

**Portland Public Schools
Report to ODE on Restraints and Seclusions for 2012-13**

Total # of restraints	1338
Total # of seclusion	157
Total # seclusion in locked room	130
Total # of students restrained	135
Total # of students secluded	52
Total # of incidents: Injury to students	0
Total # of incidents: Injury to staff	25
Total # of incidents: Death to student.....	0
Total # of incidents: Death to staff.....	0
Total # of students more than 10 seclusions	1
Total # of students more than 10 restraints	28
Steps to decrease use for seclusion	see below
Steps to decrease use for restraints	see below
Total Incidents: Staff trained	277
Total Incidents: Staff not trained	17

Total students by race

Black.....	37
White	77
Multiple	5
Asian	1
Native Am	1
<u>Hispanic</u>	<u>18</u>
Total	139

Total students by migrant status

Yes.....	0
<u>No.....</u>	<u>139</u>
Total	139

Total students by ELL status

Yes.....	3
<u>No.....</u>	<u>136</u>
Total	139

Total students by gender

Female	24
<u>Male</u>	<u>115</u>
Total	139

Total students by economically disadvantaged status

Yes.....	107
<u>No.....</u>	<u>32</u>
Total	139

Total students by disability

Yes SPED	135
<u>No SPED</u>	<u>4</u>
Total	139

Steps taken to reduce use of physical restraint and seclusion for students with more than 10 incidents of physical restraint or seclusion.

Student 1

- Change in environment
- Offer options/choices (work, space)
- Student encouraged to request options more often.
- Clear expectations (i.e. first/then)
- Environmental Change

Student 2

- Use of calming space.
- Clear expectations (i.e. first/then)
- Staff support away from the group
- Adjust staff proximity
- Environmental Change
- Provided clear expectations
- Staff switch

Student 3

- Provided clear expectations (i.e. first/then)
- Use of sensory tools, sensory breaks.
- Offering space.
- Planned ignore.
- Visual prompt card, visual schedule
- Provided clear expectations (i.e. first/then)
- Change in Environment
- Offered choices/options.
- First-then strategy.
- Staff switch.
- Meet with classroom therapist.
- Family/Guardian consult
- Use soft space
- Positive encouragement
- One-on-one academic support

Student 4

- Adjust staff proximity
- Family/Guardian consult
- Offer options/choices (work, space)
- Planned ignoring
- Positive encouragement/reinforcement
- Change in environment
- IEP review
- offered options
- Sensory break
- Staff switch

Student 5

- Change of subject (distraction)
- Offer options/choices (work, space)
- Positive encouragement/reinforcement
- Staff support away from the group
- change in environment
- Distraction/planned ignore
- provide clear expectations
- Sensory break
- Staff switch

Student 6

- Family/Guardian consult
- Clear expectations (i.e. first/then)
- Offer options/choices (work, space)
- Positive encouragement/reinforcement
- Provided clear expectations (i.e. first/then)
- change of subject (distraction)
- Offered Food
- Planned ignore
- Sensory Break
- staff switch
- Use signal cards engage and distract

Student 7

- Adjust staff proximity
- Change of subject (distraction)
- Offer sensory break
- Clear Expectations
- Cross Talk
- Environmental Change
- Options offered
- Physical assist
- Planned ignore
- Positive encouragement
- Staff switch

Student 8

- Visual Schedule
- Staff Switch
- Clear expectations (i.e. first/then)
- Environmental Change
- Planned ignore
- Offer options/choices (work, space)
- Change of subject (distraction)
- Family/Guardian consult
- Environmental Change
- Sensory Break
- Proximity manipulation
- Time to process/staff check in
- Sensory Break
- Role play
- Positive Reinforcement

Student 9

- Clear expectations (i.e. first/then)
- Offer options
- Pre-teach skills
- Space given/staff switch
- Positive encouragement/reinforcement
- Offer options
- Positive encouragement/reinforcement
- Offer options
- Positive encouragement/reinforcement

Student 10

- Adjust staff proximity
- Sensory Break
- Adjust staff proximity
- Family/Guardian consult
- Clear expectations (i.e. first/then)
- Environmental Change
- Offer options/choices (work, space)
- Staff switch
- Consult OT
- Offer options/choices (work, space)

Student 11

- Offer options/choices (work, space)
- Sensory Break
- Staff switch
- Extra time for transitions from preferred to non-preferred activities ie: 2 minute warning
- Clear expectations (i.e. first/then)
- Adjust staff proximity

Student 12

- Pre-teach skills
- Offer options/choices (work, space)
- Verbal/visual reminders of goals and rewards
- Soft space
- Nonverbal communication board at students desk
- Extra time for transitions from preferred to non-preferred activities ie: 2 minute warning
- Positive encouragement/reinforcement
- Scheduled calls home
- Staff switch
- Increase positive time with coaches and staff
- Pre-teach skills
- Multiple pull outs during the day from several preferred staff
- Positive encouragement/reinforcement

Student 13

- Staff switch
- Planned ignoring
- Clear expectations (i.e. first/then)
- Adjust staff proximity
- Positive encouragement/reinforcement
- Family/Guardian consult
- Environmental Change

Student 14

- Staff switch
- Environmental Change
- Planned to ignore
- Positive encouragement/reinforcement
- Offer options/choices (work, space)
- Environmental Change
- Clear expectations (i.e. first/then)
- Adjust staff proximity

Student 15

- Offer options/choices (work, space)
- Environmental Change
- Positive encouragement/reinforcement
- Clear expectations (i.e. first/then)
- Adjust staff proximity

Student 16

- Positive encouragement/reinforcement
- Clear expectations (i.e. first/then)
- offer options
- Adjust staff proximity
- Family/Guardian consult
- Environmental Change
- Sensory Break
- Positive encouragement/reinforcement

Student 17

- Offer options/choices (work, space)
- Positive encouragement/reinforcement
- Clear expectations (i.e. first/then)

Student 18

- Positive encouragement/reinforcement
- Clear expectations
- Staff switch
- Environmental Change
- Planned ignoring
- Family/Guardian consult
- Offer options/choices (work, space)

Student 19

- Pre-teach skills
- Environmental Change
- Clear expectations (i.e. first/then)
- Pre-teach skills
- Staff switch
- Environmental Change
- sensory break

Student 20

- Clear expectations (i.e. first/then)
- Use distraction and simple language when distracted
- Environmental Change
- Staff switch
- Family/Guardian consult
- Offer options/choices (work, space)

Student 21

- Adjust staff proximity
- Clear expectations (i.e. first/then)
- Offer options
- Family/Guardian consult
- Staff switch
- Environmental Change
- Pre-teach classroom expectations

Student 22

- Adjust staff proximity
- Environmental Change
- Positive encouragement/reinforcement
- Pre-teach expected behaviors
- Verbal and visual prompts
- Model appropriate behavior
- Offer options/choices (work, space)

Student 23

- Staff switch
- Clear expectations (i.e. first/then)
- Offer options/choices (work, space)
- Environmental Change
- Pre-teach skills
- Sensory Break
- Change of subject (distraction)

Student 24

- Clear expectations (i.e. first/then)
- Adjust staff proximity
- Positive encouragement/reinforcement
- Environmental Change

Student 25

- Pre-teach skills
- Positive encouragement/reinforcement
- Offer options/choices (work, space)
- Clear expectations (i.e. first/then)
- Adjust staff proximity
- Sensory Break

Student 26

- Address hunger at 11:00 am each day
- Offer options/choices (work, space)
- Positive encouragement/reinforcement
- New medication dose post hospitalization
- Environmental Change
- Staff switch

Student 27

- Offer options/choices (work, space)
- Remove audience
- Environmental Change
- Scheduled break during Friday assemblies
- Family/Guardian consult
- BSP updated to include more setting factors

Student 28

- Staff switch
- Offer options/choices (work, space)
- Change of subject (distraction)
- Positive encouragement/reinforcement
- Environmental Change

Student 29

- Clear expectations (i.e. first/then)
- Environmental Change
- Visuals
- Pre-teach skills
- Family/Guardian consult
- Staff switch
- Adjust staff proximity
- Offer options/choices (work, space)

Student 30

- Positive encouragement/reinforcement
- Sensory Break
- Decrease verbal cues use picture cards or hand signals
- Adjust staff proximity
- Offer options/choices (work, space)
- Pre-teach skills
- Staff switch
- Clear expectations (i.e. first/then)
- Environmental Change

Student 31

- Environmental Change
- Positive encouragement/reinforcement
- Offer options/choices (work, space)
- Family/Guardian consult
- Staff switch
- Clear expectations (i.e. first/then)
- Family/Guardian consult
- Re-write behavior plan
- Place student on search plan
- Use wait time
- Adjust staff proximity
- Minimize staff interactions