

Region 4 - LCSC

Restrictive Procedures Plan

Updated 9.23

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Region 4 - LCSC Restrictive Procedures Plan

Law	Restrictive Procedure Plan
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)	The District's Restrictive Procedure plan can be found on LCSC - Lakes Country Academy (LCA) Website as well as a paper copy can be made available through our cooperative office. Lakes Country Academy / Homepage
Definition found at Minnesota Statutes, section 125A.0941(f)	Restrictive procedures means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
Definition found at Minnesota Statutes, section 125A.0941(b)	An emergency means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 2(f)	Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written into a child's IEP or BIP.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(1)	I. Lakes Country Academy (LCA) intends to use the following restrictive procedures:
	A. Physical holding

Definition found at Minnesota Statutes, section 125A.0941(c)

1. Physical holding means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
2. The term physical holding does not mean physical contact that:
 - a) Helps a child respond or complete a task;
 - b) Assists a child without restricting the child's movement;
 - c) Is needed to administer an authorized health-related service or procedure; or
 - d) Is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. LCA intends to use the following types of physical holding:

Professional Crisis Management

Transportation Procedures:

-One Person transportation for adult (*independent walk, back, wrist tricep, Sunday stroll, one arm wrap around*)

-Two person for adult (*independent walk, double back, double wrist tricep, double Sunday stroll*)

-One person for child (*independent walk, back, wrist tricep*)

-Two person for child (*independent walk, double back, double wrist tricep*)

Vertical Immobilization:

-One Person Vertical Immobilization for an Adult

-Two Person Vertical Immobilization for an Adult

-Three Person Vertical Immobilization for an Adult

	<p style="text-align: center;"><i>-One Person Vertical Immobilization for a Child (Modified One Arm Wrap Around)</i></p> <p><u>Horizontal Immobilization:</u></p> <p style="text-align: center;"><i>-Three Person Supine BARR</i> <i>-Four Person Supine BARR</i></p>
Definition found at Minnesota Statutes, section 125A.0941(g)	<p>B. Seclusion</p> <p>1. Seclusion means confining a child alone in a room from which egress is barred.</p> <p>2. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room.</p> <p>3. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.</p>
	4. LCA does not have any seclusion rooms and does not have plans to use seclusion:
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(i)	5. No written notice by local authorities will be found with this document as the LCA does not have or use seclusion rooms within our programs.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(7)(ii)	6. The LCA does not have any rooms registered with the Minnesota Department of Education.
Requirements found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)	7. Rooms used as seclusion: N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(i)	a) N/A

Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(ii)	b) N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iii)	c) N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(iv)	d) N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(v)	e) N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(6)(vi)	f) N/A
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)	II. LCA will implement a range of positive behavior strategies and provide links to mental health services.
Definition found at Minnesota Statutes, section 125A.0941(d)	A. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2) Encouragement found at Minnesota Statutes, section 125A.0942, Subdivision 6	B.LCA implements the following positive behavior strategies (Unless otherwise specified these strategies apply to all schools) <ol style="list-style-type: none"> 1. Social/Emotional Curriculum 2. Conscious Discipline 3. Ross Greene - Collaborative and Proactive Solutions 4. Zones of Regulation- aid students in self-regulation 5. Bullying Prevention programs 6. School Social Worker services 7. School Psychologist services 8. Social Thinking/Structured Teach along with other

	<p>researched based Autism Strategies. 9. Ukeru Systems</p>
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(2)</p>	<p>C. LCA provides the following links to mental health services</p> <ol style="list-style-type: none"> 1. Otter Tail and Douglas Human Services https://ottertailcountymn.us/department/human-services www.co.douglas.mn.us/social-services 2. Lakeland Mental Health Center, Inc-lmhcc.org 3. Solutions Behavioral Healthcare Professionals-solutionsinpractice.org 4. The Village Family Service Center-thevillagefamily.org
<p>Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(3); <i>See also</i>, Minnesota Statutes, section 122A.09, Subdivision 4(k) and Minnesota Rule 8710.0300</p>	<p>III. will provide training on de-escalation techniques.</p> <p>A. LCA provides the following training on using positive behavior interventions:</p> <ol style="list-style-type: none"> 1) Professional Crisis Management (PCM): De-escalation components 2) Ukeru Systems <p>B.LCA provides training accommodating, modifying, and adapting curriculum, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state’s graduation standards.</p> <ol style="list-style-type: none"> 1) Ross Greene Collaborative Problem Solving 2) Social Thinking 3) Zones of Regulation

	<ul style="list-style-type: none"> 4) Conscious Discipline 5) Literacy Skills
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)	IV. LCA will monitor and review the use of restrictive procedures in the following manner:
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(5)	<p>A. Documentation:</p> <ol style="list-style-type: none"> 1. Each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information: <ul style="list-style-type: none"> a) A description of the incident that led to the physical holding or seclusion; b) Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical; c) The time the physical holding or seclusion began and the time the child was released; and d) A brief record of the child's behavioral and physical status. 2. Attached, as Appendix A, is LCA forms used to document the use of physical holding or seclusion.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 1(a)(4)(i)	<p>B. Post-use debriefings, consistent with documentation requirements:</p> <ol style="list-style-type: none"> 1. Each time physical holding or seclusion is used, the site administrator or staff person who implemented or oversaw the physical holding or seclusion shall conduct a post-use

	debriefing with the team members involved in the use of the restrictive procedure within 24 hours after the incident concludes.
	2. The post-use debriefing will review the following requirements to ensure the physical holding or seclusion was used appropriately
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)	a) Whether the physical holding or seclusion was used in an emergency.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision. 3(a)(1)	b) Whether the physical holding or seclusion was the least intrusive intervention that effectively responds to the emergency.
Requirement found at Minnesota Statutes, section 125A.0942, Subdivision 3(a)(2)	c) Whether the physical holding or seclusion was used to discipline a noncompliant child.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(3)	d) Whether the physical holding or seclusion ended when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(4)	e) Whether the staff directly observed the child while physical holding or seclusion was being used.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 3(a)(5)	f) Whether the documentation was completed correctly.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(b) and Minn. § 125A.0942, Subdivision 2(f)	g) Whether the parents were properly notified.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(c)	h) Whether an IEP team meeting needs to be scheduled.

Requirement found at Minn. Stat. § 125A.0942, Subdivision 2(a)	i) Whether the appropriate staff used physical holding or seclusion.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 5	j) Whether the staff that used physical holding or seclusion was appropriately trained.
	3. If the post-use debriefing determines the physical holding or seclusion was not used appropriately, LCA will ensure immediate corrective action is taken, such as PCM retraining and a review of appropriate uses of restrictive procedures.
Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(b)	<p>C. Oversight committee</p> <ol style="list-style-type: none"> 1. LCA publicly identifies the following oversight committee members <ol style="list-style-type: none"> a) A mental health professional = School Social Worker b) An expert in positive behavior intervention=School Psychologist, and EBD/Behavior Specialist c) A special education administrator -Director of Special Education, Site Administrators, and Program Administrator. d) A general education administrator-N/A Level 4
	<ol style="list-style-type: none"> 2. LCA oversight committee meets quarterly <ol style="list-style-type: none"> a) November b) January c) March d) May

Requirement found at Minn. Stat. § 125A.0942, Subdivision (1)(a)(4) (ii)

3. LCA oversight committee will review the following:

- a) The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved, or other factors associated with the use of restrictive procedures;
- b) The number of times a restrictive procedure is used school wide and for individual children;
- c) The number and types of injuries, if any, resulting from the use of restrictive procedures;
- d) Whether restrictive procedures are used in non emergency situations;
- e) The need for additional staff training; and
- f) Proposed actions to minimize the use of restrictive procedures.

Requirement found at Minn. Stat. § 125A.0942, Subdivision 1(a)(5) and Subdivision 5

V .LCA staff who use restrictive procedures, including paraprofessionals, received training in the following skills and knowledge areas:

A. Positive Behavioral Interventions:

- 1) PCM Crisis Prevention Strategies - The promotion of positive feelings, productive behaviors, rational thinking, and relaxed physiology.
- 2) Ukeru Systems – Use a trauma informed approach that understands brain development and interpersonal relationships.
- 3) Training Documentation at the LCA Office

B. Communicative intent of behaviors

- 1) PCM Guiding Principles: Small incremental steps with a least restrictive model of intervention that has a continuous bio-feedback and respect for human dignity.
- 2) Ukeru – means to accept or receive – what is the person communicating to us through their behavior? What is the why of their behavior?
- 3) Training Documentation at the LCA Office

C. Relationship building

- 1) PCM Non-physical strategies by maximizing relationships, choice, and skills through positive programming.
- 2) Ukeru – Supports brain development and Interpersonal relationships while noting all communication modes and how we work to resolve conflict. Comfort is always the first means to find what a person needs.

- 3) Training Documentation at the LCA Office

D. Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior.

- 1) PCM - Biological strategies by maximizing relationships, choice and skills through positive programming.
- 2) Ukeru – Understand that it is often possible to manage emergency safety situations without utilizing restraint or seclusion.
- 3) Training Documents at the LCA Office

E. De-escalation methods

- 1) PCM Crisis Development Model: Active Listening, Verbal expressions, and ventilation. Setting limits, Style of Interaction, Problem Solving, Cognitive Restructuring, Prompting, and Redirecting.
- 2) Ukeru – Use Comfort vs Control - reassure and comfort vs reprimand. Intervene early with comfort, choices, and alternative strategies²⁰⁰.
- 3) Training Documents at the LCA Office

F. Standards for using restrictive procedures only in an emergency.

- 1) PCM Emergency Crisis that involves continuous aggression, and /or continuous self-injury, and continuous high-magnitude disruption.
- 2) Training Documents at the LCA Office

G. Obtaining emergency medical assistance.

- 1) PCM Alternatives to PCM when the circumstances or conditions warrant local emergency personnel. Follow district policy for emergency response.
- 2) Training Documents at the LCA Office

H. The physiological and psychological impact of physical holding and seclusion.

- 1) PCM Post Crisi Strategies and the Residual Emotional Effects, Understanding Risk of Restraint, Crisis Development Model.
- 2) Training Documents at the LCA Office

I. Monitoring and responding to a child's physical signs of distress when physical holding is being used.

	<ul style="list-style-type: none"> 1) PCM Training and Team Intervention 2) Training Documents at the LCA Office <p>J. Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.</p> <ul style="list-style-type: none"> 1) PCM - Understanding the risks of restraints 2) Training Documents at the LCA Office <p>K. District policies and procedures for timely reporting and documenting each incident involving use of a restrictive procedure.</p> <ul style="list-style-type: none"> 1) PCM Training / Staff Meetings 2) Training Documents at the LCA Office. <p>K. Schoolwide programs on positive behavior strategies.</p> <ul style="list-style-type: none"> 1) Collaborative Problem Solving/Back to School & PD Days 2) Training Documents at the LCA Office
<p>Prohibitions found at Minn. Stat. § 125A.0942, Subdivision 4(1-9)</p>	<p>VI. LCA will never use the following prohibited procedures on a child:</p> <p>A. Engaging in conduct prohibited under section 121A. 58 (corporal punishment);</p> <p>B. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;</p> <p>C. Totally or partially restricting a child’s senses as punishment;</p>

	<p>D. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;</p> <p>E. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;</p> <p>F. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);</p> <p>G. Withholding regularly scheduled meals or water;</p> <p>H. Denying access to bathroom facilities; and</p> <p>I. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.</p>
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