



Standards on Restraint and Seclusion from The US Department of Education & Crisis Consultant Group, LCC Calm Every Storm™

Issued on May 15, 2012 by the US Department of Education, this document outlines fifteen principles designed to educate and direct school districts, schools, and states to develop policies and procedures regarding the use of seclusion and restraint in the school environment.

The purpose of this alignment is to demonstrate how CCG's training programs are directly in line with the fifteen principles outlined by the Department Of Education. The entire resource is available at www.ed.gov/policy/restraintseclusion.

15 PRINCIPLES	Crisis Consultant Group, LLC
1. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.	Preventing seclusion and restraint in our schools should be the primary focus of educators, parents, policy makers, and other stakeholders. CCG's crisis intervention programs all focus on the prevention of seclusion and restraint by utilizing verbal de-escalation techniques and skills. In fact, 85% of the course curriculum is centered on using the least restrictive method of intervention necessary to calm an upset or agitated individual. All of CCG strategies and interventions compliment evidence based program intentions such as Positive Behavioral Support (PBIS) currently being used in a multitude of school districts around the nation.
2. Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional).	CCG does not teach nor endorse the use of mechanical restraints. No prone or supine physical restraint techniques are taught by CCG.
3. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated.	CCG curriculum only teaches the use of restraint or seclusion as a last resort only when an individual has become an imminent risk of harming themselves or others. Once the student is no longer posing imminent risk, the restraint or seclusion should end. Verbal interventions and de-escalation techniques need to be utilized throughout any crisis situation.

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<p>4. Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.</p>	<p>Policy informs practice therefore, it is essential to have policies that guide everyone’s response to challenging behavior. Safety in the school setting is paramount to everyone. Having an effective, proven crisis intervention program in place directly supports policies aimed at restricting the use of seclusion and restraint for all students.</p>
<p>5. Any behavioral intervention must be consistent with the child’s rights to be treated with dignity and to be free from abuse.</p>	<p>Children grow and learn where there is respect and safety. CCG’s training programs center on the belief that all individuals deserve to be treated with respect, dignity and to feel safe especially when they are in crisis. It can be challenging to maintain professionalism when faced with challenging, aggressive or disruptive behaviors but it is possible when staff are provided with the tools, techniques, and strategies to cope and manage those difficult behaviors.</p>
<p>6. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.</p>	<p>The primary principle guiding all of CCG’s interventions is based on the belief that when dealing with an agitated or escalated individual, all effort should be made to avoid restraint or seclusion. Restraint and seclusion should ONLY ever be used as a last resort AND when an individual is an imminent risk of harming themselves or others. Seclusion and restraint should never be used for punishment, discipline, coercion, retaliation or convenience.</p>
<p>7. Restraint or seclusion should never be used in a manner that restricts a child’s breathing or harms the child.</p>	<p>Injuries to children as a result of using restraint techniques that cause pain, discomfort, and distress or place pressure on the thoracic cavity are well documented. CCG restraint techniques and positions do not cause pain, use joint manipulations, or use hyperextension of limbs. Furthermore, CCG does not use any type of “bear hug or basket” compression hold, and does not use any waist to groin positioning that is in best practice and aligned with Trauma Informed Care principles.</p>
<p>8. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.</p>	<p>The ability to identify, plan and implement positive strategies for children with at risk behavior is essential in reducing the need for seclusion or restraint. CCG teaches responders how to examine behavioral patterns in order to identify triggers so that preventive measures can be taken to decrease the need for seclusion or restraint.</p>

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<p>9. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.</p>	<p>CCG believes in helping course participants learn the antecedents to acting out or aggressive behavior by understanding internal and external triggers and then learning how to effectively and professionally respond. The goal is to intervene early with the least restrictive intervention possible. Furthermore, CCG curriculum focuses on how to reinforce positive behavioral choices so that the child's positive coping is being reinforced.</p>
<p>10. Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion.</p>	<p>At the core of CCG's entire curriculum is the belief that when provided with the correct tools, responders can effectively de-escalate the majority of acting out, or potentially violent behavior thereby reducing the need for seclusion or restraint.</p> <p>CCG uses training techniques that suit the adult learner and focuses on understanding the self so that staff can be aware of the circumstances or types of acting out behaviors that make it difficult for them to respond.</p> <p>CCG recommends that at a minimum all staff should be trained on an annual basis in the Calm Every Storm verbal intervention techniques course. Staffs who are certified in the Advanced course that teaches the physical restraint techniques should also receive training annually. CCG recommends that all staff regularly review training materials as well as school policy and procedures.</p> <p>CCG regularly provides updates and additional training material throughout the year to contracted vendors so that our customers remain connected and up to date on training interventions and best practices.</p>
<p>11. Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.</p>	<p>CCG courses endorse a team approach to all interventions but especially when a student is going to be restrained or secluded because of imminent risk to themselves or others. The physical hold taught by CCG requires two people. This ensures that constant monitoring for emotional or physical distress of the student is taking place. CCG recommends a third person be present for support and monitoring as well. CCG recommends that the school in compliance with best practices notify the parent/guardian of the child as soon as possible so they can be aware and assist with monitoring the student once that child leaves for the school day in order to continue to monitor for injuries or signs of distress.</p>

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<p>12. Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.</p>	<p>CCG supports the inclusion of parents in helping schools to better intervene with their child. This includes parents being aware of Federal, State and District policies and procedures on seclusion and restraint.</p>
<p>13. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child.</p>	<p>CCG supports the immediate notification of parents in situations when their child has been restrained or secluded. Parents should play a central role in all aspects of their child's education and development therefore should be viewed as essential team members when trying to identify and plan effective strategies to positively manage student behavior.</p>
<p>14. Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.</p>	<p>In an ever-changing industry it is imperative that policies be reviewed on a regular basis to ensure that districts are up to date on the most recent developments, practices and standards regarding seclusion and restraint. When policies and procedures are reviewed and updated regularly it allows for all personnel to be aware and thus follow through with best practice guidelines. CCG recommends that all staff receive annual or semi-annual training in policy changes.</p>
<p>15. Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles.</p>	<p>Documentation of the triggers, behavioral patterns, and responses to every situation where it becomes necessary to employ the use of seclusion or restraint is key to preventing further incidents. Documentation also allows for clear data to be collected and analyzed in order for schools to be able to plan for how they will respond in the future with the goal of reducing and eliminating the use of seclusion and restraint.</p>

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