

## USE OF RESTRAINT & SECLUSION

Connecting the CPI *Crisis Development Model*, Positive Behavior Support, and Functional Behavioral Assessment, put forth by the Crisis Prevention Institute, Inc.  
[www.crisisprevention.com](http://www.crisisprevention.com)

**Use of physical restraint is not the first response of the Professional and Paraprofessionals in the ASD Program.** However, at times physical restraint is necessary. Physical restraint becomes necessary when any one of the following conditions are present:

- There is a clear threat to the safety and well being of student(s) in the classroom.
- There is a clear threat or possibility that the student may seriously injure self.

The professional in the classroom, at that time, must make an immediate decision as to whether or not one of the above conditions is being exhibited, placing that child or other children in danger. In the event the professional deems it necessary to physically restrain a child they will do so in accordance with the practices taught by the CRISIS PREVENTION INSTITUTE (CPI) and in accordance with “Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint”, adopted by the Michigan State Board of Education.

This instruction includes:

- Methods to avoid physical restraint, if at all possible.
- Proper restraint methods to ensure that the student does not get hurt.

The MOISD is committed to the CPI program and regularly updates all staff members on the proper use of CPI techniques. These techniques use the following preventive measures:

<b>Crisis Development/Behavior Levels</b>	<b>Staff Attitudes/Approaches</b>
<b>1. Anxiety:</b> Noticeable increase or change in behavior.	<b>1. Supportive:</b> An empathic, nonjudgmental approach.
<b>2. Defensive:</b> The beginning stage of loss of rationality.	<b>2. Directive:</b> An approach in which a staff member takes control of a potentially escalating situation by setting limits.
<b>3. Acting-Out Person:</b> The total loss of control, which results in a physical acting-out episode.	<b>3. Nonviolent Physical Crisis Intervention:</b> Safe, nonharmful control and restraint positions to safely control an individual until he can regain control of his behavior. Used only as a LAST RESORT.
<b>4. Tension Reduction:</b> A decrease in physical and emotional energy.	<b>4. Therapeutic Rapport:</b> An approach used to re-establish communication.

## PARENTS/CAREGIVERS

Success cannot be achieved unless parents/caregivers and the school are working together. The MOISD will do what is necessary to ensure proper communication with the parents/caregivers of its students. When the parents/caregivers and the school share the same goals and agree on a method of addressing behavior progress can be made.

**Mecosta-Osceola Intermediate School District  
Education Center**

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231-796-3543 FAX 231-796-3300

**REPORT ON USE OF RESTRAINT/SECLUSION  
OTHER THAN INDICATED BY IEPT PROCESS**

Complete in the event restraint/seclusion is used other than indicated by the IEPC process, then do the following: Send home a copy with student, mail a copy home to parent/guardian, one copy to supervisor and original in student file.

Beginning time: \_\_\_\_\_ Ending time: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

RE: \_\_\_\_\_

Date: \_\_\_\_\_

On \_\_\_\_\_ we were required to use the following corrective measure with your child.

Description of behavior and location: \_\_\_\_\_

\_\_\_\_\_

Preceding events: \_\_\_\_\_

\_\_\_\_\_

De-escalation interventions: \_\_\_\_\_

\_\_\_\_\_

Technique used: \_\_\_\_\_

Staff involved: \_\_\_\_\_

Who administered seclusion/restraint: \_\_\_\_\_

Location of seclusion/restraint: \_\_\_\_\_

Log of behavior during seclusion/restraint:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Injuries: \_\_\_\_\_

Documented by: \_\_\_\_\_

These are not techniques we choose to continually use without developing a behavior plan that is best for your child. Please contact \_\_\_\_\_ so that we may discuss your child's behavior and any special plans we need to make to correct this behavior.

\_\_\_\_\_  
Date: \_\_\_\_\_ Signature/Title