

REVIEW OF RESTRAINT AND SECLUSION TRAINING AND SAFETY ISSUES IN SCHOOLS

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Hello!




- What states?
- What is your role?
 - Higher education or schools & agencies
 - Teachers, administrators, psychologists, social workers?
- Are you trained in crisis intervention?
 - Which vendors?
 - How often have you used these?

Goal of this presentation-

- Review policy regarding restraint and seclusion in schools
- Discuss key topics related to restraint and seclusion
- Emphasize safety topics with data from crisis intervention training study.

Definitions

3 Types of Restraint Procedures

Mechanical Restraint 	Use of any device (tape, tie downs) to limit an individual's body movement.	Limited use in schools; with a few exceptions, not permitted.
Chemical Restraint 	Use of medication to control behavior or restrict a patient's freedom of movement	Not used by schools; however many students may be on medication in schools.
Physical Restraint 	Use of one or more people using their bodies to restrict another's movement.	Can be used given certain criteria are met.

3 Types of Timeout- Only one of these is Seclusion

Inclusion Timeout
inside the classroom

Exclusion Timeout
Outside the classroom

Seclusion
Involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving

KEY TOPICS

Policy review

Overuse and overrepresentation

Study of training

QUICK POLICY REVIEW

Strong Advocacy Continues!

This topic continues as a priority for advocacy organizations. Incidents of apparent misuse and abuse continue to be highlighted in the media.

Specific Federal Policy & Background

Federal **legislation** to regulate restraint and seclusion has been proposed since 2009; no proposed legislation has been enacted.

We are not aware of any bills in the current session.

However!



Federal law did address- Restraint & Seclusion in Schools...

Every Student Succeeds Act - ESSA (December, 2015)

Each State plan shall describe-

“(1)...(C) how the State educational agency will support local educational agencies receiving assistance under this part to improve school conditions for student learning, including through reducing—
“(i) incidences of bullying and harassment; “(ii) the overuse of discipline practices that remove students from the classroom; and “(iii) the use of **aversive behavioral interventions** that compromise student health and safety;” p. 41-42 of pdf

The Conference Committee Report indicates that this includes “physical restraint and seclusion.”

Analysis of State Policies

Jessica Butler in a report entitled- *How Safe is the Schoolhouse- An analysis of state seclusion and restraint laws and policies* (Butler, 2015)

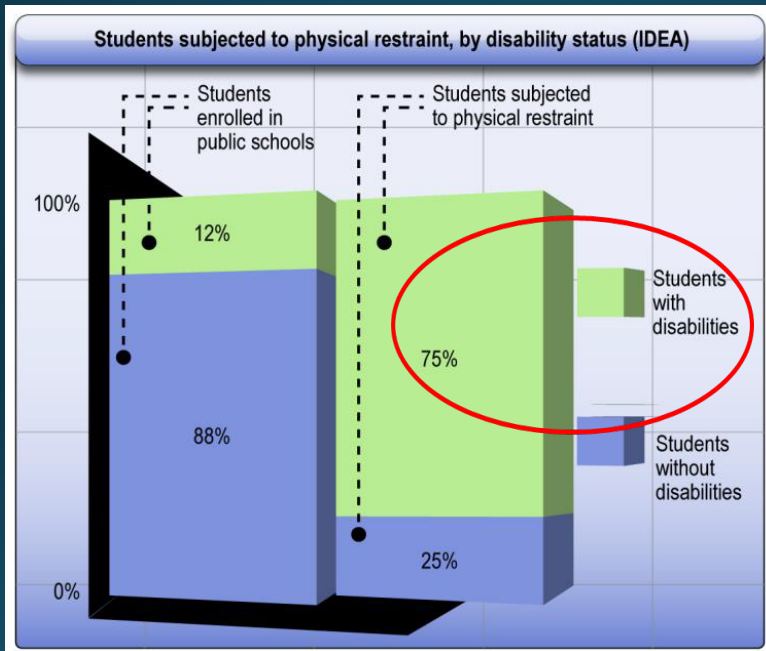
- **22 States currently have laws** providing “meaningful” protections in place for all students; 35 have laws or policies addressing restraint and seclusion.
- **Only 16 require an emergency or physical danger to occur before use of restraint**; 20 do for children w/disabilities
- **In 23 states schools must by law notify parents** of restraint or seclusion; 35 require it for parents of students with disabilities

In some states – policy activity continues or is still developing...
Massachusetts, Virginia & Washington are recent examples; Legislative study in Nebraska

**Over use &
Over representation**

**U.S.
Department
of
Education,
Office for
Civil Rights,
Data
Collection,
2011-12.**

- ◆ Over 70,000 students subjected to physical restraint
- ◆ Over 37,000 students subject to seclusion.
 - ◆ Nevada (96%), Florida (95%), and Wyoming (93%) reported the highest percentages of physically restrained students with disabilities.
- ◆ Nearly 4,000 IDEA students subject to mechanical restraint



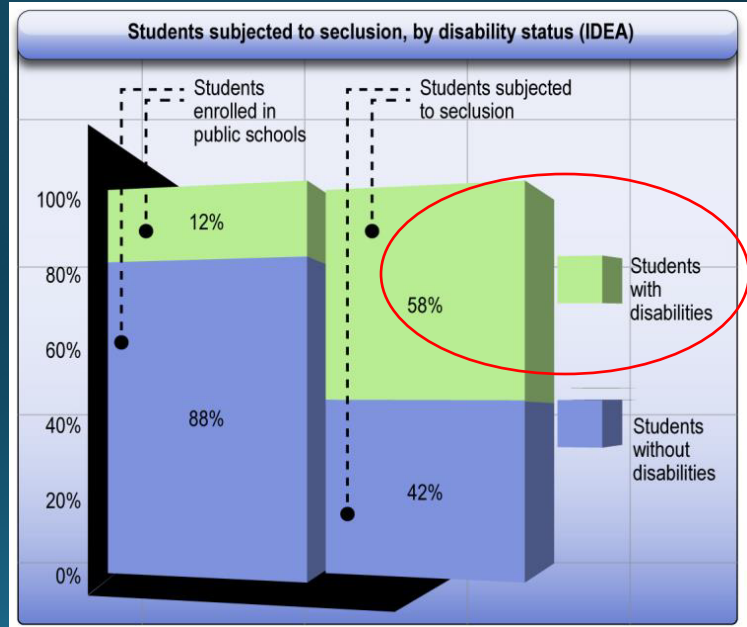
U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12

Of students subjected to restraint, 75% were students with a disability.

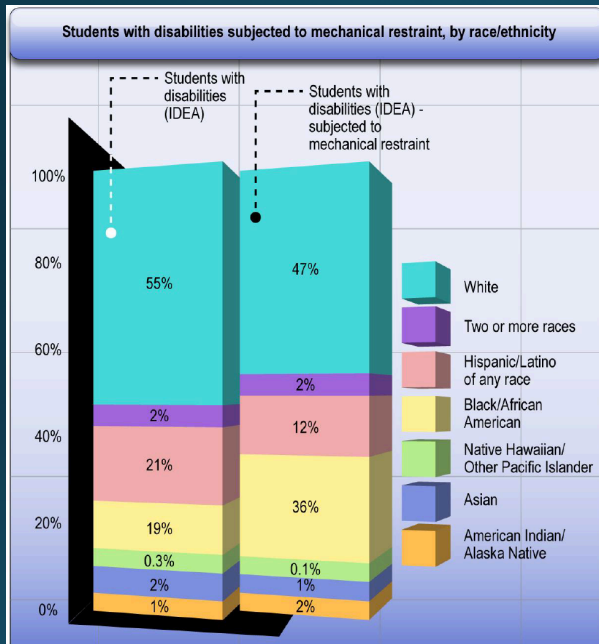
**Office of Civil Rights
2014 Report**

**Of students
subjected to
seclusion
58% were
students
with a
disability**

**Office of Civil Rights
2014 Report**



U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.



U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

**Black students
represent 19% of
students with
disabilities served
by IDEA, but 36% of
these students who
are mechanically
restrained.**

**Office of Civil Rights
2014 Report**

THE PRESENT STUDY

The content of crisis intervention training programs

Study Purpose

- Identify safety concerns addressed in Crisis Intervention Training
- Highlight major similarities & differences across training programs
- Identify themes and consistencies across training
- Update Couvillon et al. (2010) in light of policy changes since that time
- Aid consumers on purchasing decisions



The Present Study

Questionnaire

- **99 questions**
- 10 content sections or topics.
- Questions allowed for both closed and open ended responses.
- Options created for electronic (Qualtrics), hard copy, or telephone interview completion.

Training Vendors

- Effort to identify all current training vendors providing training to schools through Internet searches and nominations.
- Only programs providing training on restraints
- 32 Initially identified, but 7 were no longer in business
- Of the remaining 25, 6 declined or did not respond, two did not complete the questionnaire.
- **Result was data from 17 vendors-68% of total.**
- Owner or lead trainer was contacted and asked to complete the questionnaire.
- Once completed the data was sent back to the vendor for verification.

17 Crisis Intervention Training Programs	Organization Name	Website
Calm Every Storm, Crisis Intervention Training	Crisis Consultant Group, LLC.	crisisconsultantgroup.com
Management of Aggressive Behavior (MOAB®)	MOAB® Training International, Inc.	moabtraining.com
Nonviolent Crisis Intervention® Program	Crisis Prevention Institute	crisisprevention.com
Oregon Intervention System (OIS)	Alternative Service, Inc. - Oregon	ois.asioregon.org
PMT	PMT Associates, Inc.	pmtassociates.net
Pro-ACT®	Pro-ACT, Inc.	proacttraining.com
Professional Crisis Management (PCM)	Professional Crisis Management Association	pcma.com
Response	Response Training Program LLC	responsetrainings.com
RIGHT RESPONSE	Service Alternatives Training Institute	rightresponse.org
Safe and Positive Approaches®	Devereux	devereux.org
Safe Crisis Management® (SCM)	JKM Training Incorporated	jkmtraining.com
Safe Prevention Principle and Techniques	JIREH Training and Consulting LLC	jirehtraining.com
Safety-Care™	QBS, Inc.	qbscompanies.com
Satori Alternatives to Managing Aggression (SAMA)	Satori Learning Designs, Inc.	satorilearning.com
The Mandt System®	The Mandt System, Inc.	mandtsystem.com
Therapeutic Aggression Control Techniques (TACT2)	SBP Consulting, Inc.	tact2.com
Therapeutic Crisis Intervention (TCI)	Residential Child Care Project, Cornell Univ.	rccp.cornell.edu/tcimainpage.html

Training content by 8 global components*

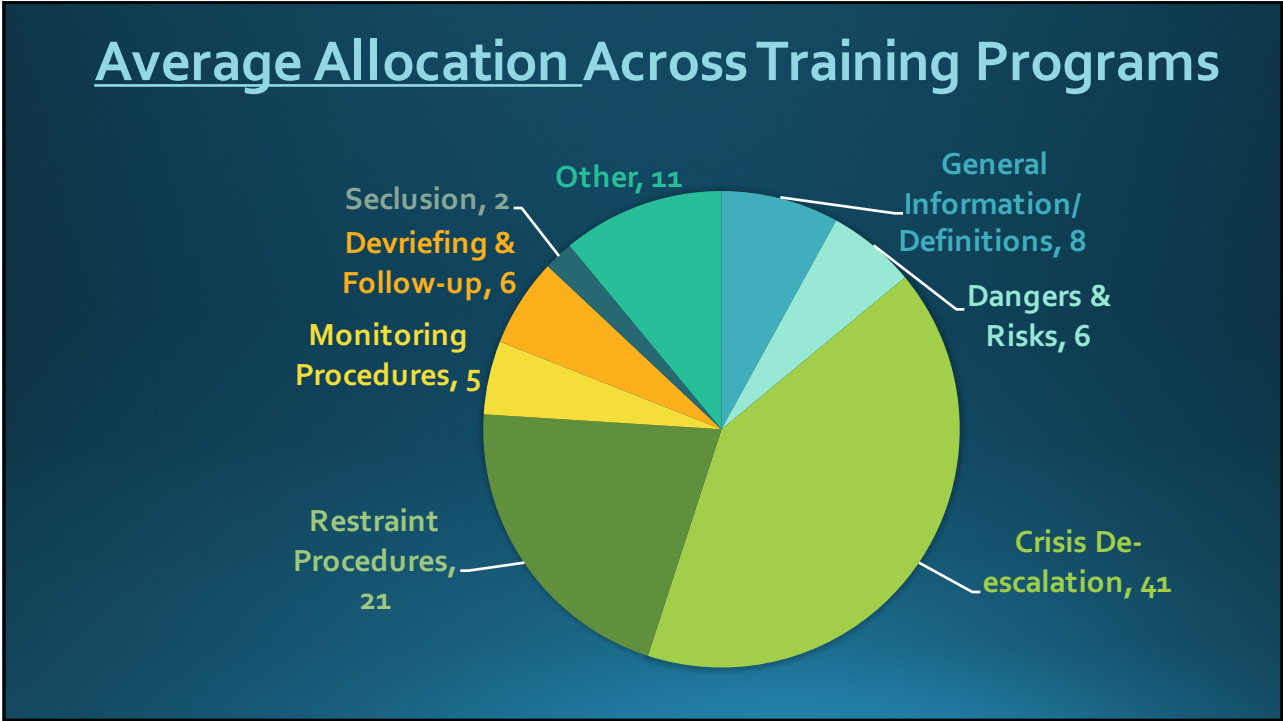
Respondents were asked for % of training allocated to each

- General information and definitions
- Dangers and Risks
- Crisis De-escalation procedures
- Restraint procedures
- Procedures for monitoring
- Debriefing and follow up
- Seclusion
- Other topic areas

* Interpretations may vary based on differing terminology or understandings; [use only for gross comparisons](#)

Allocation of resources across general topics

Training Program Name	Total Basic Training Time	General Information/Definitions%	Dangers & Risks %	Crisis De-escalation %	Restraint Procedures %	Monitoring Procedures %	Debriefing & Follow-up %	Seclusion %	Other %	Total %
Calm Every Storm	16 hrs	5	5	55	15	5	5	5	5	100
MOAB	6-8 hrs	20	15	20	20	10	5	5	5	100
Nonviolent Crisis Intervention® program	14 hrs	20	5	35	25	5	10	0	0	100
OIS	12 hrs	15	10	25	15	2	2	2	29	100
PMT	8 hrs	15	10	40	20	5	5	5	0	100
Pro-ACT®	20 hrs	5	4	60	8	7.5	7.5	3	5	100
Professional Crisis Management Response	14 hrs	10	5	30	50	0	5	0	0	100
RIGHT RESPONSE	12 hrs	4	6	58	12	4	4	0	12	100
RIGHT RESPONSE	5-14 hrs	2	2	31	30	5	5	0	25	100
Safe & Positive Approaches®	14 hrs	5	7	34	18	3.5	3.5	0	29	100
Safe Crisis Management	18 hrs	5	5	45	30	5	10	0	0	100
Safe Prevention Principles and Techniques	16-20 hrs	10	12	38	15	5	15	5	0	100
Safety-Care	12 hrs	5	5	25	20	5	5	0	35	100
SAMA	16 hrs	1	2	40	20	1	1	0	35	100
The Mandt System®	19 hrs	7	8	58	12	7	7	1	0	100
TACT2	18-20 hrs	10	2.5	50	30	2.5	2.5	2.5	0	100
TCI	28-32 hrs	5	5	50	25	5	10	0	0	100



- ## Safety topics to be addressed:
- Defining clear and imminent danger
 - Adjustments for special populations
 - Emphasis on crisis de-escalation
 - Use of seclusion
 - Safety of physical restraint procedures
 - Documentation, debriefing & follow-up
 - Monitoring for danger
 - Staffing and training delivery



Defining Clear and Imminent Danger

Boy's parents seek ban on restraining children



Tanner Wilson, of Mason City, is shown in this undated photo. Wilson, who had autism, died Feb. 9, 2001, at Grand Treatment Center of Iowa in Mason City where he was sent when his anxiety and aggression got the best of him, said his mother, Karen Wilson. Workers allegedly were holding Tanner face down on the floor as what they described as a "restraint" when he allegedly died.

By Melissa S. Wright
Des Moines — The parents of an 11-year-old boy who died while in residential care in northwestern Iowa want lawmakers to pass legislation that would prevent workers from using force to restrain children with mental disabilities.

The technique involves putting a child on his or her stomach and applying physical pressure to immobilize the individual. Critics say it can create the child's ability to breathe and circulate oxygen, problems that could put the child at risk.

Tanner Wilson, who had autism, died Feb. 9, 2001, at Grand Treatment Center of Iowa where he was sent when his anxiety and aggression got the best of him, said his mother, Karen Wilson. Workers allegedly were holding Tanner face down on the floor as what they described as a "restraint physical holding" when he allegedly died.

"Tanner Wilson was an example, unfortunately, of what's happening around the country. In the name of treating him and restraining him, they killed him."

Curt Becker,
executive director of the National Association of Protection and Advocacy Systems

Wilson said. She and her husband, Robert, hope their only child would be able to come home in May 2001. Then, something went wrong. "Tanner didn't have to die that day," Karen Wilson said.

Since Tanner's death, she and other parents have been telling their story, advocating for a ban on the use of physical restraint.

"What I'm trying to do now is make a positive impact on this issue so that no other family has to go through what we've gone through," she said. "There should be another way to try and care for these children without taking their lives."

Becker of Iowa continues to stress children, said Jim Hester, president and CEO of 17 Angles, president and CEO of 17 Angles, president and CEO of 17 Angles, president and CEO of 17 Angles.

"We continue to strongly support all housing and related regulatory actions regarding residential care facilities," he said in a statement. He declined further comment.

In 2001, new restraint standards took effect in federal child care facilities, and states were urged to update their own rules. "It depends on the state," he said. "It depends on the state."

be increasing... which is... schools are...

DIOWA

Parents ask why runaway who died wasn't stopped

Cedar Rapids, Ia. — A 15-year-old boy who died after falling into the Cedar River in May should have been restrained because he posed a danger to himself, his parents said.

Russell Jankowski had run away from home for children with social or psychological problems that weeks before his death.

He ran away for the last time on May 28. His body was found a week later in the Cedar River. Police believe he jumped from a Cedar Rapids bridge.

Russell's parents, Richard and Carol Menadue of Dubuque, questioned why Tanager Place staff didn't stop him.

Police records show Russell was a threat to himself and others before he left, and should have been restrained, Richard Menadue said. Tanager Place staff use physical restraints only in emergencies of the resident or others, said George Estle, chief executive officer of Tanager.

A report indicated that Russell became upset after a confrontation with another person and left his home in May. Staff members followed him out but he tried to hit, kick and throw things at them when they tried to return him to the home. Menadue said the staff members should have restrained the boy because his violence indicated he was a danger.

Estle declined to comment on the Jankowski case specifically. He said every case is different, and it comes down to a judgment call. "It depends on the situation," Estle said. "Some kids you might be better off to avoid an escalation."

He explained that if staff intervenes with some children, somebody could get hurt.

A lawsuit has been filed against the home by Iowa Protection and Advocacy Services Inc., an agency that looks out for the rights of mentally disabled people. According to the lawsuit, Tanager Place officials have refused to let Iowa Protection and Advocacy investigators interview Russell's roommates and other residents.

Des Moines Register Sunday, July 11, 2004 Page 5B

What is “clear and imminent danger”?

- Criteria for when restraint procedures are warranted
- Although this term is used in many locations its definition is not obvious.
- Training may be required for staff to have a uniform and clear understanding.



Definitions: Crisis Situation

- Accurately interpreting escalating student behavior requires extensive experience and background knowledge (Scheuermann, Peterson, Ryan, & Billingsley, 2015).
- Asked to define “**crisis**,” “**crisis situation**,” or “**emergency situation**.”
 - **11 programs** included some reference to danger to self, others, or the environment in their definition of crisis situations.
 - **6 programs** mentioned distress or inability to cope
 - **2 programs** cite external governmental sources that were used to develop their definitions

What is “imminent danger”?

Occupational Safety and Health Administration



Section 13(a) of the Act defines *imminent danger* as ...

“any conditions or practices in any place of employment which are such that a *danger* exists which could reasonably be expected to cause death or serious physical harm immediately or before the imminence of such *danger* can be eliminated through the enforcement procedures otherwise provided in the Act”

Definitions: Clear & Imminent Danger

- Common consensus that physical restraint procedures are only implemented in cases of clear and imminent danger
- This definition speaks to how programs approach training surrounding physical restraint procedures
- **16 of 17 programs** indicated that they train physical restraints are only warranted in cases of clear and imminent danger
 - Definitions vary widely in detail and criteria
 - Last program created their own objective criteria for when restraint is warranted

What is “clear and imminent danger”?

Crisis Intervention Training Program Definitions

- “a person: has the ability to injure seriously, shows an intent to injure seriously and immediately, and the threat or attempt would create a need for immediate, professional, medical attention” (**PRO-ACT**)
- “It is when people are no longer able to maintain self-control due to a perception that they are unable to cope with the demands presented.” (**RIGHT RESPONSE**)
- “‘Immediately Dangerous’ situations are those which ‘put self or others at risk of imminent and serious harm, and verbal instructions have failed’ (**TACT 2**)
- “Acute physical behavior that is likely to result in injury” (**TCI**)
- “An immediate threat of harm exists when [it is] ‘not separated in time, acting or happening at once, next in order.’ (Harper, 2010) The words that characterize such situations are “severe” and “out of control.” (**MANDT**)



What is “clear and imminent danger”?

An angry and upset 12 year old boy runs away from a school which is located on a busy street. This boy normally walks to school on his own each day.



**Example
VS.**



An angry and upset 12 year old boy runs away from school which is located on a busy street. The boy is severely cognitively impaired and is still working on functional skills including learning the meaning of street signs.

What is “clear and imminent danger”?

A student in a classroom loses self control and pushes a computer and other materials onto the floor.



Example
Vs.

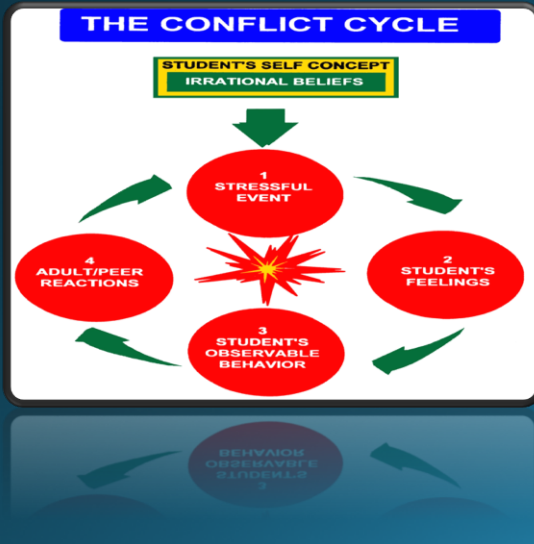


As student in a classroom loses self control and begins throwing heavy objects at other students and the teacher.



Emphasis on
Crisis De-escalation

Crisis De-escalation Procedures



- Prevention focus is crucial
- Aim is reduction of use
- Teach students skills to positively support behavior
- Understand the crisis cycle
 - Recognize signs of agitation
 - Identify and manage antecedents/contributing factors
 - Verbally de-escalate students

Crisis De-escalation Procedures

- On average, biggest emphasis across programs
- 2/3 of the programs spend the most time on crisis de-escalation, average 41% (range = 20 – 58%)
- 16 programs indicate PBIS is addressed
- 12 teach to functionally assess behaviors
- 15 train teaching students replacement behaviors
- All include training in
 - identifying and managing antecedents to crisis situations;
 - Recognizing triggers or signs of agitation;
 - strategies for prevention and early identification of pending crises;
 - verbal or other non-physical de-escalation techniques





Safety of Physical Restraint Procedures

Risks Associated with Restraint

Positional Asphyxia

Predisposed when in prone (face down) position

Aspiration

Predisposed when in supine (face up) position

Blunt Trauma to the Chest

Cardiac arrhythmia leading to sudden death

Catecholamine Rush

Result of escalating agitation producing heart rhythm disturbances

Rhabdomyolysis

Break down in muscle cells due to strenuous exertion.

Psychotropic Medications

Neuroleptics increase risk of sudden death (2.39 times)

Antidepressants increase QT interval associated with Sudden Death

Many medications inhibit body's cooling mechanisms

Thrombosis

Fatal pulmonary embolism due to being immobile for long periods of time

Psychological Trauma

Physical Injury (Staff & Students)

(Moore, Petti & Mohr, 2003)

Dangers & Risks

Physical Harm

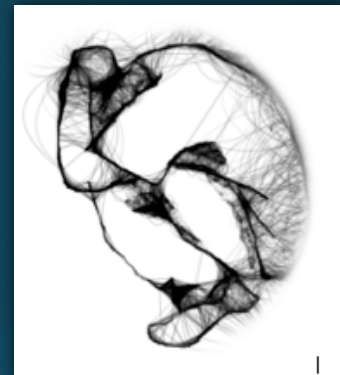
- Can lead to physical injury for students *and* staff
- “Hundreds of cases of alleged abuse and death”, but difficulty to verify exact number (GAO, 2009, p. 2)
- Estimated that between 8 and 10 children in the United States die each year due to restraint (The Child Welfare League of America, 2004)
- Majority of fatalities due to positional asphyxia, aspiration, or blunt trauma to the chest (Mohr et al., 2003)



Dangers & Risks

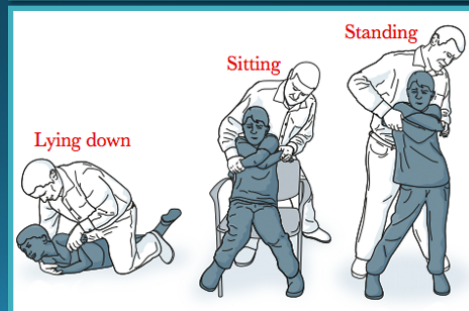
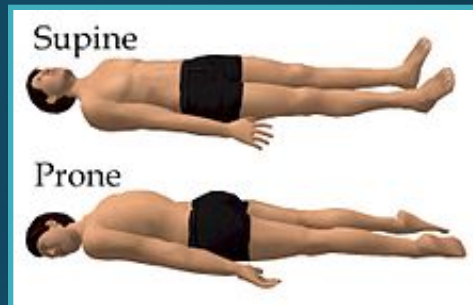
Psychological Harm

- Physical restraints can result in severe emotional distress and trauma
- Can be particularly harmful for students who have experienced sexual or physical abuse
- **Re-traumatization** can occur when a student who has a history of trauma is restrained, or vicariously traumatized by watching a restraint- can be as damaging if not more damaging than the initial trauma (Dallam 2010, SAMHSA 2014).



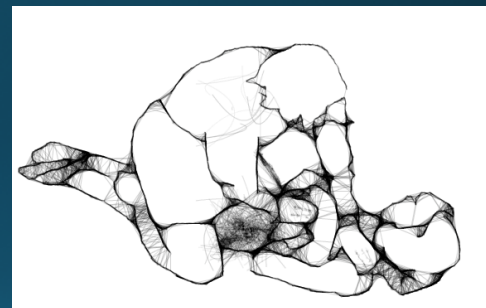
Types of Restraint Procedures

- Supine restraints
- Prone restraints
- Basket hold restraints
- Physical escorts



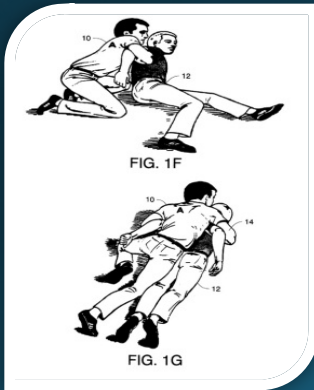
Physical Restraint Procedures

- **Increased Risk**
 - **Prone** (face-down) and **supine** (face-up) restraints are widely considered to be the riskiest due to potential for suffocation
 - **Basket holds** have increased risk of compressing the airway of young children (U.S. Government Accountability Office, 2009; Paterson et al., 2003)
 - Some state and district policies restrict the use of these procedures



***Due to heightened risk, it takes time & continuous practice to teach physical holds adequately.**

Training Restraint Procedures



- The % of overall time allocated to training on holds ranged from 8% to 50%
- Most programs dedicate between 12% -25% of their time to restraint procedures; the mean was 21%
- The number of different types of holds trained ranged from 2 to 27
- **All** train criteria for determining when physical restraint is warranted – most describe it as a last resort for when other intervention options have not worked, or are not reasonably expected to manage the situation.

Restraint Procedures Taught

Training Program Name	Types of Restraints (#)	Physical Escorts	Basket Hold Restraint	Prone Floor Restraint	Supine Floor Restraint
Calm Every Storm	3	Yes	No	No	No
MOAB	20	Yes	Yes	Yes	Yes
Nonviolent Crisis Intervention® program	8	Yes	No	No	No
OIS	2	Yes	No	No	No
PMT	10	Yes	Yes	No	Yes
Pro-ACT®	5	Yes	No	Yes	Yes
Professional Crisis Management Response	25	Yes	No	Yes	Yes
RIGHT RESPONSE	2	No	No	No	No
Safe & Positive Approaches®	27	Yes	No	Yes	No
Safe Crisis Management	12	Yes	No	No	Yes
Safe Crisis Management	15	Yes	No	Yes	Yes
Safe Prevention Principles and Techniques	8	Yes	No	Yes	----
Safety-Care	7	Yes	No	Yes	Yes
SAMA	6	Yes	Yes	No	No
The Mandt System®	4	Yes	No	No	No
TACT2	4	Yes	Yes	No	Yes
Therapeutic Crisis Intervention	5	No	No	Yes	Yes

Types of Restraint Procedures

- Specific Types of holds:
 - 4 of the 17 programs trained **basket holds**, 23.5%
 - 8 of the 17 programs trained **prone restraints**, 47%
 - 9 of the 17 programs trained **supine holds**, 53%
 - 15 of the 17 programs trained **transportation or escorts**, and consider it restraint, 88%



*These images are for illustration. They may or may not represent good practice. **Most programs which continue to use types of prone or supine restraints have adjusted them to increase their safety.**



Monitoring for Danger

Monitoring

- Someone should be **monitoring at all times** for signs of physical and/or psychological distress
- Complicating factors can make it difficult to accurately indicate biophysical distress
 - Obesity, underlying health conditions, psychotropic medications
- Signs of Distress
 - Struggling
 - Sudden quieting or calming after a struggle
 - Paleness
 - Mottling of skin
 - Cold or clammy skin
 - Unresponsiveness to instructions
 - Unusual breathing/change in pattern
 - Loss of or reduced consciousness
 - has a seizure of epileptic or non-epileptic origin
 - Blueness of lips/fingernails/ear lobes (cyanosis)
 - Tiny pinpoint red dots/bruises on the skin (petechia)

Monitoring Equipment

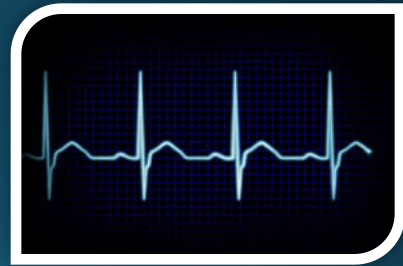
- No programs **require** special equipment for monitoring
- Recommend the use of:
 - Pulse oximeters (n = 1)
 - Automatic defibrillators (n = 2)
 - Counting of respirations (n = 6)
 - Monitor Pulse (n = 5)



Other: Visual and auditory monitoring of breathing/respirations, circulation, eye contact, verbal responses, movement, complexion, blue around fingernails, difficulty breathing, pupils dilated, limp muscles or cold clammy skin, rapid shallow breathing, panting, or grunting

Monitoring

- All teach techniques for monitoring a student's physical and emotional state
- All instruct how to identify signs of physical distress.
- All teach criteria for discontinuing a restraint
- 14 programs actively teach participants to monitor breathing rate and/or pulse



Monitoring Time Limits

- Time limits are crucial to minimize safety
- Only use as long as danger is "clear and imminent"
- 12 programs teach time limits for restraint procedures
 - only 3 have a specific *required* time limit
 - Remaining are recommended time limits, or defer to state regulations, or advise each agency to establish its own limits





Adjustments for Special Populations

Adjustments - Special Populations

- All 17 include modifications for young children or individuals with small body weight.
- 12 address modifications for elderly subjects.
- 11 have adjustments for specialized residential or day treatment programs
- 8 have modifications for juvenile justice custodial settings
- 15 address adjustments for non-English speaking or nonverbal children and youth



Use of Seclusion

Risks of Seclusion

Risks differ from physical restraint

- ❖ Lack of Supervision
- ❖ Inadequate Safety of environment
- ❖ Suicide or self harm
- ❖ Psychological harm
- ❖ Electrocution, cuts, variety of other injuries...

Does not change behavior and overuse results in lack of access to instruction



Seclusion



- Most training programs don't include components on seclusion
 - Only 8 discuss & 4 train
- When included in basic training, no program spent more than 5% of overall time on seclusion; range 1-5%
- All 4 teach responsibilities and guidelines, including recommendations for time limits and knowing when to release students

Seclusion

"Seclusion **should be avoided**, if used it should be of a **short duration**, if possible a staff should be in with the client in the seclusion area, restoration should be going on while the client is in seclusion etc. **Supervision should be direct and continuous**" (**Safe Prevention Principles and Techniques**)

"The **re-traumatizing effect** of seclusion is well established in mental health practice, and must always be taken into account when deciding whether or not the risks of harm in not imposing seclusion is higher than the risk of harm of imposing seclusion.

At least one adult must be physically present to **continuously monitor** a student in seclusion. The student must be released when the student's behavior no longer poses an immediate risk of harm, or if the student is showing any signs of physical or emotional distress as taught in the training provided to monitors of restrictive practices" (**The Mandt System®**)





Documentation, Debriefing, & Follow-up

Documentation



- Large emerging issue in state policies
- Documentation important to review appropriateness of use
- **12 programs** document frequency, duration, and type of restraints
- Remaining **5 programs** leave this up to districts due to varying state requirements

Training Strategies

- Included during **all** training programs:
 - live demonstration with adults
 - debriefing after demonstrations
 - live practice with other trainees
 - role playing for verbal and physical skills
- Continuous physical practice with supervision is crucial to develop “muscle memory” for crisis situations



Do extra staff make for increased safety?

- Requiring more than one staff person to be involved in a restraint is a potential safety practice (Couvillon et al., 2010).
- 6 programs require more than one person to be involved in restraints; only two programs (CES and Pro-Act) definitively stated that no single-person restraints are taught.

Certification/lengths of training

- All training programs provide and require certification
- Certification takes on 18 hours on average for basic training ; range = 12 – 28
- Re-certification or annual update to stay current; recommended annually on average
- Training of trainer; varied requirements
 - Related experience
 - Career in related field
 - Related degree, etc.



Conclusions

- These procedures do not lead to behavior change, and carry safety risks
- Prevention is key! Crisis de-escalation and positive behavior supports should be an emphasis of within this type of training
- Restraint & Seclusion should only be in cases of clear and imminent danger
- Movement away from more extreme holds or ones that have caused most danger (e.g. use of prone & supine have decreased)
- Adequate physical training crucial to minimize risk of harm
- Appropriate use of monitoring to identify distress
- Use documentation to improve current practices
- Re-certification and practice should occur as frequently as possible

Questions?

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University of Washington



■ <http://k12engagement.unl.edu/study-crisis-intervention-training-programs> 64

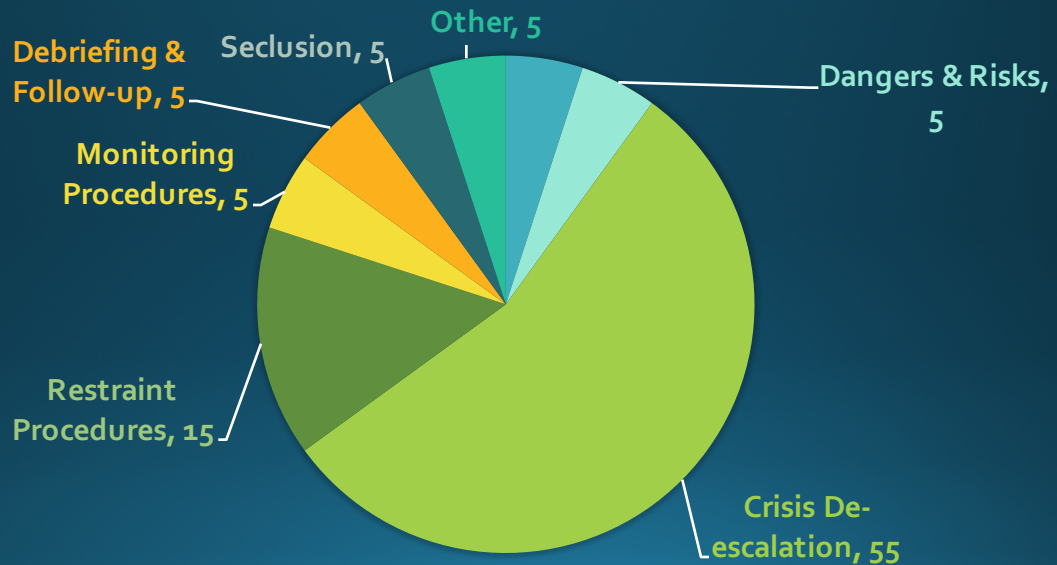
Individual Vendor Training Program Allocation of Time for Components (Pie Charts)

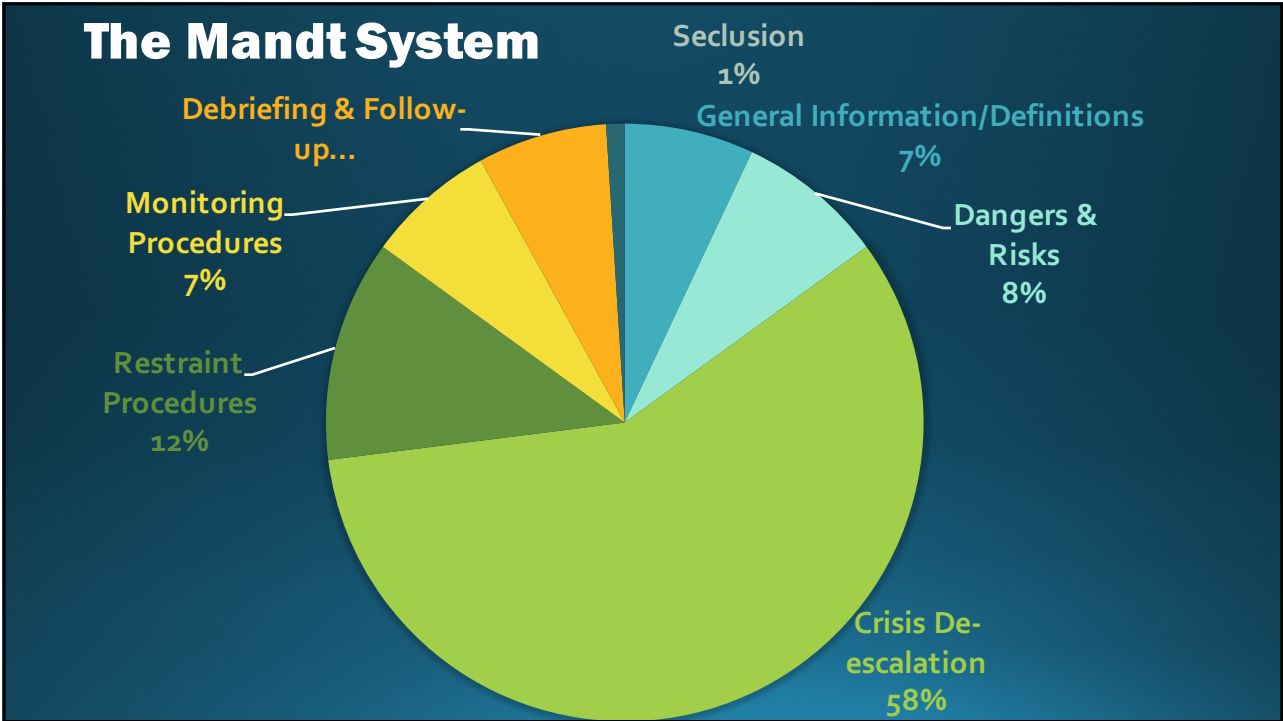
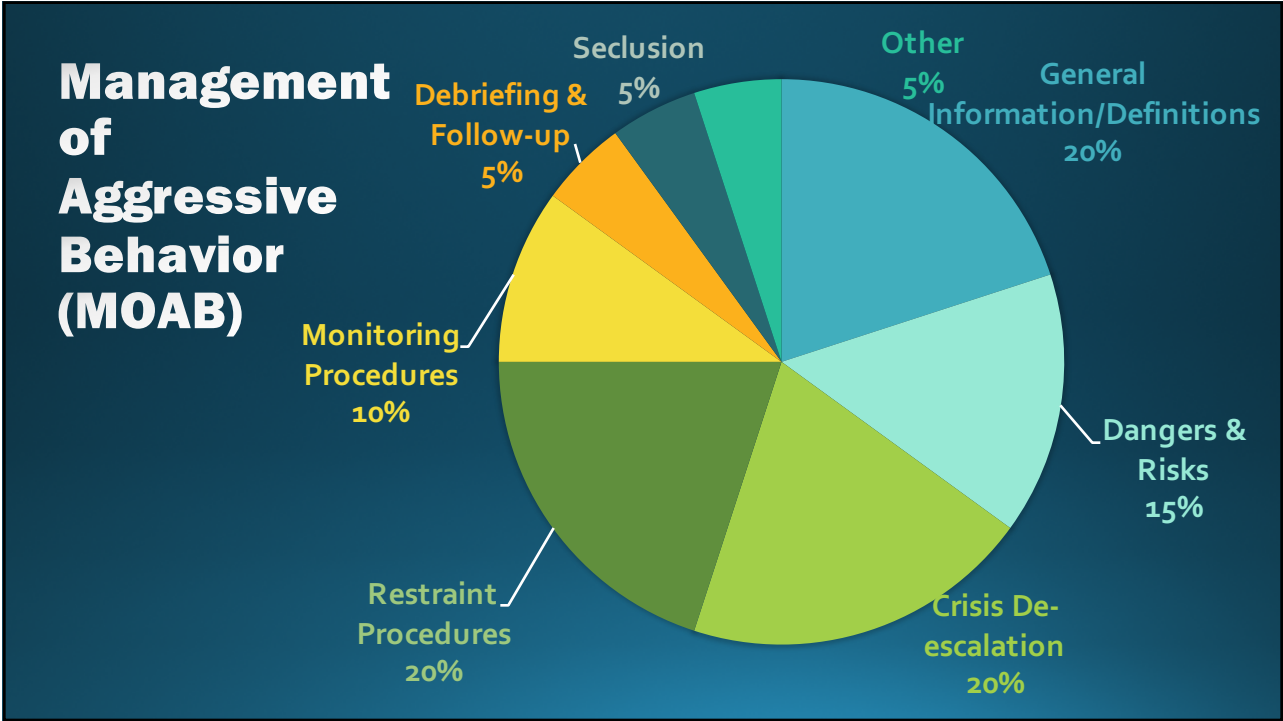
Note: Pie charts of all of the vendor training programs are provided in the handout to illustrate variations in time allocations across all eight topics.

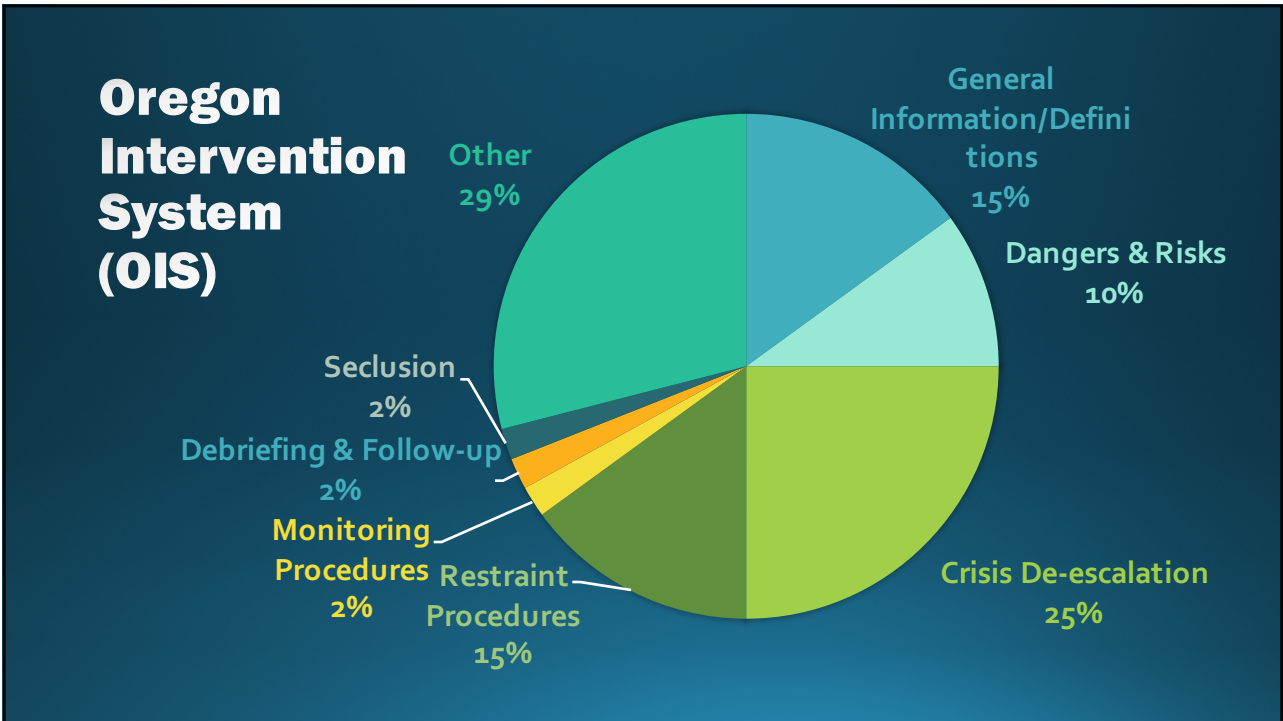
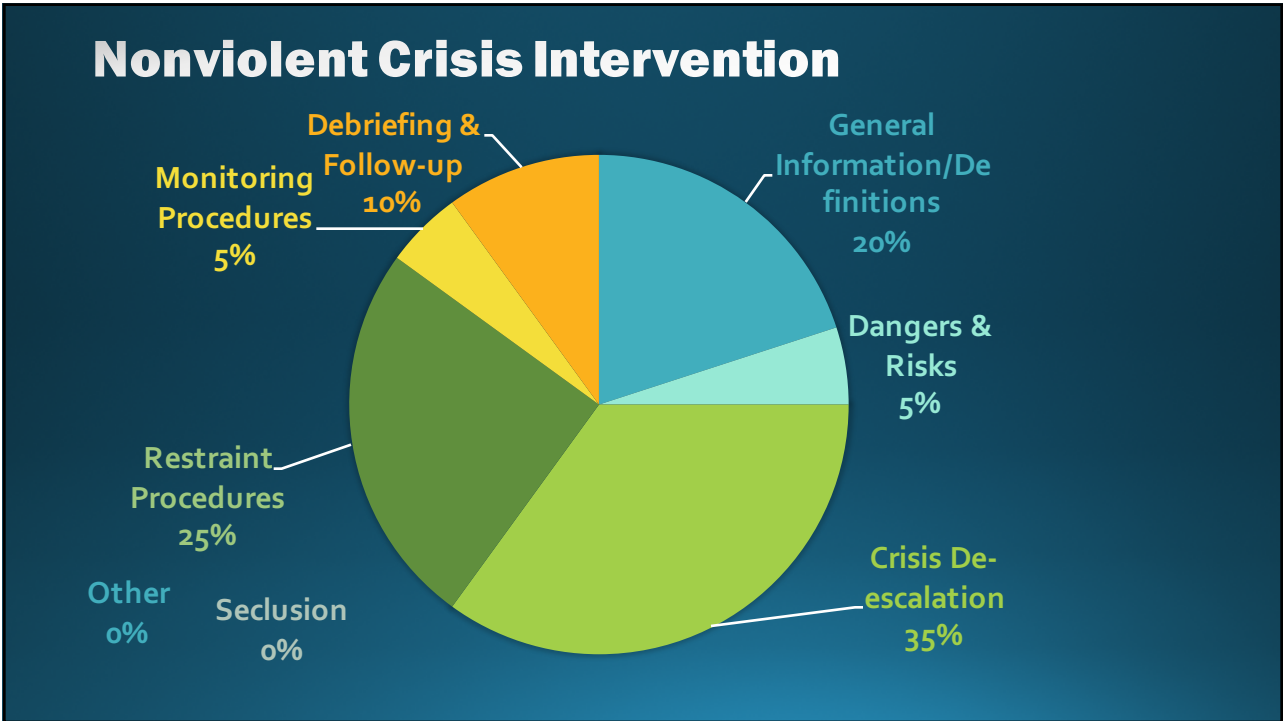
All and additional materials are available at:

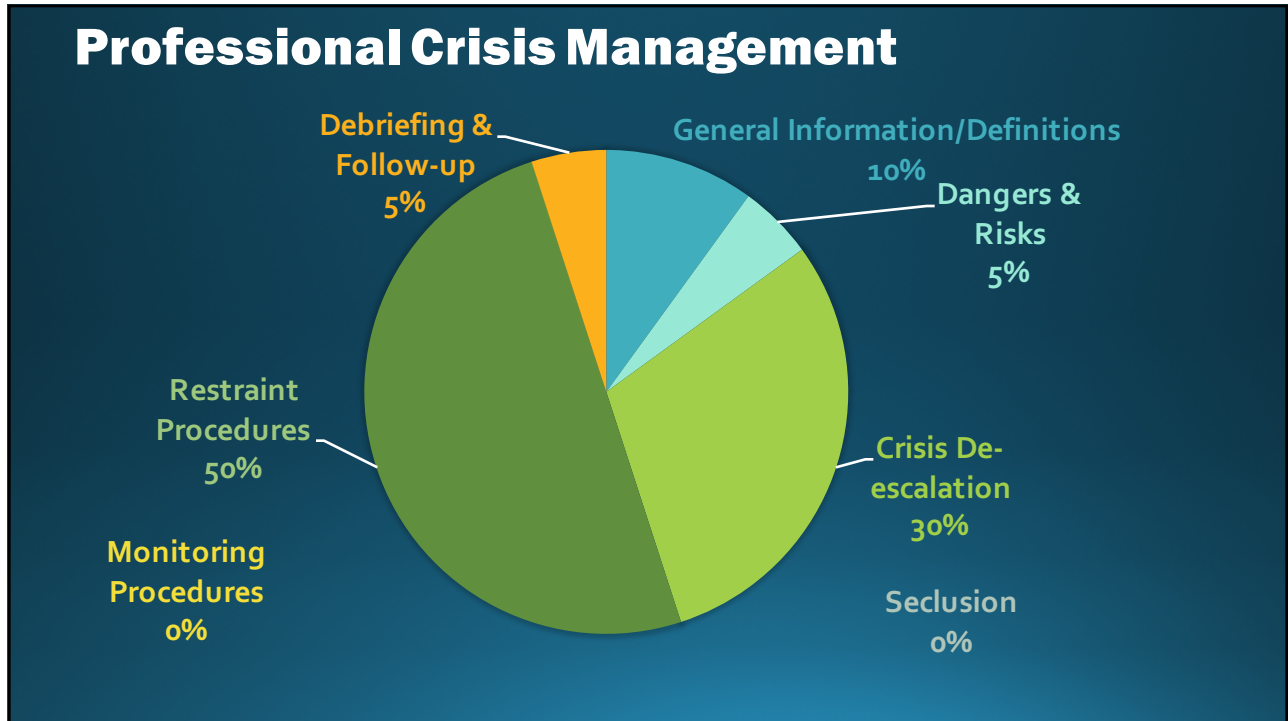
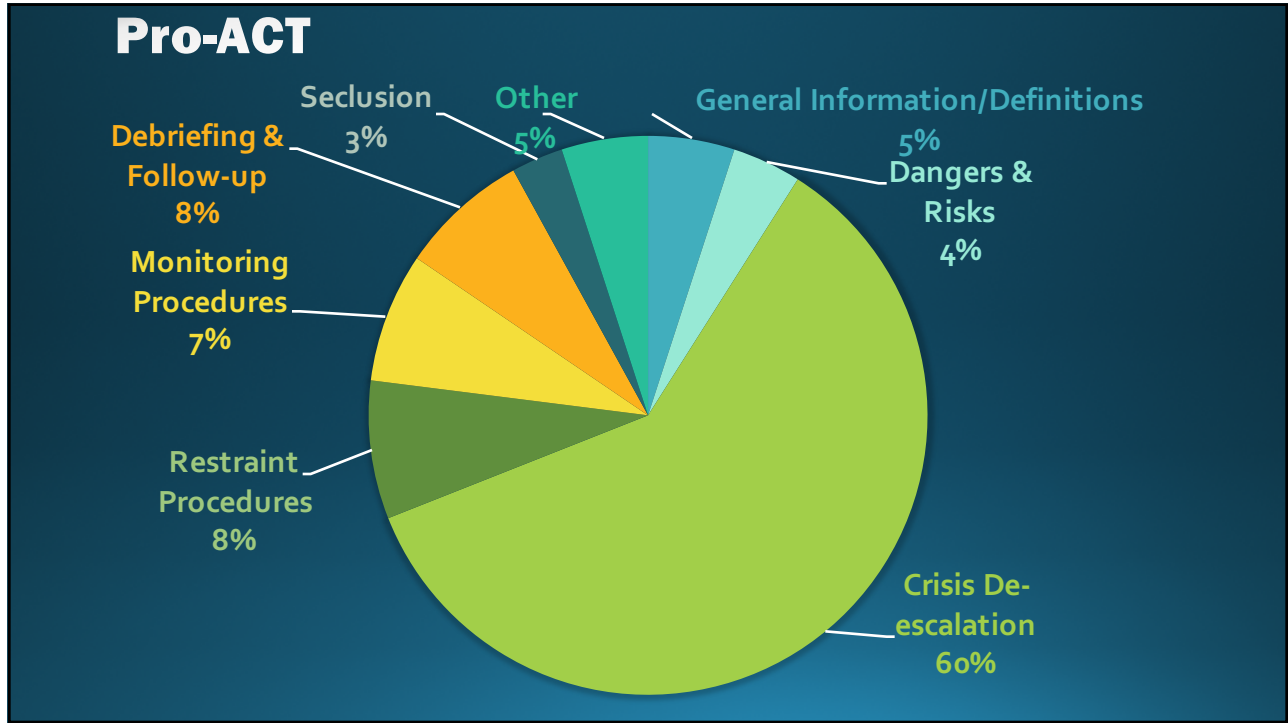
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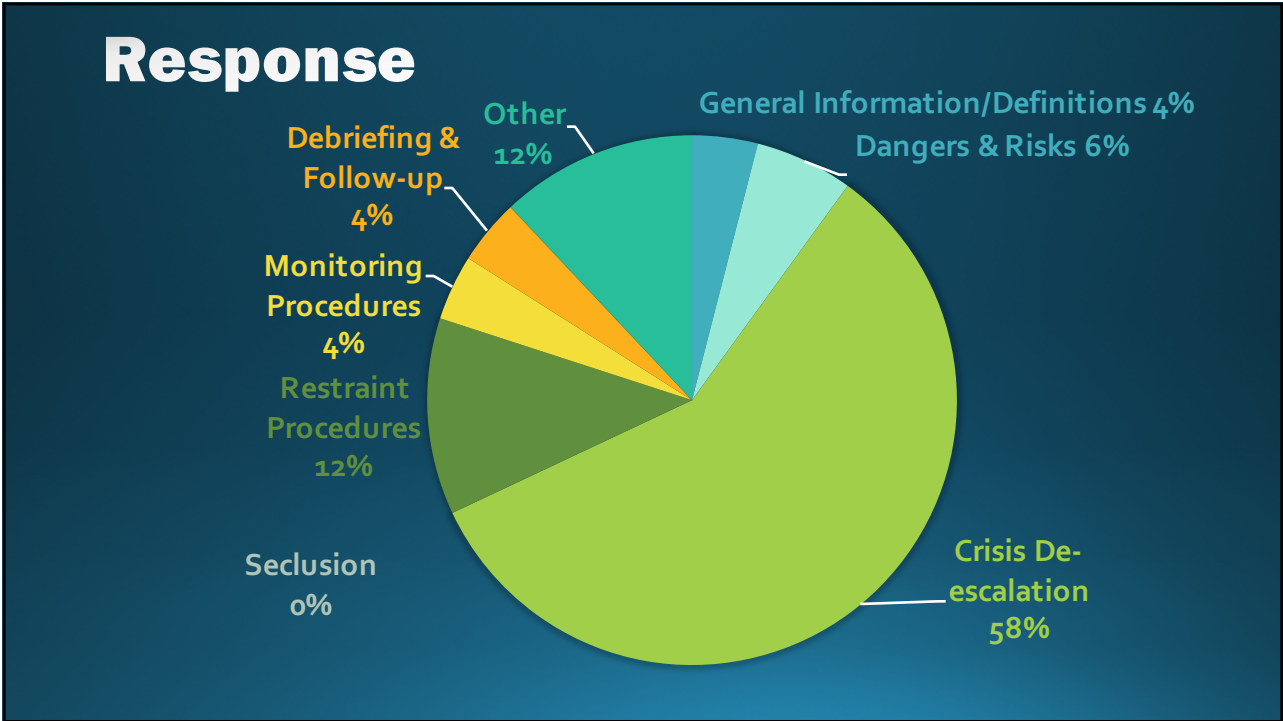
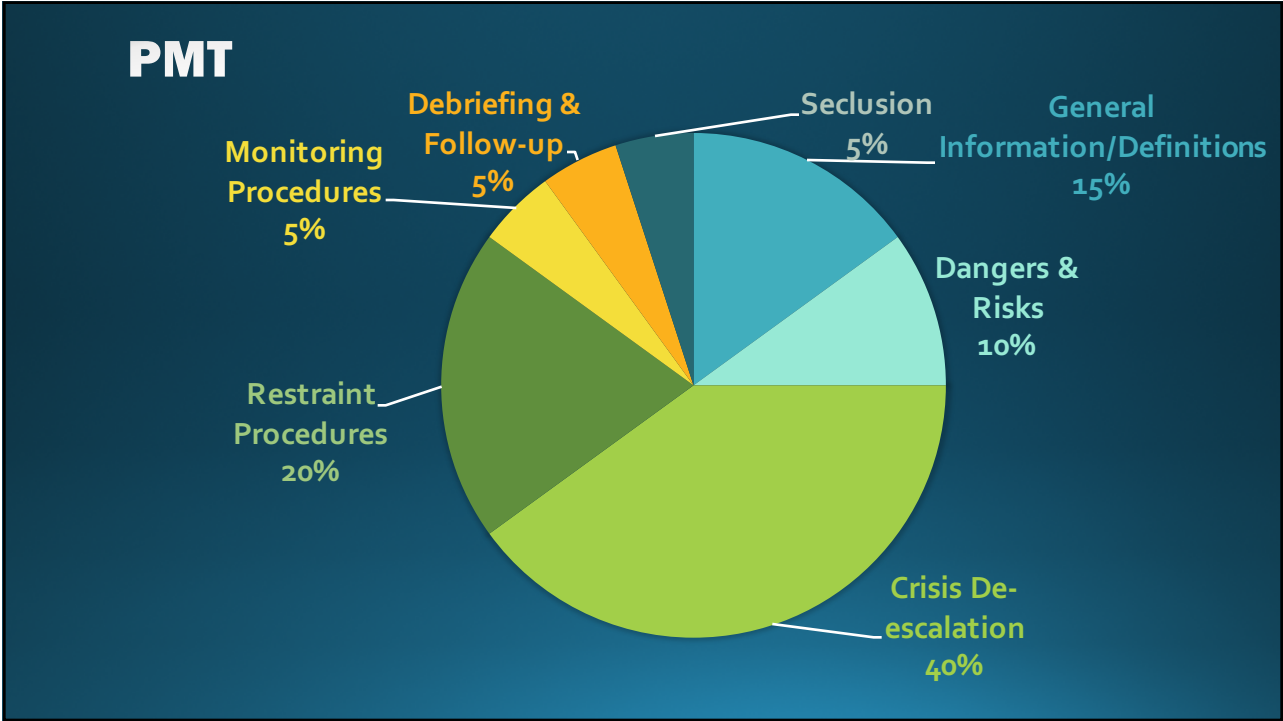
Calm Every Storm

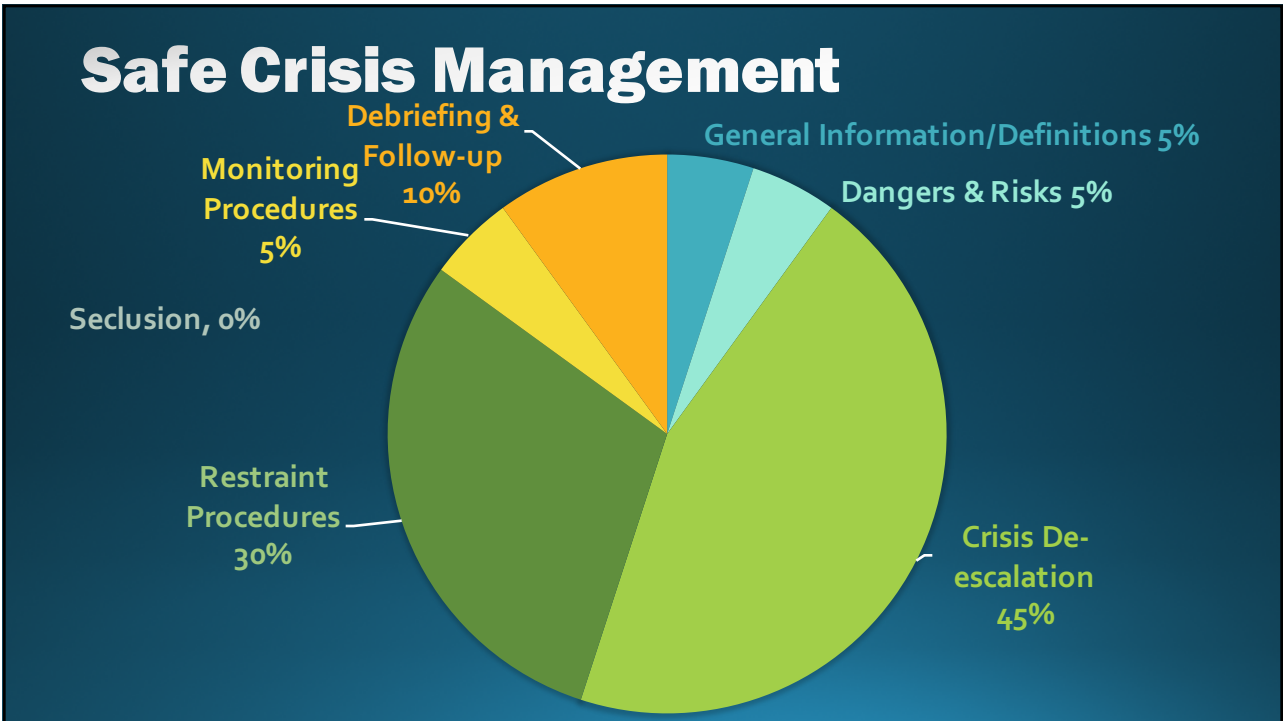
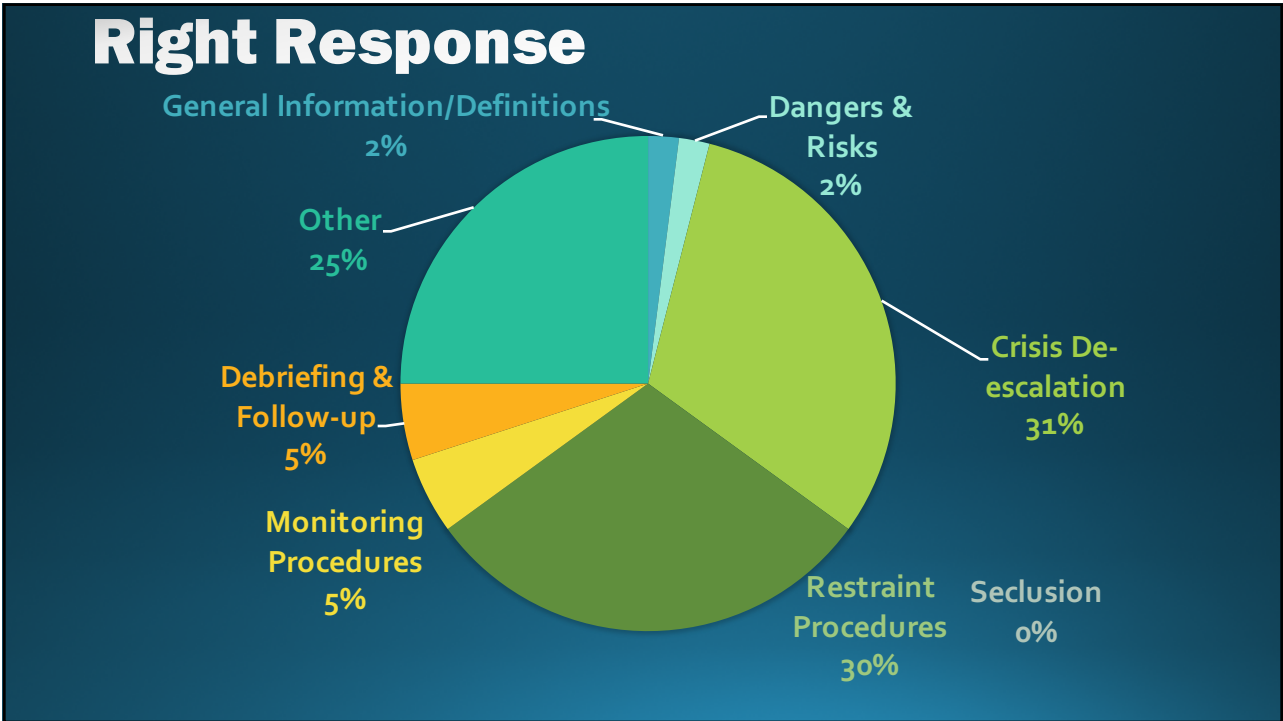




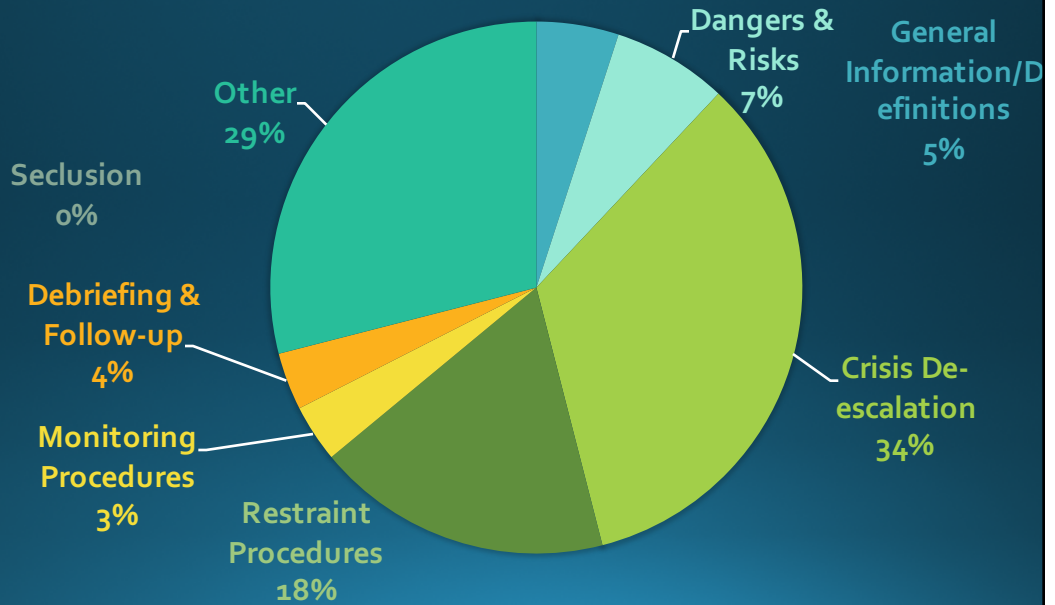








Safe & Positive Approaches



Safe Prevention Principles & Techniques

