

Sedgwick County Area Educational Services Interlocal Cooperative #618

Guidelines for the Appropriate Use of Seclusion in Special Education Programs

Seclusion should only be used as a last resort in cases of danger to the student and/or others. The immediate goal of seclusion is to defuse a dangerous situation, protect the student and others from injury, and regain a safe, controlled, productive learning environment.

Definition:

Seclusion is the involuntary confinement of a student for a limited time in a room or area that purposefully isolates the student from other adults and peers and the student is prevented from leaving the room or area. Seclusion should never be used as punishment, to force compliance, or as a substitute for appropriate educational support.

Seclusion May be Considered When:

- Less restrictive measures have not effectively reduced the risk of danger;
- The threat of harm to self and/or others is imminent (an immediate and impending threat of a student causing substantial physical injury);
- The advantage of safely separating the escalated student from other individuals in the environment is preferable to remaining engaged physically with the student;
- The duration does not exceed the time required to resolve the actual risk of danger or harm;
- Procedures for supervision and documentation of the use of seclusion are universally implemented.

Procedure for the Use of Seclusion:

- Any staff member who is using seclusion must have training in conflict prevention and positive behavior support strategies;
- Staff members who serve students requiring seclusion must be trained to supervise safety and document and report episodes of seclusion;
- Each building should designate a space with adequate lighting, ventilation, and free from physical danger that will be used for students who require seclusion;
- Seclusion rooms or designated spaces will meet the requirements set forth by the Kansas State Guidelines for the use of seclusion;
- A minimum of two adult staff members will maintain constant supervision (both visually/seeing and auditorally/hearing) of students in seclusion, one serving as a recorder and the other to assess safety;
- Training for the use of seclusion should be recurrent with annual updates and should be appropriate to the school setting and the age and developmental level of the students;
- Someone trained in the use of CPR and First Aid is available if the individuals involved in the use of seclusion need such assistance;
- To reduce the use of seclusion, all general and special education staff should be trained in the use of preventative positive behavioral support strategies for addressing aberrant behavior;

- When seclusion is used the parent will be personally notified that day unless otherwise specified in the IEP;
- By the end of the following school day, after using seclusion, staff involved will provide written documentation of the event and provide a copy to the parent and building administration;
- Building administrators are responsible for maintaining and ensuring that oversight, documentation and reporting procedures are in place for the use of seclusion in their schools;
- All building administrators will follow Kansas State Guidelines for the submission of quarterly reports on the use of seclusion in their school; and,
- In the event that seclusion is used with an IEP student who does not currently have the use of seclusion documented on their IEP, the IEP team (including the parent) must meet within 48 hours (school days) to determine if there is a need to include information in the student's IEP regarding the use of seclusion. If it is determined that the use of seclusion will be included in the student's IEP, the IEP team should discuss and specify in the IEP such things as the number of times a student may be placed in seclusion, the duration of the seclusion, and how parents will be notified.

Seclusion does not include:

- Inclusionary time-out (student is segregated within the same environment but still has access to adults and/or peers);
- Exclusionary time-out (student is removed from the environment where there is no longer access to what is going on but where the student may have access to other staff and students such as the hallway, principal's office, detention room or another classroom); and,
- Situations in which the student is comforted by separation into a confined space or area and is capable of self-regulating access to, and departure from, that space or area.

Bibliography

The Council for Children with Behavioral Disorders (A Division of the Council for Exceptional Children) (2009). *Position Summary on The Use of Seclusion in School Settings*.

Kansas State Department of Education (2008). *Kansas Seclusion and Restraint Guidelines Guidance Document*.

Texas Education Agency (2007), *Regulation 89.1053. Procedures for the Use of Restraint and Time-Out*.

Wisconsin Department of Public Instruction (2009), *WDPI Directives for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs*.

Summary Log for the Use of Seclusion

<i>Student's Name and KIDS ID#</i>	<i>Date</i>	<i>Precipitating behavior/ Antecedent stimuli</i>	<i>Begin seclusion (time)</i>	<i>End seclusion (time)</i>	<i>Total time</i>	<i>Staff initials</i>	<i>Comments</i>