

REDUCING RESTRAINT AND ELIMINATING ISOLATION IN AUBURN

Patrick Mulick BCBA



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Auburn School District
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- Former NBCT in Special Education
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The Auburn School District

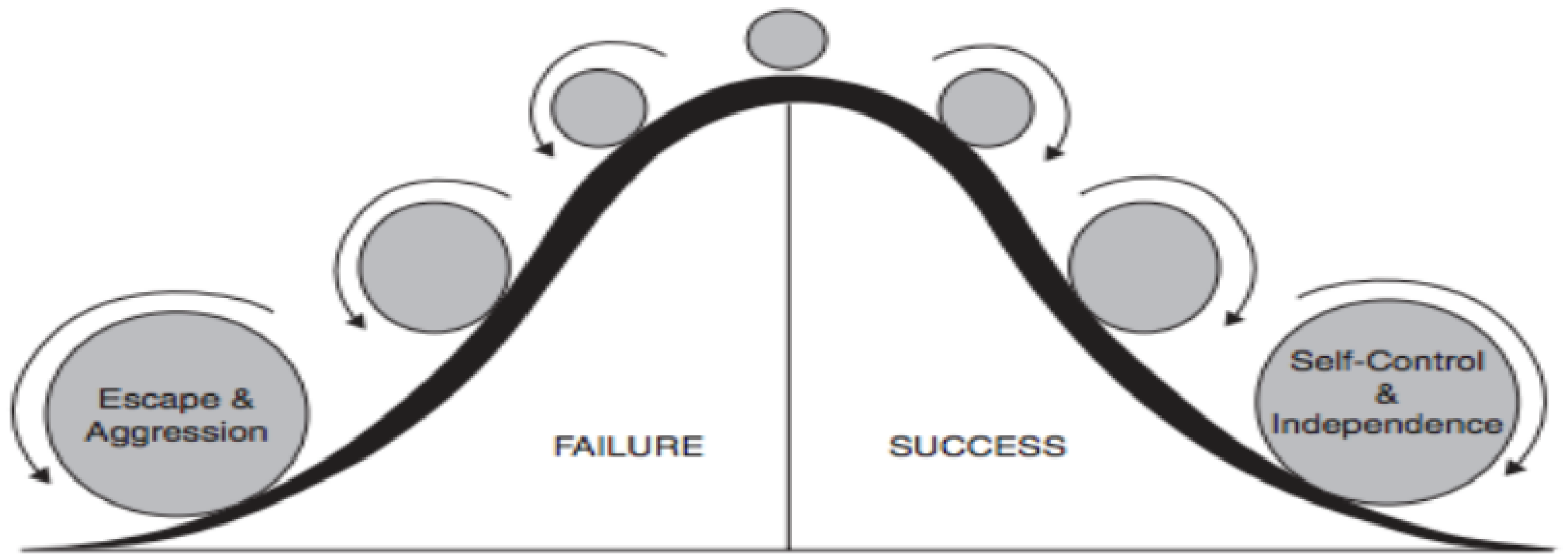
- Home to over 17,000 students
- 11.9% access special education services
- 16 elementary schools, 4 middle schools, 3 high schools, 1 alternative high school
- Fastest growing district in King County
- Very diverse community
 - 45% of students live in multilingual households
 - 18% of students were born outside of the country
 - 11% of students are new to the country in the past two years
 - 113 languages spoken



WOULD YOU RATHER?

WOULD YOU RATHER?

**Anticipate Needs and Positively Support
Or
Respond to the Behaviors of Unmet Needs**



“THE SNOWBALL ROLLING FAST TO THE RIGHT CANNOT BE SLOWED BY THE OCCASIONAL FAILURE. LIKEWISE, THE SNOWBALL ROLLING FAST TO THE LEFT WILL NOT BE SLOWED BY THE OCCASIONAL SUCCESS.”



"Restraint" means physical intervention or force used to control a studentto restrict a student's freedom of movement.



"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.



Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous behavior that poses an **imminent likelihood of serious harm**.

Restraint or isolation must be closely monitored to prevent harm to the student, and must be discontinued as soon as the likelihood of serious harm has dissipated.

“The way we talk
to our children
becomes their
inner voice.”

-Peggy O'Mara

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Crisis Response Workgroup Legislative Report

2022

**Authorizing Legislation: Engrossed Substitute Senate Bill
5693 Sec. 501(3)(h)(i)**

Anna Marie Dufault

**Assistant Superintendent of Student Engagement
and Support**

Prepared by:

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“During the first few weeks of Kindergarten [my son] was restrained at school during a meltdown. The experience added to his trauma and eroded our trust with the administrators who restrained him. We felt we had no choice but to keep our child home to keep him safe, until the school could implement a plan that didn't involve restraint.”

“I found out [my son] was receiving regular instruction in that locked isolation room without my knowledge or consent. He took several strides backwards in development and was left with school-based trauma with an aversion to any academic schoolwork.”

Coming Into the Light: An Examination of Restraint and Isolation Practices in Washington Schools

Disability Rights Washington
ACLU of Washington





“They don’t treat you like people; they just grab you,” said Christopher, curled up on his Star Wars sheets, holding his knees to his chest. He spoke about being shoved into a seclusion room. “It was hell —” Christopher said, glancing at his mom in the bedroom doorway. “Can I say that?” She nodded. “It was hell,” Christopher repeated.

“If I get put in a restraint, it is traumatizing,” said a student and sexual assault survivor. “I can find a way out, but it gives me PTSD and trauma, going hands on. I don’t like to be touched.” This student also shared that teachers assumed he was aggressive because he is black. “You get blamed for things. You get looked at as a weapon. I don’t like that. People look at me as an assaultive Black African American teenager. I get looked at way differently. I’m a regular kid.”

Quick Reality Check

- We must do better
- This work is messy and hard
- No one has it all figured out
- We must move from shame to support
- We can get better together



This is the work.

What's New?

Improved professional development

Greater access to mental health supports

The effective utilization BCBAs and RBTs

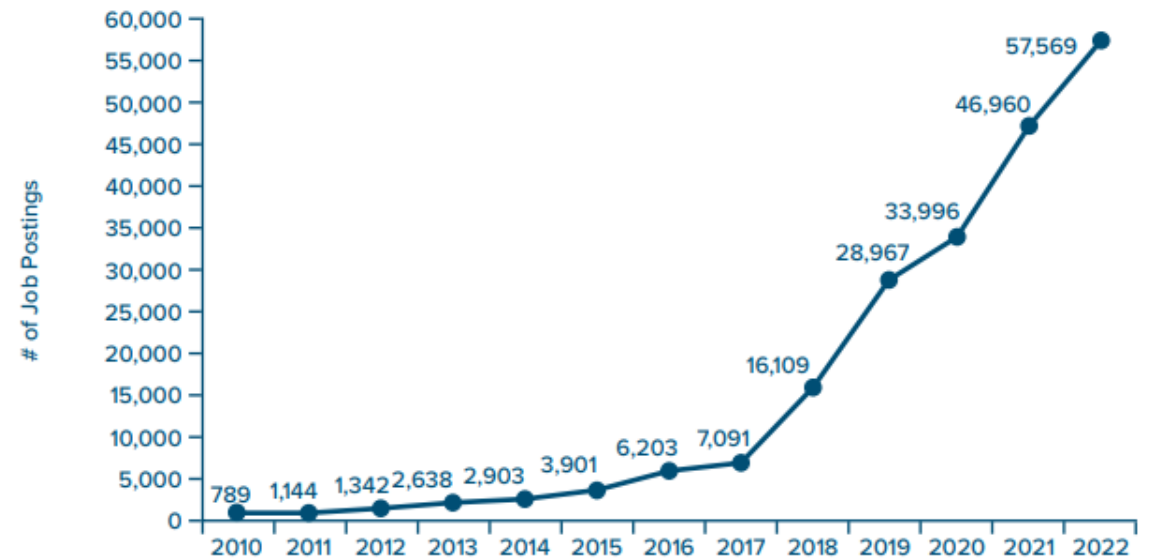
The building of inclusive mindsets

Momentum toward school wide behavior supports

Greater partnerships with other departments

What is a BCBA?

- The 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.



US Employment Demand for Behavior Analysts- BACB

Typical responsibilities of BCBAs in schools

- Observes individuals and the environment
- Conducts assessments, interviews, reviews records
- Uses data to develop behavior programming that aims to decrease maladaptive behaviors and increase functional behaviors to get needs met
- Supervises Registered Behavior Technicians (RBTs)
- Trains and supports staff to implement designed interventions with fidelity
- Prioritizes positive behavior supports
- Collaborates with team members
- Three models: Consult vs Supervision vs Direct Service
- Adheres to BACB ethical guidelines



What is a behavior technician?

- The Registered Behavior Technician (RBT) is a paraprofessional certification in behavior analysis. RBTs assist in delivering behavior-analytic services and practice under the direction and close supervision of an RBT Supervisor and/or an RBT Requirements Coordinator, who is responsible for all work an RBT performs.



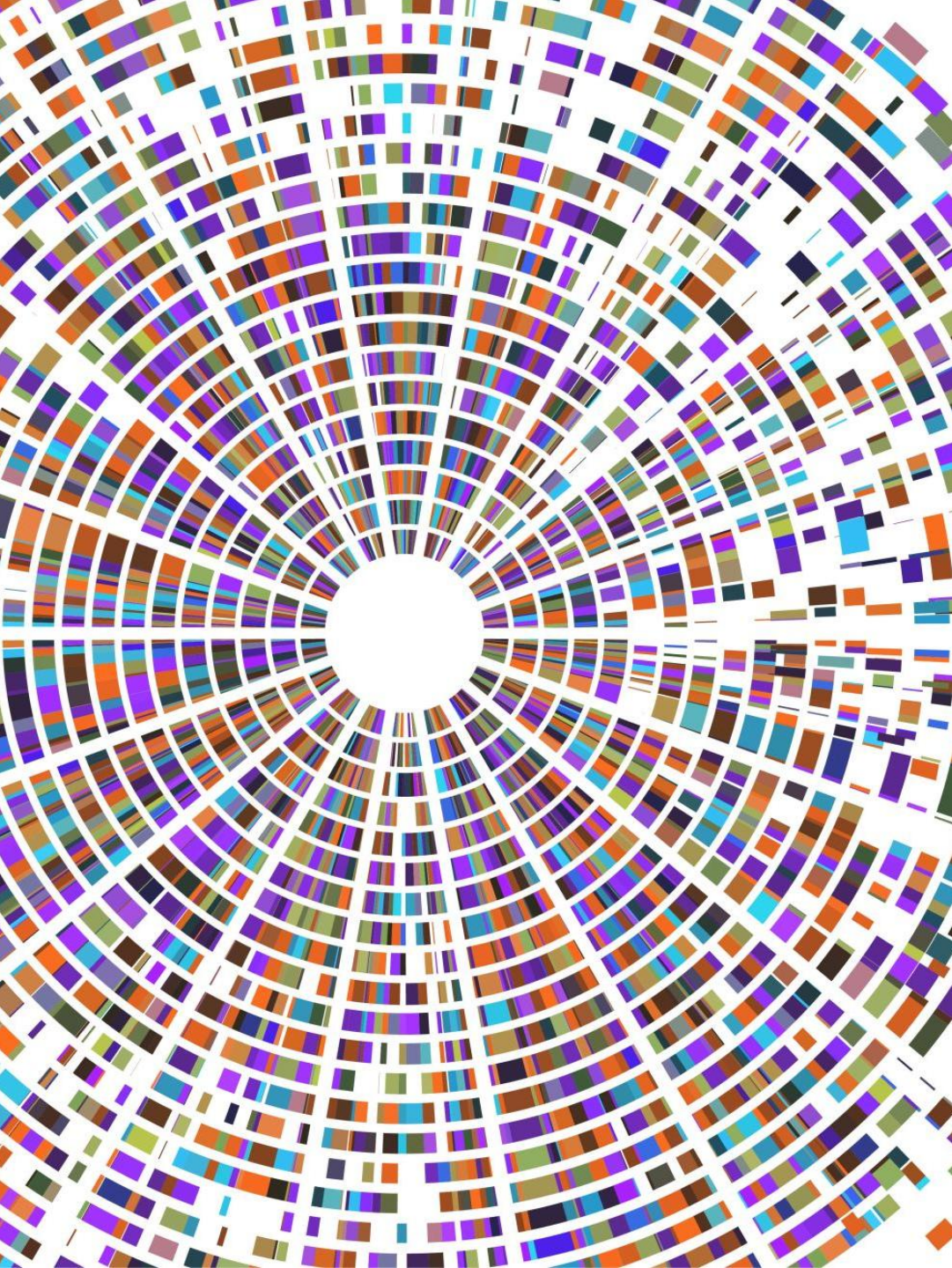
Thinking Outside of the Box



“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.”

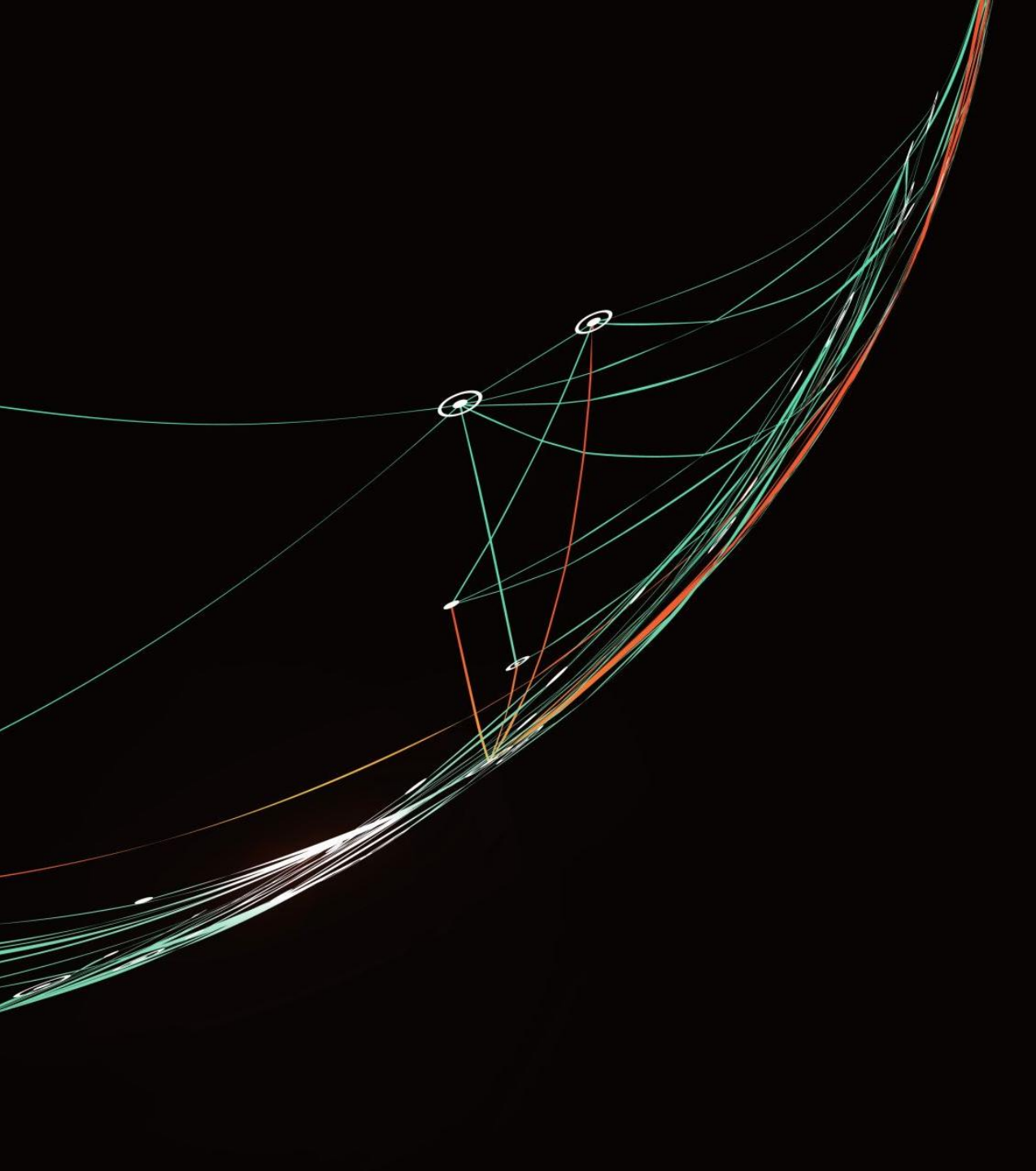
-Mariah Angele, BCBA





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 the needed positive relationships
 - Does not have the chance to see the plan all the way through
- Coming in late in the game (after a long pattern of undesired behavior)
- When used to compensate for the lack of tiered supports
- Little buy in from the building staff
 - Can be viewed as a barrier to more restrictive settings and not as support
 - Is not fully integrated as a part of a team in a building



How it can go right with BCBAs in schools

- District staff understand the scope of practice of the 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
 - Provide access to people and records
 - Clear definition of the BCBA's role
 - Clear timeline of tasks to be accomplished and who will do what
 - Clear understanding of the nature and extent of BCBA support for each case

Clear Communication

- 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?
- Who reports, how, and by when?
- Who needs to be trained, who does not?
- What are alternatives to restraint and isolation?



Restraint and Isolation are prohibited practices.

**“except when the student’s behaviors
poses an imminent likelihood of
serious harm to that student or another
person”**

You are not restraining a student if you are:

- Using hand over hand guidance to teach a student a skill
- Putting your hand on their back to guide what direction to head
- Physically assisting them in and out of their wheelchair
- Putting them on your knee to comfort them as they cry (pre-school)

You are restraining a student if you are

- Pulling them by their arm against their will
- Picking them up off the ground and forcing them into a chair against their will
- Scooping them from under their armpits to move them as they attempt to elope
- Using their clothing to pull them from one space to another
- Picking them up and moving them against their will to another part of the room
- Pulling them off another student to break up a fight

Care and Comfort vs. Control

Restraint or Isolation Should Not Be Used:

- As a form of discipline
- To gain compliance
- To stop property destruction
- Because the staff doesn't have the time to deal with a tantrum
- To address increased stimming
- To get a student to or from the bus on time
- To bring a student in from the playground
- To corner a student in a room with a table so they won't escape work
- Because a parent is demanding it be used

If Restraint or Isolation are Used:

- It must be because of immanent likelihood of serious harm
- It must be administered by someone currently certified in Safety-Care
- It must only be used as long as the threat of serious harm exists
- It must be followed up with a student debrief and an adult debrief
- Proper channels of documentation and communication must be followed
 - Collaborate with parent within 24 hours
 - Paperwork completed and sent home and to central office within 48 hours

Training

All staff who respond to and support the de-escalation of student behaviors in buildings must be trained in Safety-Care. This includes but is not limited to responding to:

- Property destruction
- Elopement
- Verbal or physical aggression
- Room clears
- Fights

All staff who interact with students who may escalate may take the “Foundations in De-escalation” course.

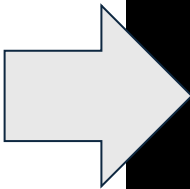
Physical Restraint / Isolation Parent Report

AUBURN

SCHOOL DISTRICT

ENGAGE • EDUCATE • EMPOWER

Student Information			
Name:	ID#:	Grade:	School:
Parent/Guardian:			Phone:
Incident Description			
Date:		Time escalation began:	
Location of Incident: ☐ Classroom ☐ Hallway ☐ Cafeteria ☐ Other:			
Behaviors student exhibited prior to restraint or isolation:			
☐ Yelling/calling out/cursing ☐ Out of seat/wandering ☐ Shut down/refusal to follow directions ☐ Threatening others ☐ Damaging property ☐ Kicking ☐ Spitting ☐ Biting ☐ Pushing ☐ Hitting ☐ Running ☐ Throwing objects ☐ Using objects as weapons ☐ Self-injury: ☐ Other:			



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

Documentation of Restraint/Isolation



B *I* U

This form is to be filled out by certificated or administrative staff only. Please be sure you are logged in to Google using your own work account when you submit this form.

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. Note that all data recorded here is public record, and most will be shared directly with parents, so please phrase your responses with care.

Summary of timeline requirements:

- Inform principal **immediately (same day)**
- The student's parent/guardian must be verbally contacted to discuss the incident (by principal or designee) **within 24 hours**; this conversation must include a discussion of the event and provide parents/guardians an opportunity to give their recommendations for changes in the student's plan to reduce/prevent the need for future restraint and isolation. Because you will be recording the summary of the conversation in the form, you must have this conversation prior to completing the form.
- Submit this form **within 2 days** of the event
- Either email or print and physically mail the parent report to parents/guardians **within 2 days** of the event (parent report will be created automatically and emailed to you when you submit this form)

Reporting Form

- Reporting staff name
- Name(s) of staff administering restraint/isolation
- Student full name
- Date of incident
- Name of school
- Location where restraint/isolation took place
- Names of all staff involved
- Restraint, isolation, or both?
- Time restraint/isolation began
- Duration of restraint/isolation
- Type of restraint/isolation

Reporting Form

- Description of behavior that posed an imminent likelihood of serious harm that led to the incident
- Was a disciplinary school removal imposed?
- Antecedent
- What de-escalation strategies were attempted prior to the restraint/isolation?
- How did the student respond after the restraint/isolation?
- What are your recommendations for changes in the student's plan to reduce/prevent the need for future restraint/isolation?
- Was the student injured?
- Description of Medical Care
- How many staff were injured (if any)?
- Description of Staff Medical Care
- Summary of discussion with parent and when that took place



Send

- A form letter is sent to the creator. Google Translate can be used if needed. This letter is then forwarded home via email and printed and sent home.
- A receipt with all information is sent to the creator.
- All information is sent to a district's master sheet.
- All administrators are sent an email that restraint/isolation took place in their building that day.



7/26/2024

Dear Parent or Guardian,

While at school on 7/26/2024, Jimbo McJimbo was involved in an incident that included being physically restrained by school staff. The following are the details of what happened:

- Regarding your child's safety, *there was an injury: There was a scratch on his arm, but we put a bandaid on it.*
- Regarding staff safety, *no staff were injured.*
- Type of restraint used: *2 Person STANDING Restraint*
- Restraint duration: *11 minutes*
- Staff who administered restraint: *Restrainer restrainer (Teacher)*
- Description of the behavior that led to the restraint: *He was choking a peer with his hands.*

Following this event, we reached out to you to discuss what happened. We were able to reach you, and the following is a summary of our discussion around how to prevent future incidents:

We made a plan to update the PBS plan, and also to supervise passing periods more closely.

If you would like to discuss this incident further, please contact the school during regular operating hours.

Sincerely,

Reporty Reporterson

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?

YES

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.

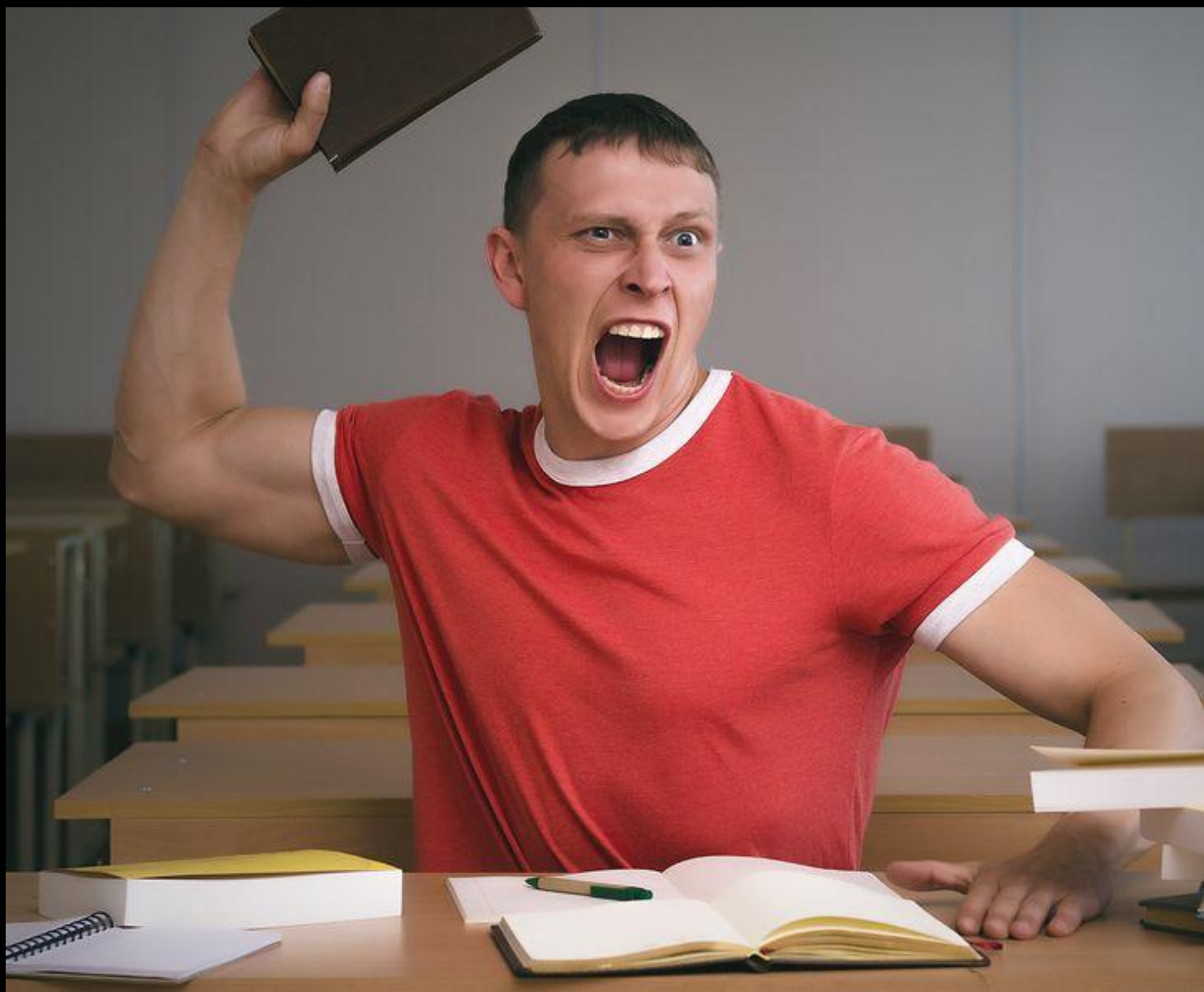
7. If the student does have an IEP and a PBS plan and the parents and school determine the need for advanced educational planning due to the likelihood of need for physical restraint/isolation in the future, an Emergency Response Protocol (ERP) should be added to the student's IEP. An IEP amendment and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

Mindset Matters

I would rather _____ than
restrain a student, and I am prepared to do so.

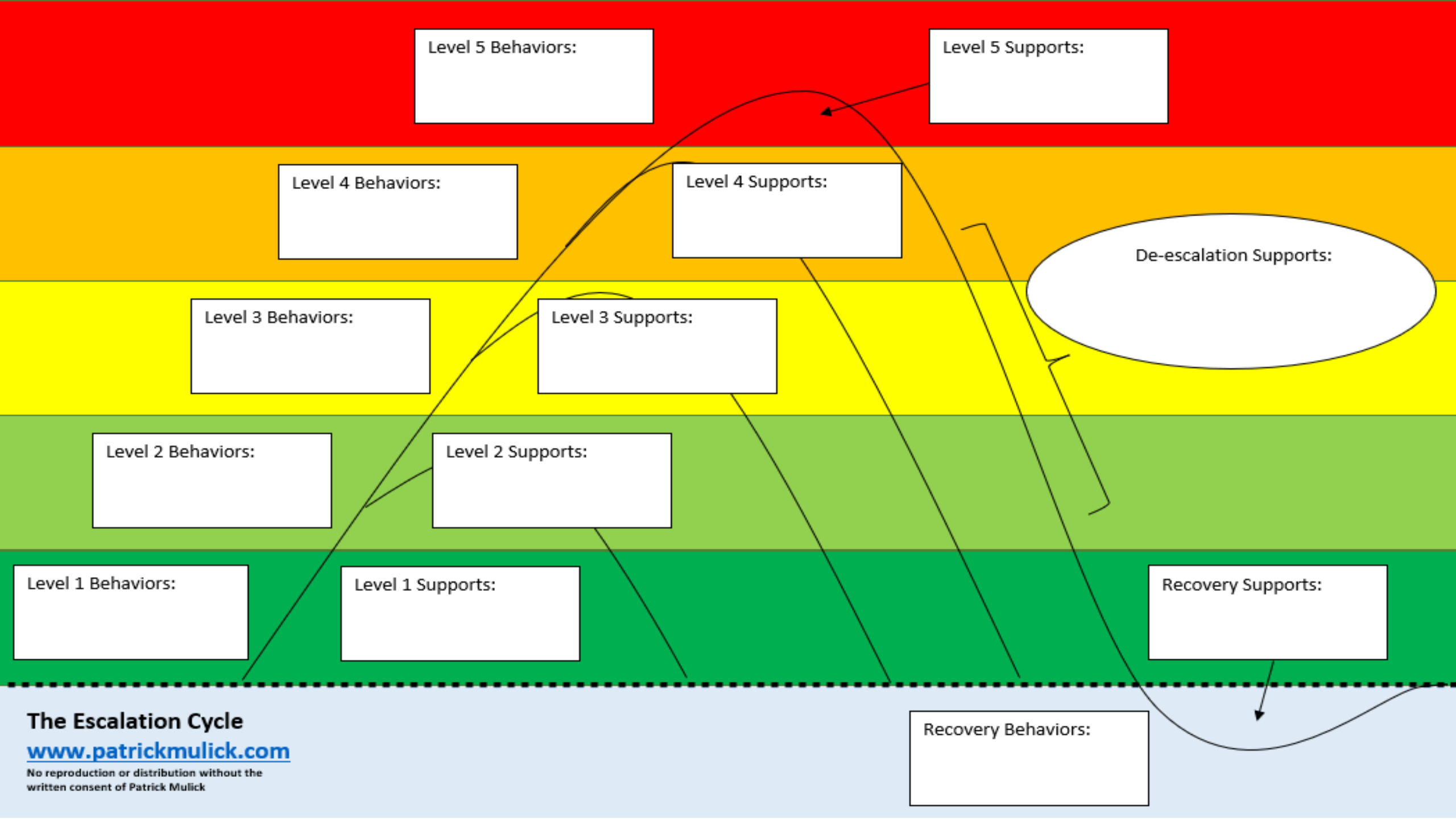






**Creating a behavior plan that
does not bring about a change in
the adult's behavior is nothing
more than professional doodling.**

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<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>
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<u>Student Debrief:</u>	<u>Staff Debrief:</u>
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The Escalation Cycle

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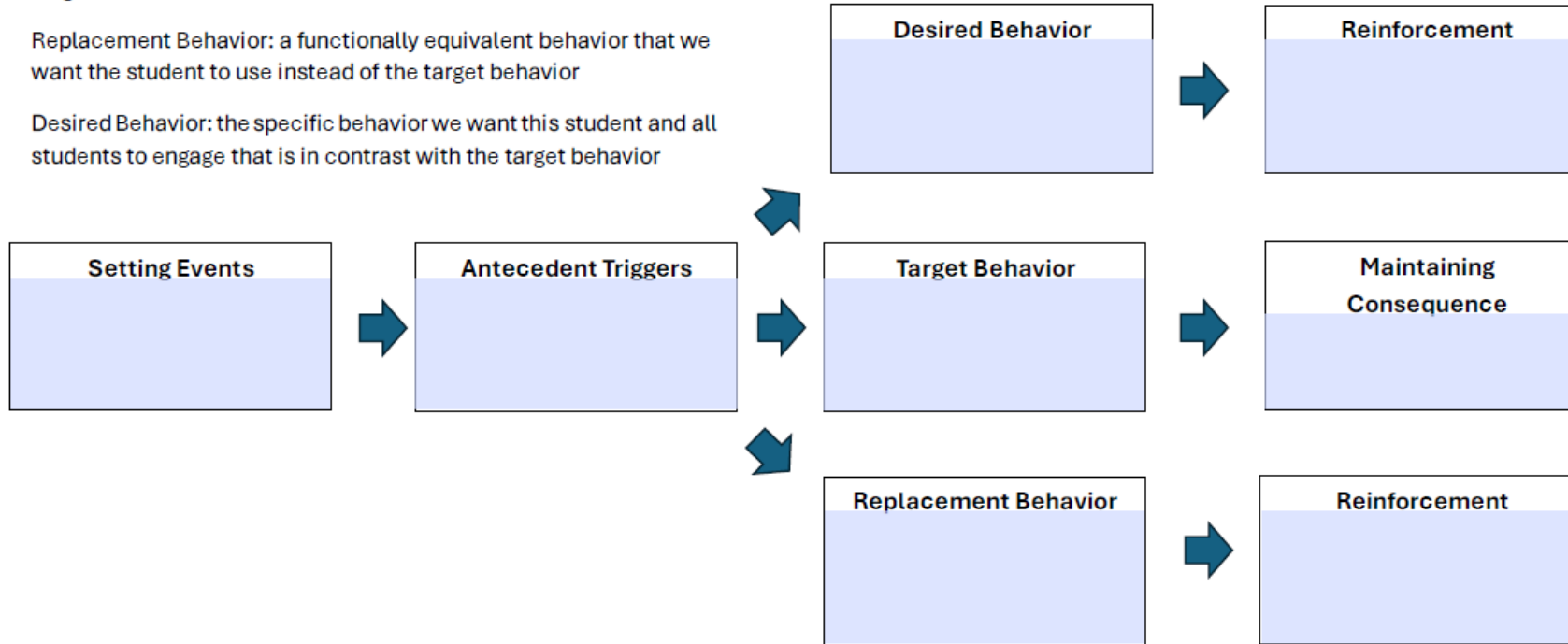
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The Competing Pathways

Target Behavior: behaviors of concern that we want to decrease

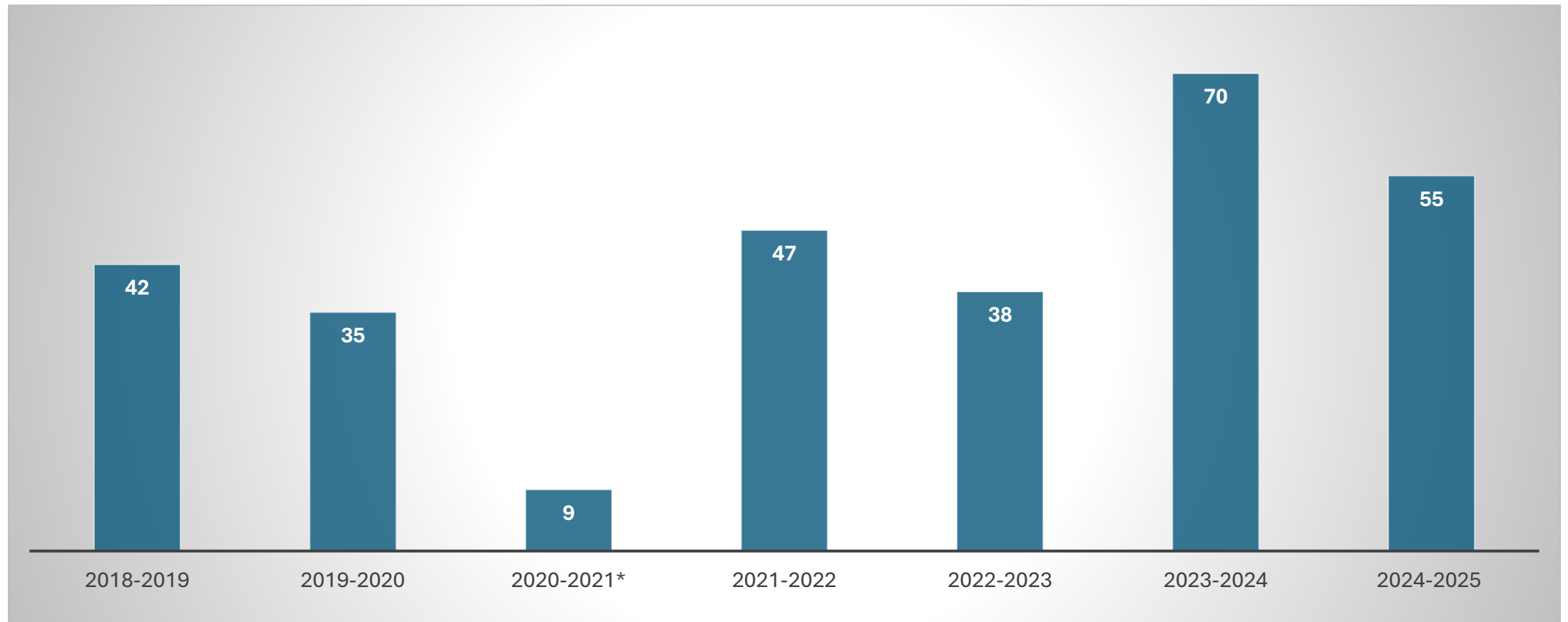
Replacement Behavior: a functionally equivalent behavior that we want the student to use instead of the target behavior

Desired Behavior: the specific behavior we want this student and all students to engage that is in contrast with the target behavior

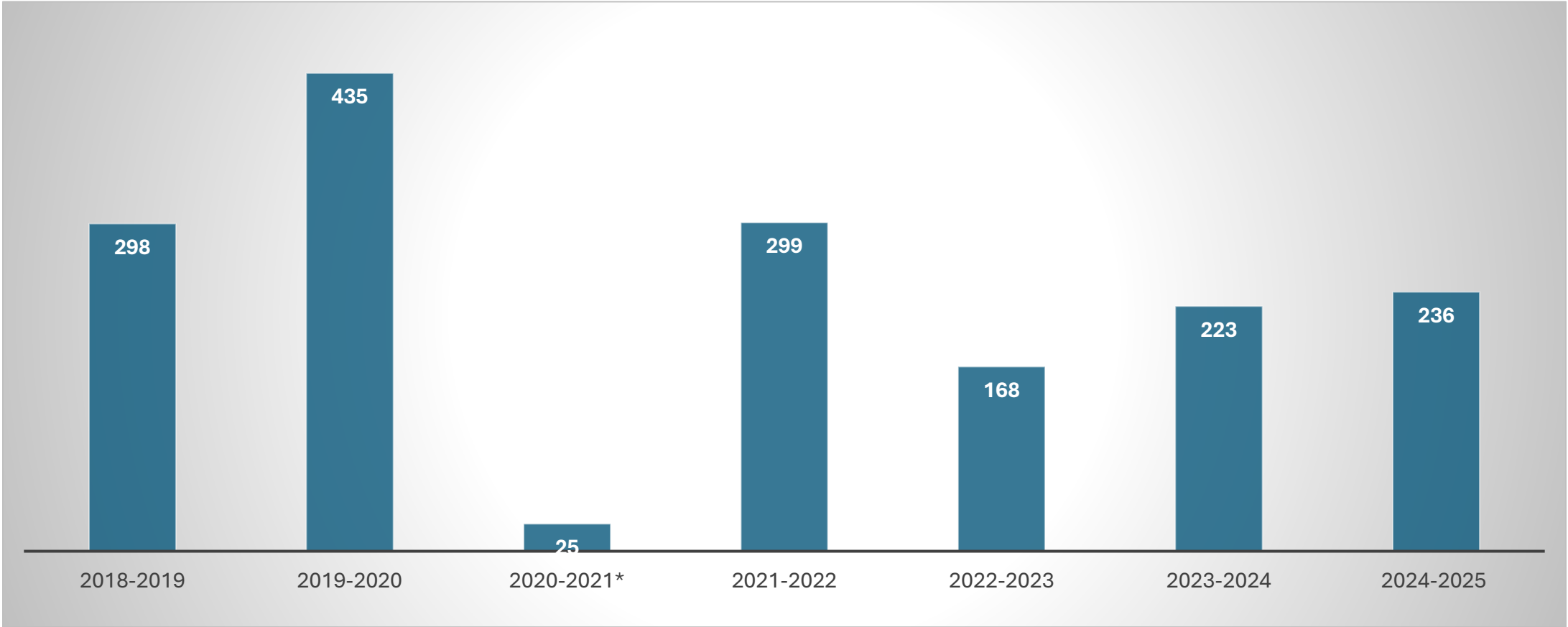


Prevention Strategies	Teaching Strategies	Consequence Strategies	Goal
What are ways to change the context to make the target behaviors unnecessary?	How are the desired and replacement behaviors being taught, by whom, when, and where?	What should be done when the target behavior occurs?	What is the current behavior goal? What prerequisite skills does the student need to master to reach this goal?

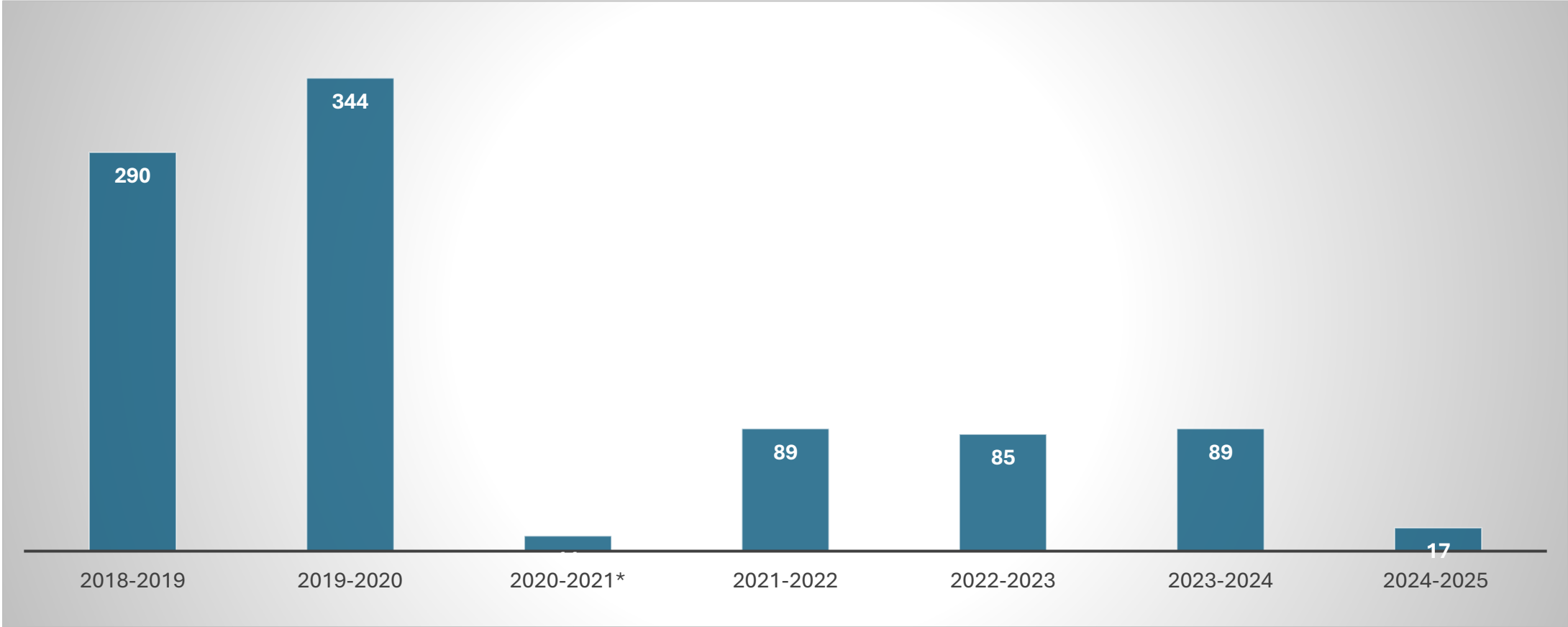
Number of People Reporting Restraint or Isolation



ASD's Restraint Data



ASD's Isolation Data



Where to next?

Rejuvenate behavior planning process



Greater follow-up with incidents of restraint



Continue to more inclusively support students with high Social Emotional/Behavior needs



Support the district's work in creating tiered systems of supports for all students

Questions to ask yourself

- What information is being shared to all staff about the use of restraint and isolation?
- What high quality training is being provided to staff on proactive and reactive behavior supports? Who is getting what?
- How user friendly is your reporting system? Are staff appropriately documenting when restraint or isolation takes place?



**"I cannot do all the good that the
world needs. But the world needs
all the good that I can do."**

-Jana Stanfield

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