

Summit Hill School District 161

Physical Restraint, Time Out, Isolated Time Out Reduction Plan 2022-2023

RTO Reduction Goal: The plan's objective shall be a 25 percent reduction in the use of physical restraint, time out, and isolated time out over a 12-month period for students experiencing five-plus instances in a 30-day period.				
Required Components	Action Item	Steps to Complete Action Item	Timeline	Responsible Party
<p>Provide details of a plan to support a vision for cultural change that reinforces the following:</p> <p>A) Explain how the entity plans to adopt and utilize positive behavioral interventions and support rather than physical restraint, time out, and isolated time out;</p>	SHSD 161 aims to implement a variety of positive interventions such as yearly professional development and SEL support to reduce maladaptive behavior as well as utilize de-escalation techniques to reduce physical restraints and time-out procedures.	Through Behavior Intervention Plans and school-wide training, staff will be better equipped to implement proactive strategies and de-escalation techniques with students exhibiting maladaptive behavior.	Trainings yearly.	Special education team.
<p>B) Identify effective ways/best practices to de-escalate situations to avoid physical restraint, time out, and isolated time out;</p>	Best practices in de-escalating situations include allowing space, offering choices, meeting the students' basic needs, building rapport, teaching coping strategies, calm down corners, downplaying challenging statements, and offering support.	Through staff training and modeling, de-escalation techniques will be more widely used throughout the district.	Trainings yearly and as situations arise.	Special education team.
<p>C) Describe how the entity will utilize crisis intervention techniques as an alternative to physical</p>	SHSD 161 will utilize crisis de-escalation techniques through conversation, choices, meeting basic	Through Crisis Prevention and Intervention training, staff will be able to identify and utilize de-escalation	Trainings yearly.	Crisis Prevention and Intervention (CPI) Instructor and Crisis Management Teams.

<p>restraint, time out, and isolated time out;</p>	<p>needs, and support when maladaptive behaviors occur prior to implementing physical restraints. Best practice will be only to use physical restraints as a last resort when a student is an imminent danger to themselves or others.</p>	<p>techniques with students displaying maladaptive behaviors.</p>		
<p>D) Describe the entity's plan to utilize debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of intervention the next time.</p>	<p>After a crisis has occurred, the Crisis Management Team and any others involved in the crisis will meet after the crisis to discuss what happened, discuss each members role in the crisis, if there were any patterns in the crisis (time of day, subject, staff), what could have been done differently, and what to change in the future.</p>	<p>Crisis Management Teams will have a template of questions for discussion among the team and individuals involved in the crisis.</p>	<p>As crisis occurs.</p>	<p>Crisis Management Team.</p>
<p>E) Include action step(s) that describe procedures to ensure that appropriate school personnel are fully informed of the student's history, including any history of physical or sexual abuse, and other relevant medical mental health information. Such disclosures of student information must be</p>	<p>Members of the student's educational team or those who have or will have regular interaction with the student will have read a social history or be informed of the student's triggers, behaviors, and strategies to aid in prevention or de-escalation.</p>	<p>A specific team member (social worker, case manager, administrator, teacher) will inform other members of the student's educational team.</p>	<p>Beginning of the school year when incidences occur or when needed.</p>	<p>Student's teacher, administrator, case manager, or social worker.</p>

<p>consistent with federal and state laws and rules governing student confidentiality and privacy rights.</p>				
<p>F) Identify steps to develop individualized student plan as required by PA 102-0339. Plans should be separate and apart from a student's IEP or 504 Plan.</p>	<p>If a student requires a Reduction Plan, the Crisis Management Team will meet to discuss revision of preventative strategies, de-escalation strategies, replacement behaviors, restrictive measures, or a complete revision of the behavior intervention plan. PBIS Tier 2 and 3 supports of a brief FBA/BIP may also be utilized for students who are demonstrating an increase in maladaptive behavior.</p>	<p>Crisis Management Team will meet to make the necessary changes to the student's plan.</p>	<p>As crisis occurs.</p>	<p>Crisis Management Team, Director of Special Education, and Board-Certified Behavior Analyst.</p>
<p>G) Describe how the information will be made available to parents for review.</p>	<p>Parents will be informed via IEP or Check in Meeting.</p>	<p>Parents will be informed via IEP or Check in Meeting.</p>	<p>As changes are necessary.</p>	<p>IEP team.</p>
<p>H) Describe a modification process (as necessary) to satisfy goals.</p>	<p>The educational team will hold scheduled meetings ensuring that the relevant data is reviewed, and necessary changes are made to the students' reduction plans, IEPs, behavior intervention plans, or crisis plans.</p>	<p>Holding periodic meetings throughout the school year with the educational team.</p>	<p>Every school year or as incidences occur.</p>	<p>Administrators, case managers, and/or IEP team.</p>

