

Portland Public Schools
Report to ODE on Physical Restraints and Seclusions for 2017-2018

Total number of incidents involving physical restraint.....	3,574
Total number of incidents involving seclusion	9
Total number of seclusions in a locked room	0
Total number of students placed in physical restraint	316
Total number of students placed in seclusion	6
Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion	9
(There were no deaths of students due to restraint or seclusion.)	
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion.....	30
(There were no deaths of staff due to restraint or seclusion.)	
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	77
Number of incidents in which the personnel of administering physical restraint or seclusion were trained.....	3,498
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	63

Demographic characteristics of students upon whom physical restraint or seclusion was imposed

Total students by race		Total students by migrant status	
Asian.....	<5%	Yes migrant	<5%
Black.....	67	<u>Not migrant.....</u>	<u>>95%</u>
Latino/Hispanic	40	Total	316
Multi-racial (all others)	59	Total students by ELL status	
Multi-racial (Asian/White) ..	<5%	Yes ELL	<5%
Native American.....	<5%	<u>Not ELL.....</u>	<u>>95%</u>
Pacific Islander	<5%	Total	316
<u>White.....</u>	<u>138</u>	Total students by economically disadvantaged status	
Total	316	Yes economically disadvantaged	249
Total students by gender		<u>Not economically disadvantaged</u>	<u>67</u>
Female.....	55	Total	316
<u>Male</u>	<u>261</u>	Total students by special education status*	
Total	316	Yes SpEd	243
Total students by special education status*		<u>Not SpEd.....</u>	<u>90</u>
Yes SpEd	243	Total	333*
<u>Not SpEd.....</u>	<u>90</u>		
Total	333*		

*A few students are double-counted in this section because of having a restraint both before and after being identified for special education.

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents of physical restraint or seclusion (by school):

School #1

Changed environment
Offered options
Offered quiet space
Planned ignoring
Talked 1-1
Staff switch
Offered sensory tools, calming techniques
Offered snack
Offered / went for a walk
Planned ignoring
Reduced Demands
Verbal redirection

School #2

Reduced demands
Talked 1-1
Verbal redirection
Offered options
Offered quiet space
Offered sensory tools, calming techniques
Offered / went for a walk
Staff switch
Planned ignoring
Offered snack

School #3

Changed environment
Offered options
Offered quiet space
Talked 1-1
Staff switch
Offered sensory tools, calming techniques
Offered snack
Offered / went for a walk
Planned ignoring
Reduced Demands
Verbal redirection

School #4

Reduced demands
Talked 1-1
Verbal redirection
Proxemics
Changed environment
Offered options
Offered quiet space
Offered sensory tools, calming techniques
Offered / went for a walk
Staff switch
Planned ignoring
Offered snack
Offer break before returning to class

School #5

Reduced demands
Talked 1-1
Verbal redirection
Proxemics
Changed environment
Offered options
Offered quiet space
Offered sensory tools, calming techniques
Offered / went for a walk
Staff switch
Planned ignoring
Offered snack

School #6

Change Environment
Offered options
Snack
Sensory Tools/ Calming Techniques
Offered quiet space
Offered / Went for walk
Reduced Demands
Verbal redirection
Staff switch

School #7

Changed environment
Offered options
Offered quiet space
Planned ignoring
Talked 1-1
Staff switch
Offered sensory tools, calming techniques
Offered / went for a walk
Planned ignoring
Reduced Demands
Verbal redirection

School #8

Pre-teach expectations
Changed environment
Offered options
Social Story
Offered quiet space
Offered sensory tools, calming techniques
Revise FBA/BSP
Offered snack
Practice calming strategies
Positive Praise
Offered / Went for walk
Therapist check-in
Planned Ignoring
Reduced Demands
Talked 1-1
Verbal redirection
Staff switch

School #9

Changed environment
Offered options
Offered quiet space
Talked 1-1
Staff switch
Offered sensory tools, calming techniques
Offered snack
Offered / went for a walk
Reduced Demands
Verbal redirection

School #10

Changed environment
Offered options
Offered sensory tools, calming techniques
Offered snack
Offered/Went for walk
Planned ignoring
Reduced Demands
Talked 1-1
Staff switch

School #11

Offered options
Offered quiet space
Offered sensory tools, calming techniques
Planned Ignoring
Reduced Demands
Talked 1-1
Verbal redirection
Staff switch

School #12

Changed environment
Quiet space
Offered options
Offered sensory tools, calming techniques
Offered snack
Planned ignoring
Reduced Demands
Talked 1-1
Staff switch
Verbal redirection

School #13

Reduced demands
Talked 1-1
Verbal redirection
Proxemics
Changed environment
Offered options
Offered quiet space
Offered sensory tools, calming techniques
Offered / went for a walk
Staff switch
Planned ignoring