

Using Positive Behavioral Interventions and Supports (PBIS) to Reduce Restraint and Seclusion



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Welcome

PBIS

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Ohio Administrative Code 3301-35-15

Standards for Kindergarten through Twelfth Grade

Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion

Purpose of the Rule

- Safe and supportive schools
- Consistent statewide policies and procedures
- Reduce the need for emergency physical restraint and seclusion



Components of the Rule

**Positive Behavior
Intervention and
Supports (PBIS)**

PBIS

Updated Definition

Positive
Behavior
Intervention
and Supports

Has same meaning as section [3319.46](#) of the Revised Code

Multi-tiered, school-wide, behavioral framework developed and implemented for purpose of improving:

- academic outcomes
- social outcomes
- increased learning

Newly Added Definition

Positive Behavior Intervention and Supports leadership team – may include – but not limited to:

School administrators

Teacher representatives

Staff to provide behavioral expertise

PBIS Leadership Team May Include:

Other representatives
identified by
district or school

Bus drivers

Food service & Custodial staff

Paraprofessionals

Parents & Students

Policy for PBIS

Each school district shall implement positive behavior intervention and supports on a system-wide basis



Requirements for PBIS

Decision-making framework with integrated elements:

- Data-based decision making
- Evidence-based practices
- Systems
- Progress monitoring



Standards for PBIS

- Student personnel receive professional development
- Explicit instruction of schoolwide behavior expectations
- Consistent systems of acknowledging and correcting behavior
- Teaching environments designed to eliminate triggers
- Family and community involvement

Family and Community Involvement

Why is it important to have Family and Community involvement in PBIS?



Partnering with Families

Basic Elements Include:

Building positive relationships

Engaging in two-way communication

Ensuring equitable family representation

Making meaningful data-driven decisions

Requirements for Professional Development



Occurs at least every three years



Provided by building or district PBIS Leadership Team



In accordance with district PBIS training plan



PD Topics

- Overview of PBIS
- Behavioral Expectations
- Data Collection
- Implementation with fidelity
- Systems of feedback
- Consistency

Components of the Rule

**Emergency Use of
Restraint and
Seclusion**

Definitions

Physical Restraint

Contact that immobilizes or reduces the ability to move arms, legs, body or head freely.

Seclusion

Involuntary isolation in a room or space from which the student is prevented from leaving.

General Rules and Prohibited Practices

Restraint and seclusion may only be used as a **last resort**.

If behavior poses immediate risk of harm.

No other safe or effective intervention is available.

Notification of Incident

Any incident shall be:

- Immediately reported to the building administration and the parent; and
- Documented in a written report issued to the parent within 24 hours.



Multiple Incidents

After the third incident, a team will meet within 10 school days to discuss the need to conduct, review or amend a functional behavior assessment (FBA) or behavior intervention plan (BIP).

Student on IEP or 504 Plan

The team is the Individualized Education Program (IEP) or 504 Plan team including the parent.

Student in General Education

The team is the parent, administrator, teacher of the student, a staff member involved in the incident.

Concerns and Complaints: Local Level

Contact the teacher, counselor, school administrator or district special education director.

Parents of a child with a disability can call an Individualized Education Program (IEP) meeting.

File a written complaint with the district superintendent.

District Complaint Process

Each district will have:



Written procedures for parents to initiate an investigation



Additional options for complaints to other public agencies.



District has 30 days to investigate.

Complaint Process

State Level

A parent may file a [complaint](#) with the Ohio Department of Education regarding the following issues:

- Training and professional development for crisis-management and de-escalation
- Policies and procedures about restraint and seclusion
- Monitoring and reporting
- Multiple incidents without required intervention

Resources

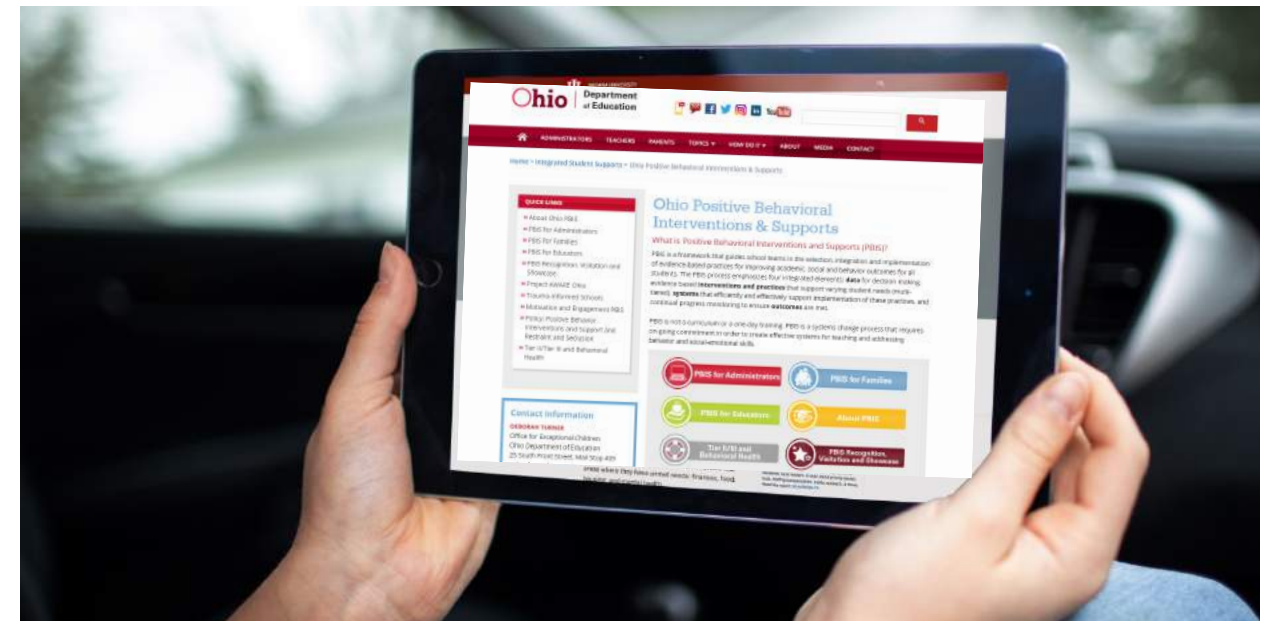
www.education.ohio.gov

Search Keyword: PBIS

- [PBIS Professional Guidance Document](#)
- [PBIS for Families](#)

Search Keyword: Restraint

- [Model Policy for PBIS and Restraint and Seclusion](#)
- [What Parents Need to Know](#)
- [Crisis Prevention and De-escalation Training Requirements](#)
- [Complaint Process](#)



Resources

What Parents Need to Know

Provided in four additional languages

- Spanish
- Chinese
- Somali
- Arabic

Restraint and Seclusion, Positive Behavior Intervention and Supports (PBIS) in Ohio Schools.
What Parents Need to Know

#EachChildOurFuture

Does This Law Apply to all Students?
This law applies to all K-12 students, both general education students and students with disabilities, and requires using proven practices to reduce and eliminate restraint and seclusion practices.

As of September 2021, Ohio [law](#) requires school districts to provide yearly notice to parents about their policy and procedures related to the requirements of positive behavior intervention and supports (PBIS) and the emergency use of physical restraint and seclusion, including the local complaint process. Districts may choose to accompany the district information with this handout which explains the law and statewide requirements.

- Implement PBIS in all (K-12) schools across the district.
- Provide student personnel with professional development about PBIS.
- Deliver specific training on ways to prevent the use of restraint and seclusion and safe restraint and seclusion practices when needed for emergencies.

What is the purpose of this law?

The purpose of this law is for Ohio school districts to provide behavior supports and training to reduce and eliminate the need for emergency physical restraint and seclusion. The law requires that Ohio school districts:

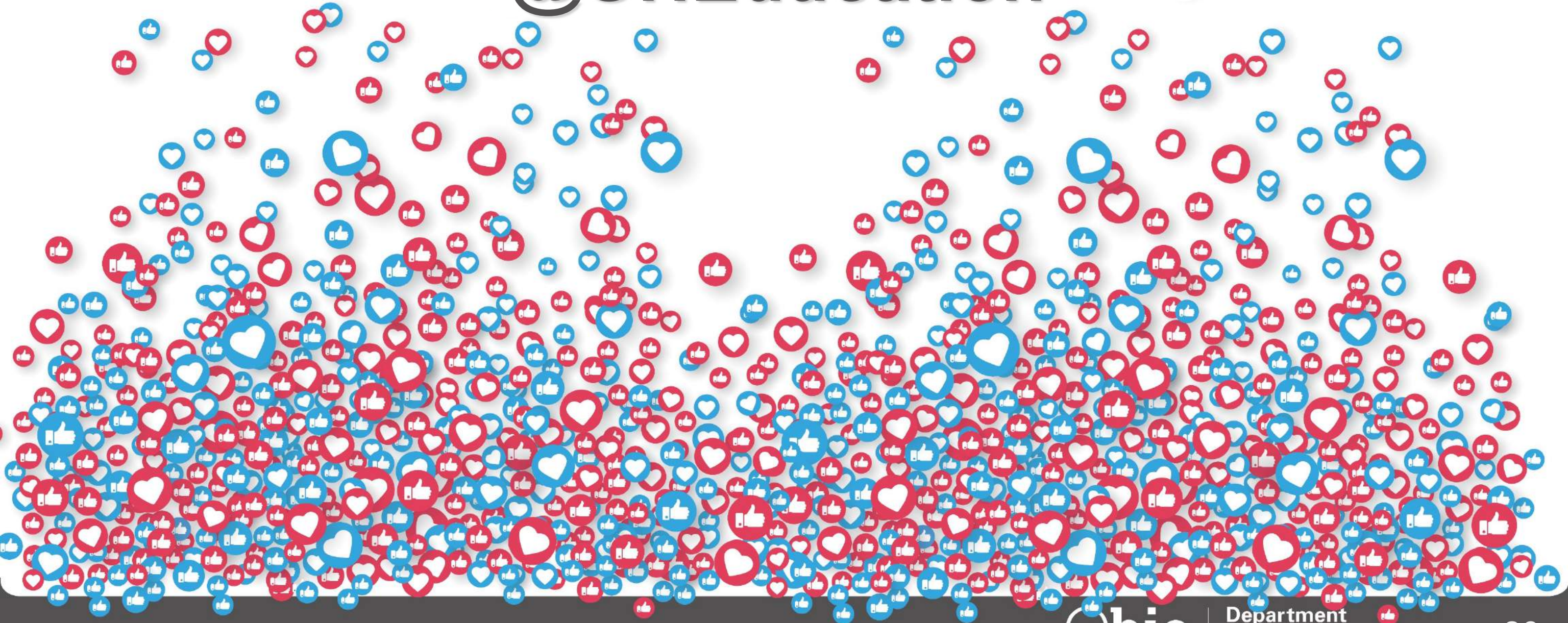


This Document was developed by The Ohio Department of Education Office for Exceptional Children in collaboration with the Ohio Coalition for the Education of Children with Disabilities.

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JamBoard Activity

- Opportunity to share questions and feedback
- https://jamboard.google.com/d/1P43QqK_xEgq5UeZW7fzo6qI0LqI9CL1d5b7umVI8TnI/edit?usp=sharing