

Summary Report: 2021 – 22

Use of Physical Restraint and Seclusion in the Beaverton School District

581-021-0559

Reporting Requirements for the Use of Physical Restraint & Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (g) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;
- (h) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (i) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity; and
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;
- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

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Stat. Auth.: ORS. 326.051

Stats. Implemented: Ch. 665, OL 2011 (Enrolled House Bill 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

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Total Incidents of Physical Restraint and Seclusion:	<u>653</u>
Total number of incidents involving physical restraint:	<u>445</u>
Total number of incidents involving seclusion:	<u>208</u>
Total number of seclusions in a locked room:	<u>208</u>
Total number of students placed in physical restraint:	<u>117</u>
Total number of students placed in seclusion:	<u>17</u>

Demographic characteristics of students involved in physical restraint:

American Indian/Alaskan Native	1
Asian	8
Black/African American	10
Hispanic	17
Multi-Racial	13
Native Hawaiian/Pacific Islander	2
White	66

Gender:

Female	24
Male	92
Non-Binary	1

Disability Status:

Identified as Disabled under IDEA or Section 504	91
Non-Disabled Students	26

Migrant Status: 0

English Proficiency:

7 Students receiving ELL services.

Status as Economically Disadvantaged:

81 Students eligible for free and reduced lunch.

Demographic characteristics of students involved in seclusion:

Asian	1
Hispanic	5
Native Hawaiian/Pacific Islander	1
White	10

Gender:

Female	2
Male	15

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Disability Status:

Identified as Disabled under IDEA or Section 504	15
Non-Disabled	2

Migrant Status: 0

English Proficiency:

 3 Students receiving ELL services.

Status as Economically Disadvantaged:

 13 Students eligible for free and reduced lunch.

*Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 9 incidents resulted in reported injuries to staff.

*Number of incidents in which personnel administering physical restraint or seclusion were not trained: 51 .

*Number of students placed in physical restraint or seclusion **more than 10** times in the 2021-22 school year: 14 .

Proactive strategies for students who were placed in a physical restraint or seclusion more than 10 times in the 2021-22 school year:

Student A – 13 incidents

Frequent direct interaction and direction

Follow behavior and safety plan

Problem solve before behavior escalates

Pre-teach calming techniques

Present student with calming devices and strategies

Student B – 14 incidents

Maintain discussion of using words

Provide additional transition time to prepare

Provide schedule/visual break card at desk

Frequent direct interaction and attention

Use visuals for transitions including timer

Follow behavior and safety plan

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Student C – 53 incidents

Provide additional transition time
Pre-teach calming techniques
Provide social stories/sensory items
Provide schedule/visual break card at desk
Rewards for difficult tasks
Use visuals for transitions including timer
Follow behavior and safety plan
Remove triggers
Ignore behavior

Student D – 26 incidents

Problem solve before behavior escalates
Follow behavior and safety plan
Frequent direct interaction and attention
Maintain discussion for using words
Rewards for difficult tasks
Problem solve before behavior escalates
Ignore behaviors
Pre-teach calming techniques

Student E – 19 incidents

Provide additional transition time to prepare
Provide social stories/sensory items
Provide schedule/visual break card
Rewards for difficult tasks
Remove triggers
Ignore behaviors
Preferred activity/staff member

Student F – 11 incidents

Ignore behaviors
Remove triggers
Frequent direct interaction and attention
Problem solve before behavior escalates
Rewards for difficult tasks
Present student with calming devices/strategies

Student G – 13 incidents

Update safety plan and practiced with student
Pre-teach calming techniques
Listen to music
Deep breathing

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Student H – 52 incidents

Use visuals for transitions including timer
Rewards for difficult tasks
Follow behavior and safety plan
Frequent and direct interaction and attention
Maintain discussion
Provide additional transition time to prepare
Pre-teach calming techniques
Listen to music
Deep breathing
Singing or writing down feelings
Remove triggers
Provide schedule/visual break card

Student I – 13 incidents

Reviewed FBA/BSP and IEP
De-escalation plan/safety plan

Student J – 12 incidents

Rewards for difficult tasks
Use visuals for transitions including timer
Remove trigger
Pre-teach calming techniques

Student K – 78 incidents

Present student with calming devices/strategies
Provide additional time to prepare
Provide social stories/sensory items
Maintain discussion of using words
Problem solve before behavior escalates
Frequent and direct interaction and attention
Remove triggers
Ignore behaviors
Follow behavior and safety plan
Preferred activity/staff member

Student L – 12 incidents

Present student with calming devices/strategies
Rewards for difficult tasks
Frequent and direct interaction and attention
Follow behavior and safety plan
Remove triggers
Preferred activity/staff member

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Student M – 72 incidents

Preferred activity/staff member
Follow behavior and safety plan
Problem solve before behavior escalates
Provide social stories/sensory items
Present student w/calming devices/strategies
Provide additional time to prepare
Pre-teach calming techniques
Listen to music
Deep breathing

Student N – 17 incidents

Use visuals for transitions including timer
Follow behavior and safety plan
Ignore behaviors
Remove triggers
Reward for difficult tasks
Provide additional time to prepare
Provide social stories/sensory items