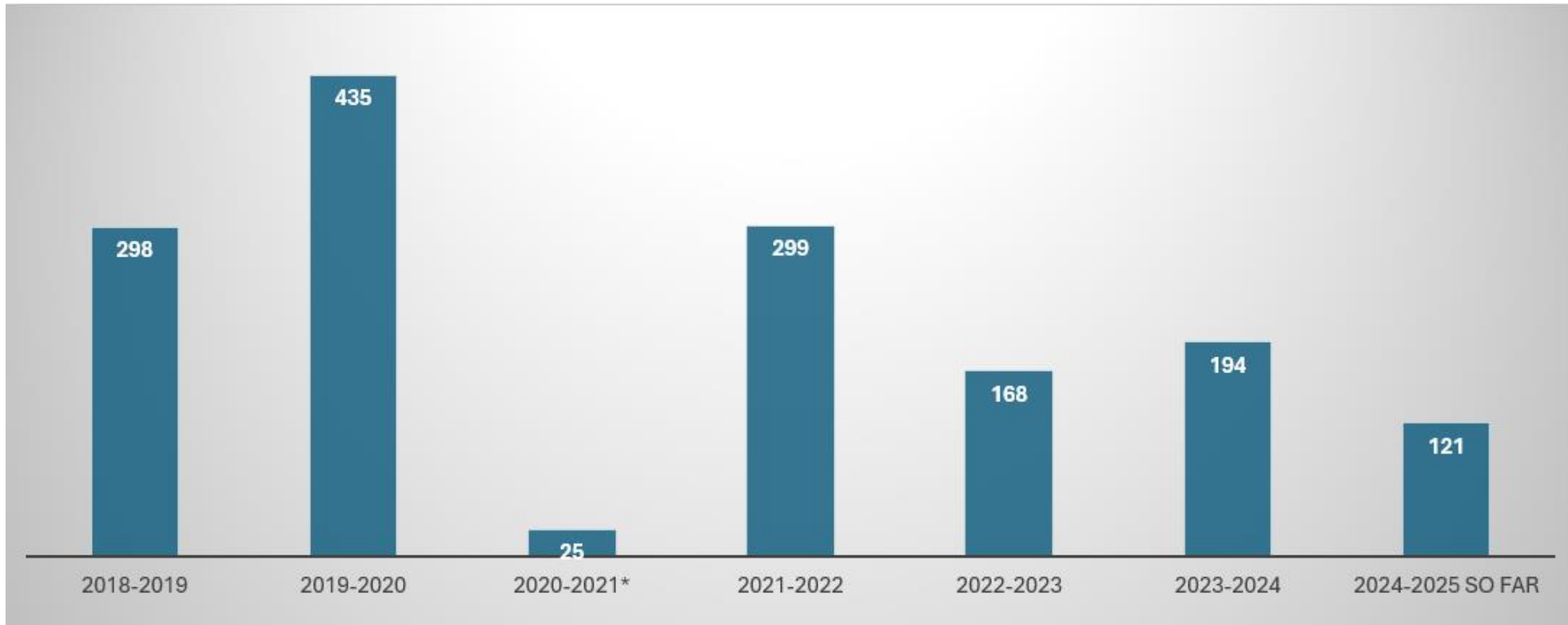


5: Improved Behavior Planning

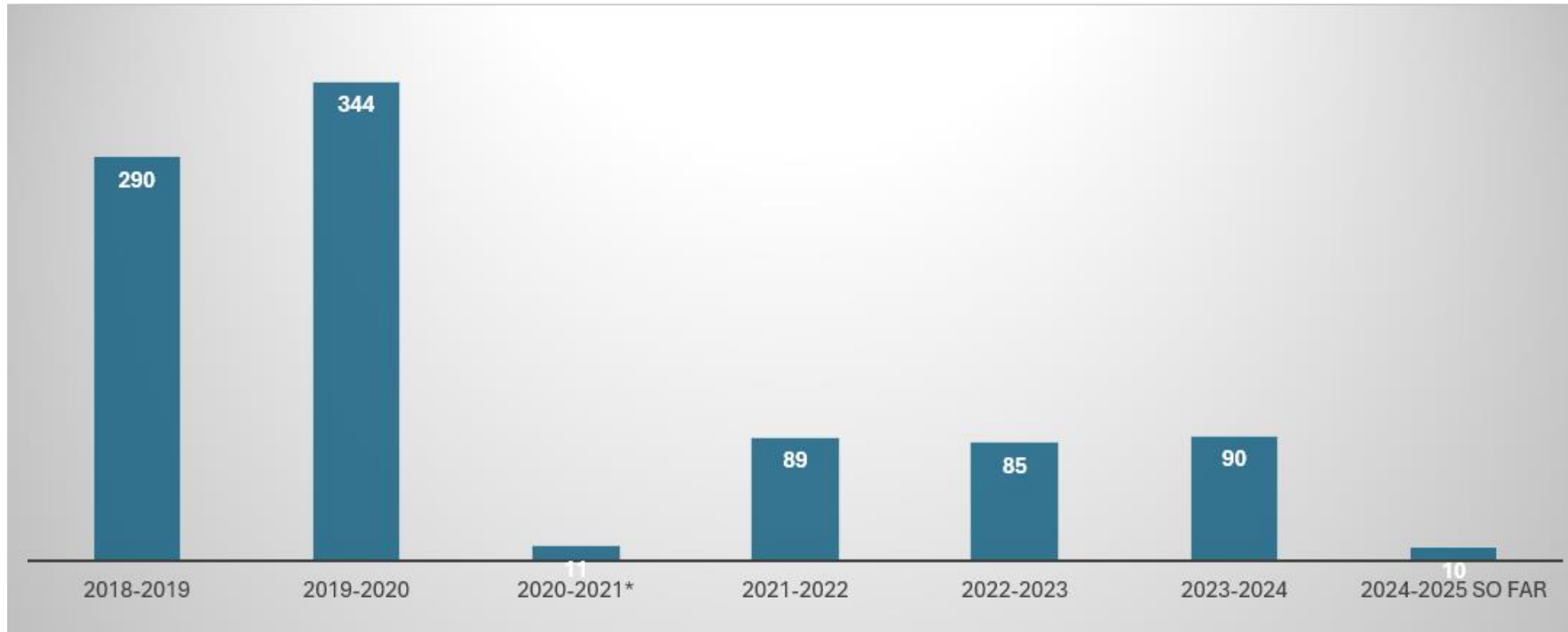
<u>Level 5 Behaviors:</u>	<u>Level 5 Lead Supports:</u>	<u>Level 5 Backup Supports:</u>
<u>Level 4 Behaviors:</u>	<u>Level 4 Lead Supports:</u>	<u>Level 4 Backup Supports:</u>
<u>Level 3 Behaviors:</u>	<u>Level 3 Lead Supports:</u>	<u>Level 3 Backup Supports:</u>
<u>Level 2 Behaviors:</u>	<u>Level 2 Supports:</u>	<u>General De-escalation Supports:</u>
<u>Level 1 Behaviors:</u>	<u>Level 1 Supports:</u>	
<u>Triggers:</u>	<u>Recovery Behaviors:</u>	<u>Recovery Supports:</u>
	<u>Student Debrief:</u>	<u>Staff Debrief:</u>

The Escalation Cycle
www.patrickmulick.com
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Auburn's Restraint Data



Auburn's Isolation Data



Resources & Auburn SD Artifacts

- [Seclusions and Restraint Statutes, Regulations, Policies and Guidance | U.S. Department of Education](#)

UW Demonstration Sites Website ipp.demosites.org

- [UW Haring Center Demonstration Sites](#)
- [RREI-Tip-Sheet](#)

- [Auburn School District](#)
 - [Dick Scobee Elementary](#)
 - [Terminal Park Elementary](#)



Questions, Comments, and Thank You!

