



Portland Public Schools

Review of Seclusion & Restraint Practices
2010-2011 School Year

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Review of Seclusion & Restraint Practices 2010-2011

Background Information

Staff Training

PPS continues to use the Nonviolent Crisis Intervention (NCI) curriculum for staff training on physical restraint and seclusion, a training program developed by the Crisis Prevention Institute. NCI-certified Pioneer trainers provide NCI training to all Pioneer staff and to PPS staff outside of Pioneer who will or will likely be required to implement seclusion or restraint in the course of their work.

Forms and Procedures

Following the July 2010 review, the PPS Seclusion & Restraint review team revised the incident report and debrief forms, added training on the forms and procedures to the district's seclusion and restraint training agenda, and PPS staff started a database for tracking staff seclusion-restraint training. Pioneer adapted the updated incident and debrief forms for their programs.

Pioneer Special Schools

Portland Public Schools operates a continuum of placement options for students with special needs. These options include Pioneer Special Schools, a program that provides intensive behavioral supports for students with a range of behaviors that preclude them from attending regular schools. Staffing includes behavior coaches and Qualified Mental Health Professionals along with classroom teachers. Pioneer Special Schools has adopted the Collaborative Problem Solving approach and services are provided within this context.

Most of the seclusions and restraints reported by PPS staff continue to be within this program. Pioneer administrators conduct a qualitative review of seclusion/restraint reports at the end of each day, requesting clarification as needed and providing feedback to staff as appropriate to ensure compliance. As a result, Pioneer's reports demonstrated higher compliance with the required reporting components than other sites not implementing the same level of administrative oversight.

Pioneer Special Schools includes the Holladay site (K-5), the Youngson site (behavior 6-8, functional life skills/behavior - K-12), and the Annex Day Treatment Program (6-12). The Annex serves a more vulnerable (less aggressive) population of students. Just before the start of the 2010-2011 school year, the program administrator (principal) of the Youngson program left PPS. PPS administration assigned administrative responsibilities for Youngson to Michael LaFramboise in addition to his responsibilities for Holladay.

Special Classrooms

The PPS continuum of placement options for students with special needs includes special focus classrooms. During the 2010-2011 school year, these are called:

- Behavior- Fragile focus classroom
- Behavior – Externalizing focus classroom
- Intensive Skills Academic focus classroom
- Intensive Skills- Functional focus classroom
- Communication-Behavior – Academic focus classroom
- Communication Behavior – Functional focus classroom
- Life skills classroom (high school)

December Review

On December 9, 2010, a Portland Public Schools work group conducted a review of the seclusion and restraint practices in the district to ensure that the district's practices are consistent with the policies and procedures in AD 4.50.060, Student Restraint and Seclusion. This report summarizes the work group's findings and action plan.

The team reviewed incident reports from September up to the review date from the Pioneer Special Schools (Holladay, Youngson, Annex), Redirections (Columbia site), and from focus classrooms located in regular schools across the district. The team did not receive any reports for special education students served outside of focus classrooms or special schools and did not receive any reports for general education students.

Special Schools

Seclusion & Restraint Incident Reports September – November 2010

Program	# Reports	# Reports Reviewed
Holladay	354	44
Youngson	254	25
Annex	5	3

One practice accounted for a substantial number of the reported use of physical restraint – the practice of counting an “on hand” as a physical restraint. “On hand” means a staff person putting hands on a student for redirection. Other programs in the district do not treat “on hand” responses as a physical restraint. Following the December review, Pioneer administration indicated that staff would be directed not to count “on hand” responses as a physical restraint.

**Pioneer Percent Compliance with Reporting Requirements
(based on sample reviewed)**

	Holladay		Youngson		Annex		Data Verification
	Spring 10	Fall 10	Spring 10	Fall 10	Spring 10	Fall 10	
Staff person identified	100	100	100	100	NA	100	100
Date of S/R	100	100	100	100	NA	100	100
Start/stop of S/R	100	98	93	96	NA	100	100
Location of S/R	98	77	100	88	NA	100	100
Description of secl or restraint	31	23	87	72	NA	100	100
Description of student's activity before behavior	98	93	87	100	NA	100	100
Behavior that prompted use of S/R	100	95	100	100	NA	100	100
Efforts to deescalate	98	84	100	92	NA	100	97
Narr descr. clear need for use	100	82	93	96	NA	100	85
Parent notice	100	98	93	96	NA	100	100
Summary of debriefing	100	80	100	84	NA	100	100

Overall, Pioneer reports consistently included the staff person, date of use of seclusion/restraint, the start and stop time, the student's activity before the behavior, the behavior that prompted the use of seclusion or restraint, efforts to deescalate, parent notice, narrative description demonstrating clear need for use of seclusion or restraint, and parent notification.

Compared to last spring, fewer reports included the *location* of seclusion/restraint. The team also noted fewer *descriptions* of the seclusion/restraint, but this could have been lack of familiarity with the coding system on the Pioneer incident report form, which codes types of restraints as "transport", "CCP"(child control position) and "TCP" (team control position).

Documented debriefings, previously at 100%, fell to 80% at Holladay and 84% at Youngson. Following the December review, Pioneer administrators directed staff to use the same debriefing form as the rest of the district. A data verification review for Holladay and

Youngson conducted in July 2011 showed 100% compliance with debriefing. (See last column on table above.)

Focus Classrooms

The review of seclusion and restraint practices in focus classrooms showed the following:

1. More accurate reporting of seclusion by focus classes (only one reported seclusion and it was most likely a timeout – “by the fence”—at recess).
2. New forms are tracking required information better.
3. Average length of restraint: 10 minutes (range – 30 sec. to 90 minutes)(most frequent – 10 minutes, median number 5 min)
4. What is working:
 - Documentation of parent notification.
 - Narrative descriptions tell the story.
 - When debriefs are happening, the analysis is thoughtful and individualized.
 - Start, stop and length times are being consistently recorded.
5. Areas for improvement:
 - Ensuring that all classrooms are using new forms (dated 8/10).
 - Ensuring that all classrooms are reporting all instances of physical restraint.
 - Ensuring that only CPI trained staff are implementing restraints for students in focus classrooms.
 - Ensuring that each time there is a restraint, an incident report **AND** a debrief report are completed.
 - Ensuring that the debriefing include the staff who implemented the restraint and includes at least two people.
 - Ensuring that the type of hold used is described.

April Review

On April 28, 2011, the work group conducted another review of practices covering January – March (and earlier reports not previously reviewed). This review included incident reports for the Pioneer Special Schools (Holladay, Youngson, Annex), from focus classrooms located in regular schools across the district, and for students educated primarily or fully in general education settings. Redirections reports were not available at the time of this review.

The April team noted significant reductions in seclusion and restraint at Holladay and Youngson and improvement in the quality of reports. Last, the team agreed with the recommendations of Mr. LaFramboise to implement a different seclusion/restraint prevention training program for the life skills classes in the coming school year. The Oregon Intervention System (OIS) is used by the MESD life skills program and Developmental Disabilities programs across the state.

In the focus classrooms, the number of physical restraints dropped from 63 to 45. One school that accounted for 68% of the physical restraints in December significantly reduced the use of physical restraints and accounted for 33% of the restraints at the April review.

The team recognizes the need to move to an electronic reporting system to improve consistency and data review and analysis. HB 2939 will also require the district to improve data collection, analysis and reporting on use of restraint and seclusion in the district.

SR Work Group:

Benson Meyers, Risk Management Director
Suzy Harris, Section 504 Program Manager
Tammy Jackson, Student Conduct Program Manager

Expanded SR Work Group also includes (as available):

Laraine Adams, Special Education Program Administrator (no longer with PPS)
Rick Frank, Pioneer Program Administrator (Annex)
Troy Gales, Special Education Program Administrator
Mike LaFramboise, Pioneer Program Administrator (Holladay/Youngson)
Linda Moon, Special Education Program Administrator
Jennifer Jackson, Assistant Special Education Director

Portland Public Schools
April 2011 Seclusion/Restraint Review & End of the Year Review

Comparative Data for Pioneer

09-10- school year						
Month	Annex 50 students		Youngsen 60 students		Holladay 60 students	
	Restraint	Seclusion	Restraint	Seclusion	Restraint	Seclusion
Jan-10	3	1	87	15	180	42
Feb-10	4	0	56	13	105	29
Mar-10	3	1	95	21	122	40
Apr-10	1	0	83	37	158	46
May-10	1	0	36	15	113	33
Jun-10	0	0	43	5	160	56
TOTALS	12	2	400	106	838	246

10-11 school year						
Month	Annex 50 students		Youngsen 60 students		Holladay 60 students	
	Restraint	Seclusion	Restraint	Seclusion	Restraint	Seclusion
Sep-10	3	0	40	7	162	17
Oct-10	1	2	70	17	107	7
Nov-10	0	0	93	27	56	5
Dec-10	4	2	64	14	55	2
Jan-11	4	0	83	11	90	9
Feb-11	8	3	29	8	90	11
11-Mar	0	0	36	15	63	9
11-Apr	0	0	81	22	112	15
11-May	0	0	81	22	112	15
11-Jun	3	0	45	11	60	14
TOTALS	24	7	616	162	658	97

COMPARISON TABLE						
	Annex 50 students		Youngsen 60 students		Holladay 60 students	
	Restraint	Seclusion	Restraint	Seclusion	Restraint	Seclusion
2010	20	6	667	182	1218	277
Jan-Jun 2010	12	2	400	106	838	246
Jan-Jun 2011*	16	3	355	89	527	73

Pioneer @ Youngson

Class	Sample	Staff	Date	Start/Stop	Location	Descr	Anteced	Behavior	Deescal	Narr	Parent	Debrief
A	8	8	8	8	2	2	6	6	4	8	8	8
B	6	6	6	6	4	6	6	6	4	6	6	6
C	3	3	3	3	3	3	3	3	3	3	3	3
D	4	4	4	4	1	4	4	4	4	4	4	4
E	1	1	1	1	1	1	1	1	1	1	1	1
F	6	6	6	6	5	6	6	5	6	5	6	6
Total	28	28	28	28	16	22	26	25	22	27	28	28

Pioneer @ Holiday

Class	Sample	Staff	Date	Start/Stop	Location	Descr	Anteced	Behavior	Deescal	Narr	Parent	Debrief
A	2	2	2	2	0	2	2	2	2	2	2	2
B	7	7	7	7	7	3	7	7	7	7	7	7
C	4	4	4	4	4	4	4	4	4	4	4	4
D	3	3	3	3	3	3	3	3	3	3	3	3
E	5	5	5	5	5	4	5	5	5	5	5	5
F	4	4	4	4	3	4	3	4	4	4	3	4
G	4	4	4	4	4	4	4	4	4	4	4	4
Total	29	29	29	29	27	29	28	29	29	29	28	29

Pioneer @ Annex

Class	Sample	Staff	Date	Start/Stop	Location	Descr	Anteced	Behavior	Deescal	Narr	Parent	Debrief
All	5	5	5	4	1	3	5	5	5	4	5	5

Focus Classes

Program	Sample	Staff	Date	Start/Stop	Location	Descr	Anteced	Behavior	Deescal	Narr	Parent	Debrief
A	6	5	5	5	5	5	5	5	5	5	5	5
B	1	1	1	1	1	0	1	0	1	0	1	1
C	2	2	2	2	2	2	2	2	2	2	2	2
D	1	1	1	1	1	1	1	1	1	0	0	0
E	2	2	2	1	2	2	2	2	2	2	2	0
F	1	1	1	1	1	1	0	0	0	0	0	1
G	2	2	2	2	2	1	2	2	2	2	2	0
TOTAL	14	14	14	13	14	12	13	12	13	11	11	9

General Education Settings

A	1	1	1	1	1	1	1	1	1	1	1	1
B	2	2	2	2	2	2	2	2	2	2	2	2
C	1	1	1	1	0	1	1	1	1	1	1	1
TOTAL	4	4	4	4	3	4	4	4	4	4	4	4

Other

Program	Sample	Staff	Date	Start/Stop	Location	Descr	Anteced	Behavior	Deescal	Narr	Parent	Debrief
A	2	2	2	2	2	2	2	2	2	2	2	0
B	9	9	9	9	9	9	9	9	9	3	9	3

