



## Northwest Education Services

### Emergency Use of Seclusion and Restraint Comprehensive Training Framework

In December, 2016 the Michigan Legislature amended the school code to include sections 380.1307 and 380.1307a to 380.1307h related to the use of and training about emergency seclusion and restraint. These sections were effective on March 29, 2017.

Per 380.1307a, the State Board of Education adopted policy at its meeting on March 14, 2017; local and intermediate boards were required to do likewise by the beginning of the 2017-18 school year. Specifically related to training, from the State Board of Education Policy for the Emergency Use of Seclusion and Restraint:

1. In accordance with department guidelines, a school district, intermediate school district, or public-school academy shall implement a comprehensive training framework that includes:
  1. Awareness training for all school personnel who have regular contact with pupils, and
  2. Comprehensive training for key identified personnel [as described in section 380.1307g]
2. The school district, intermediate school district, or public-school academy must ensure that substitute teachers are informed of and understand the procedures regarding use of emergency seclusion and emergency physical restraint. This requirement may be satisfied using online training and an online acknowledgement of understanding developed or approved by the department and completed by the substitute teacher.

The complete State Board of Education Policy is posted at:

[https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint\\_564940\\_7.pdf](https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf)

## Awareness Training for all Employees

Each Agency must provide and document the following, taken from the Michigan Department of Education document, *Emergency Use of Seclusion and Physical Restraint Frequently Asked Questions, Revised 9-5-17*:

Awareness training shall include:

1. Purpose and spirit of the law, including duty to protect the wellbeing of pupils in our care
2. Expectations and responsibility of staff in responding to emergency situations
3. Risks and limits on emergency use of seclusion and physical restraint
4. Following definitions:
  - o Emergency situation
  - o Emergency seclusion
  - o Emergency physical restraint
  - o Mechanical restraint
  - o Key identified personnel
2. Prohibited practices
3. Documentation and debriefing of each use of seclusion and restraint
4. Immediate reporting of use of seclusion and restraint to the parent of child
5. Reporting of use of seclusion and restraint to the MDE
6. Awareness of best practices to reduce the need for emergency use of seclusion and physical restraint must include positive behavioral interventions and supports (PBIS) and may include:
  - o Proportionate response
  - o Prevention strategies
  - o Planning for alternative interventions or strategies
  - o Patterns of behavior
7. [Positive Behavioral Interventions and Supports, OSEP Technical Assistance Center \(https://www.pbis.org\)](https://www.pbis.org).

## Comprehensive Training for Key Identified Personnel

Comprehensive training for key identified personnel [as described in section 380.1307g]

Required Training Components	Where/How components are trained: <ul style="list-style-type: none"> <li>● Crisis Prevention Institute (CPI) Units in Nonviolent Crisis Intervention</li> <li>● North Ed Awareness Training</li> <li>● North Ed Emergency Seclusion/Emergency Restraint At-A-Glance</li> </ul>
a. proactive practices and strategies that ensure the dignity of pupils;	CPI Modules 1-5 Prevention and Deceleration Strategies Coordinated and Collaborative Approach CPI Module 7 Decision Making CPI Module 8 Post-Crisis
b. de-escalation techniques;	CPI Modules 1-5 Prevention and Deceleration Strategies Coordinated and Collaborative Approach
c. techniques to identify pupil behaviors that may trigger emergency situations;	CPI Module 1 Crisis Development Model CPI Module 4 Responding to Defensive Behaviors CPI Module 7 Decision Making
d. related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion or restraint is used;	CPI Module 5 Safety Interventions CPI Module 6 Intro to Restrictive Interventions CPI Module 7 Holding Skills Awareness Training At-A-Glance
e. instruction in the use of emergency seclusion and emergency physical restraint;	CPI Module 6 Intro to Restrictive Interventions CPI Module 7 Holding Skills Awareness Training At-A-Glance
f. identification of events and environmental factors that may trigger emergency situations;	CPI Module 1 CPI Crisis Development Model CPI Module 2 Integrated Experience CPI Module 3 Communication Skills
g. instruction on the state policy on the use of seclusion and restraint;	CPI Training Awareness Training At-A-Glance
h. description and identification of dangerous behaviors;	CPI Module 1 CPI Crisis Development Model CPI Module 4 Responding to Defensive Behaviors

	CPI Module 5 Safety Interventions CPI Module 6 Intro to Restrictive Interventions CPI Module 7 Decision Making and Holding Skills
i. methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted;	CPI Module 1 CPI Crisis Development Model CPI Module 4 Responding to Defensive Behaviors CPI Module 5 Safety Interventions/Disengagement Skills CPI Module 6 Intro to Restrictive Interventions CPI Module 7 Decision Making/Holding Skills
j. types of seclusion;	Awareness Training At-A-Glance
k. types of restraint;	CPI Module 6 Intro to Restrictive Interventions CPI Module 7 Holding Skills Awareness Training
l. the risk of using seclusion or restraint in consideration of a pupil's known and unknown or mental health conditions or psychological limitations.	CPI Module 7 Decision Making/Holding Skills Awareness Training At-A-Glance
m. the effects of seclusion and restraint on all pupils.	CPI Workbook Appendix Pages 65-70 for Emergency Restraint CPI Module 4 Communication CPI Blended Initial training On-line portion
n. how to monitor for and identify physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations	CPI Workbook Appendix Pages 65-70 for Emergency Restraint
o. how to obtain appropriate medical assistance;	Call 911
p. cardiopulmonary resuscitation and first aid;	Supported by North Ed Nurses

Key Identified Personnel will receive all necessary components of training by attending an initial CPI course, Emergency Seclusion/Restraint Awareness Training, first aid, and CPR. The crosswalk above describes the components necessary and how they can be covered.

## **Substitute Teacher Training**

Northwest Education Services contracts with PCMI for teacher and teacher assistant substitutes. PCMI requires that all substitutes complete online training before the substitute can accept a position, and PCMI maintains that documentation.

Contact PCMI to review the online training and substitute acknowledgement of the training to ensure that it provides “that substitute teachers are informed of and understand the procedures regarding use of emergency seclusion and emergency physical restraint.”

Providing the same online or in-person awareness training would meet the needs of the statute for substitute training.