Time-Out Room Task Force
Board Report and Recommendations
June 13, 2017

Overview
On December 13, 2016, the ICCSD school board directed special education administration to put together a team to review the use of seclusion rooms and physical restraint. It was recommended that the team include parents, district administrators, district teachers, and area professionals with experience and knowledge in this area. The committee was identified in January, 2017 with 23 original members. One member withdrew following the first meeting citing scheduling conflicts. Jane Fry, Interim Special Education Director, and Maria Cashman, Grant Wood AEA, Associate Administrator and Director of Special Education, acted as co-facilitators for the task force.

The task force met a total of seven times between February 6th and May 22nd. Agendas, minutes, and handouts were posted on the district special education website following each meeting. Meetings were held at the Education Services Center from 5:30 – 7:00 PM.

Terminology:
Positive Behavior Interventions and Supports (PBIS) – provides structure and support for developing systems of positive and proactive school-wide and individualized interventions that promote a positive learning culture, create a positive culture, teach and reinforce appropriate behaviors, and prevent problem behaviors

Functional Behavioral Assessment (FBA) – used to identify the functions of an individual student’s behavior and provide information leading to effective intervention and needed supports

Behavior Intervention Plan (BIP) – a written, specific purposeful, and organized plan which describes positive behavioral interventions and supports and other strategies that will be implemented to address goals for a student’s social, emotional, and behavioral development

Crisis Prevention Intervention (CPI) – a safe, non-harmful behavior management system designed to help human services professionals provide for the best possible Care, Welfare, Safety, and Security of disruptive, assaultive, and out-of-control individuals – even during their most violent moments
Seclusion – involves the involuntary removal of a student to a room or other place from which the student’s ability to leave is restricted. Seclusion is designed to provide the student an opportunity to calm down and to resolve issues of safety.

**Task Force Activities**

The group started by reviewing Chapter 103 and the physical requirements for time-out spaces. Location and construction as well as pictures of the district seclusion spaces were viewed and discussed. The committee reviewed district data on the use of seclusion and physical restraint. Particular attention was given to age/grade, race, gender, length of seclusion, and the number of seclusions and restraints by student and by building. Data was tabulated in order to provide a district-wide picture.

The Hanover Research Report was received in March, providing the task force specific information improving time-out and seclusion practices.

Presentations were provided by AEA and district trainers on current practices within the district that addressed prevention, instruction and response to behaviors. Topics included CPI, PBIS, Implicit Bias, AVID, Trauma-Informed Care, and Cultural Proficiency.

The incident report forms were evaluated on clarity, usefulness of information, and format. Task force members also worked through documents on functional behavioral assessments and behavior intervention plans.

**Findings**

Task force members responded to a survey and participated in a discussion around the use of seclusion rooms. Of the 22 members, 17 completed the on-line survey with 15 responding to maintain time-out rooms on the continuum of interventions and 2 members not supporting the continued use. Concerns noted about the use of rooms:

**Concerns about the use of seclusion:**

- Misuse – safety not a concern (compliance, adult escalates situation)
- Training – staff not adequately trained in appropriate de-escalation strategies
- Alternatives
- Communication – to parents, to teams, to the students, and to the community can be improved
• Impact on student – how use affects relationship with staff and with peers
• Frequency of data reviews – too infrequent
• Of greatest concern was the discrepancy in the number of African-American or bi-racial students who made up 59% of the incident reports. Males constituted 85% of all referrals.

**Common Considerations:**
• Last resort only – what does that mean, look like, etc.
• Training for all involved
• Communication with all involved, including parents
• Use data to make decisions when to access other resources
• Quality and implementation of FBAs/BIPs
• Alternatives prior to seclusion
• Reduce use of seclusion and minutes in seclusion
• Oversight so that it’s being used properly – always striving to limit/reduce use

**Changes Currently in Progress**
• Increase in the number of CPI trainers from 4 to 6
• Removal of time-out/seclusion rooms not in use
• Advanced training in FBA/BIPs
• A group of elementary principals will be attending a trauma-informed care training in June
• Re-alignment of student/family advocates to enable advocates with LISW or MSW licensure to be assigned to buildings with behavior-focused classroom
• Development of a therapeutic classroom model at West and City High Schools

**Recommendations:**
1. Iowa City Community Schools will refer to what was previously called “time-out room” as “seclusion room”
2. Continue to investigate and remove any seclusion rooms which are no longer in use
3. With the involvement of the new special education director, Lisa Glenn, an action plan with a timeline will be developed to address the items listed below. A review
team made up of district staff, parents, and community members will convene 4 times per year to review progress on the action plan.

- Develop specific procedures for use of seclusion rooms with regular reviews (e.g., annually)
- Train staff providing direct services to students in de-escalation strategies with regular reviews
  - Increase professional development and training around behavior interventions for paraeducators
  - Consider some trainings that teachers and paraeducators would attend jointly
- Continue to research evidence-based alternatives to seclusion and physical restraint
  - Explore alternatives and additional instruction for all students in the area of behavior
  - Explore options for students to “calm” before escalation occurs
- Improved communication with parents, staff, and the community
  - Ensure that parents know and understand district procedures for use of seclusion
  - Review and sharing out of seclusion and restraint data with the public
- Develop a system of review for quality and implementation integrity of behavior intervention plans (e.g., peer review)
- Review and revise the incident report form to simplify the data collected and to include the name of the individual who initiated the move to a more restricted setting
- Continue district-wide training on implicit bias and culturally-responsive instruction to specifically address the disproportionality in the incident report data
Resources:

- 2017 Hanover Research Report – specifically prepared for the Iowa City Community Schools, March 2017
- Area Education Agency Special Education Procedures Manual, July 1, 2015
- Chapter 103 of the Iowa Administrative Code 281-103.1(256B, 280)
- Positive Behavior Interventions and Supports (PBIS) – Sugai and Horner, presented by Tammy Beener (GWAEA), Teresa Grider-Baker (GWAEA), Lora Daily (ICCSD)
- Implicit Bias Overview – Kirwin Institute presented by Kingsley Botchway and Dr. Amber Robinson
- Crisis Prevention Institute (CPI) Overview
- Office of Civil Rights “Dear Colleague” letter: Restraint and Seclusion of Students with Disabilities (December 28, 2016)
- What Works Clearinghouse Intervention Report (December, 2016) – Functional Behavioral Assessment-Based Interventions
Committee Members

Parents
- Faith Coleman
- Craig Ginapp
- Loleah Shaw
- Kirsta Scranton
- Marge Hartman
- Troy Palmer

District Staff
- Jane Fry, Interim Special Education Director
- Denise Yoder, Assistant Special Education Director
- Natalee Thompson, Secondary Administrator
- Chris Pisarik, Elementary Administrator
- Eliza Proctor, Elementary Administrator
- Beth Burnett, Special Education Paraeducator
- Brandi Moon, District Challenging Behavior Team
- Courtney Micheel, District Challenging Behavior Team
- Lisa-Ann Johnson, District Challenging Behavior Team
- Philip Lala, Secondary Classroom Teacher
- Chrissy Dodds, Elementary Classroom Teacher

Community Partners
- Brenda Bassingthwaite, Center for Disabilities and Development, UI Stead Family Children’s Hospital
- Mary Roberts, Autism Center Coordinator and Behavioral Health Consultant, UI Stead Family Children’s Hospital
- Sean Casey, State of Iowa Behavior Consultant
- Maria Cashman, Grant Wood AEA Assistant Administrator and Director of Special Education

Board Member
- LaTasha DeLoach, ICCSD Board of Directors

Report submitted by: Jane Fry, Interim Special Education Director