ICCSD Timeout Committee Summary Notes

February 20, 2017

Present: Jane Fry, Maria Cashman, Lisa-Ann Johnson, Brandi Moon (Skype), Denise Yoder, Philip Lala, Samantha Gibson, Craig Ginapp, Kirsta Scranton, Courtney Micheel, Chrissy Dodds, Marge Hartman, Sean Casey, Brenda Bassingthwaite, Eliza Proctor, Beth Burnett, Mary Roberts, Joleah Shaw, Faith Coleman, Troy Palmer

Absent: LaTasha DeLoach, Brydie Criswell, Tammy Nyden, Natalee Thompson

I. Additional Data:
   a. Overall enrollment of ICCSD
   b. % of IEP students with FBA/BIP
   c. % of IEP students who have used timeout
   d. % of general education students who have used timeout

II. Questions:
   a. Is there a training issue with an adult who initiates significantly more referrals than others?
      i. Look at the data and/or collect the data on who is initiating seclusion and/or restraint.
   b. Who may initiate timeout placement?
      i. Someone on the building’s crisis team
   c. Who is trained in crisis prevention intervention (CPI)?
      i. A team of adults in each building is trained including administrators, relevant teachers and relevant paraeducators.
   d. How are parents notified when a student utilizes a timeout room?
      i. By phone call the day of the incident
      ii. In writing within 3 days
   e. How soon are parents notified when a student utilizes timeout?
      i. By phone call the day of the incident
      ii. In writing within 3 days
   f. How long does a timeout last?
      i. Until the child is no longer a danger to self or others
   g. What happens when there is no timeout room in a building and a student demonstrates behavior that is unsafe to themselves or others?
      i. Demonstration of padded clothing that may be worn by an adult
      ii. Review and revisions as needed of child’s individual plan
      iii. Parent is called
III. **Clarification Needed:**
   a. What is physical restraint? This definition may not be clear to all, including staff who complete the seclusion and restraint forms.
   b. The current seclusion and restraint form may be confusing to parents as well as to those who are completing the form.
   c. Differentiation between timeout and seclusion
   d. Differentiation between student choice and adult directions

IV. **Training Needs:**
   a. Clarification of definitions
      i. See slides with the agreed upon definitions.
   b. Completing documentation of incidents accurately and thoroughly
   c. Continued CPI training for staff

V. **Suggested Supports:**
   a. Parent handbook for each building with descriptions of actions, pictures of spaces that may be used for choice or CPI
   b. Social stories for students with scenarios and pictures of various possible choices and outcomes
   c. Inform the public regarding the use of timeout and safety.

VI. **IEP Supports:**
   a. Involve parents in writing a plan for each student and be very clear as to the FBA/BIP and safety procedures.
   b. Follow-up questionnaire to ensure that parents understand the IEP and all terminology.