Seclusionary Timeout Procedures

For the purposes of Chapter 103, physical confinement and detention or "seclusion" is defined as "the confinement of a student in a time-out room or other enclosure, inside or outside the classroom, from which the student's coming and going is restricted".

Seclusion may be used:

- In an emergency situation in order to protect the student or another person after other less intrusive interventions have failed or been determined to be inappropriate.
- When a student's IEP or behavioral intervention plan describes the specific behaviors and circumstances in which seclusion may be used; or
- The parents of a student have otherwise provided written consent for the use of seclusion while a behavior intervention plan is being developed.

Seclusionary Timeout will NOT be used as:

- A teaching tool
- A threat to student
- Non-compliance
- Swearing
- Work refusal
- A verbal threat by students
- Destruction of property (minor or isolated event)

When a student's IEP or behavioral intervention plan utilizes seclusionary timeout as part of the response or safety plan, the IEP team must also agree to reasonable procedures to minimize the time a student is in seclusionary timeout and when student debriefing from the incident will occur. Suggested procedures include when seclusion will be used, student behaviors that would indicate they are calm and safe, and when and how debriefing from an incident will occur.
**Timeout Considerations**

- Each timeout room should have a clipboard next to the time-out room with incident forms and timeout log.
- If unclear whether to use timeout, consult your administrator or designee immediately.
- Always document time in and time out.
- Number of minutes in time out and sitting/standing "quietly" varies depending upon each student. Factors included may be age of student, developmental abilities, etc.
- Constantly check through the window for student's safety. Remove any items if necessary that may be used for self-harm.
- Complete district incident report within 24 hours.
- Call parents the day of timeout use.
- If timeout is longer than 50 minutes - call to obtain parent permission. Obtain the permission of the building principal.
- Mail form to parents within 3 days.
- If student has more than 5 time-outs, reconvene the IEP team to review their plan, FBA and BIP.
Example of suggested Seclusionary Timeout Procedures

If student is a danger to themselves or others including; sustained physical aggression towards staff.

- Staff will utilize verbal de-escalation procedures with the student.
- If student continues to engage in behaviors that pose a significant safety concern, staff will utilize Nonviolent Physical Crisis Restraint procedures.
- Escort the student into seclusionary timeout and close the door.

1. Check the time on the clock and record on time-out log.

2. State expectations visually and/or verbally for timeout. Repeat every few minutes if they are not complying.
   a. Say, "Your job is to _____. (sit/stand against the back wall quietly. Then I will start the timer for ___ seconds/minutes)
   b. Ignore noises and yelling until expectations are followed. Frequently look in to see if they are at the back wall sitting quietly and not self-harming.
   c. Start timer when the student is sitting/standing quietly against the back wall and say, "Thank-you for sitting/standing quietly, I am starting your timer." Hold up the timer to the window to show the student that you have started it.
   d. Stop the timer if the student is not sitting/standing against the back wall and/or is being disruptive (making noises, throwing shoes, yelling). Tell the student, "I am stopping the timer, I will start the timer when you are sitting/standing against the back wall quietly."
e. When student is calm/timer goes off
   
i. Open door
   
ii. Re-establish communication
   
iii. Determine next steps (resume classroom activity, restore environment, etc).
   
iv. Complete debriefing activities (may be right after the incident or at a later time)
   
Check the time on the clock and record on time-out log.

Begin completing the Incident report while the student is in seclusionary timeout (date, time, persons involved, de-escalation steps that were used, restraint used, etc.) Note any additional information regarding behaviors in seclusionary timeout (attempts to self-harm, items removed for safety, etc.).

Record the end time for timeout and for duration of the incident.

Finalize the documentation after debriefing has occurred.

Send a copy to the parent and the ESC within 3 days after the incident.
Incident Report Document and Seclusion Time-Out Log

Student: __________________ Building: __________________ Grade: __________________

Date of Incident: ________________ Time of Incident: ________________ Duration of Incident: ________________

Team members involved: ________________________________________________________

What was happening immediately prior to the student’s problem behavior (antecedent):

_____ fight/argument with peer  _____ Student was given a task (what kind of task? ______)

_____ Student was denied preferred activity or item  _____ Student was expected to transition  _____ Teacher was attending to others

_____ Student was asked to wait  _____ Student was prompted to use specific replacement behavior (which one? ______)

_____ Student was told to move to another location

_____ Student was given one-on-one attention (describe: __________________________________________)

Other: ______________________________________________________________

Prior to restraint or seclusion, please describe the de-escalation strategies that were attempted by staff:

_____ Room clear (remove audience)  _____ Set a timer  _____ Direct to cool down area  _____ Offered choices for cool down

_____ Set limits (if, then)  _____ Ignoring (not providing attention for escalated behavior)  _____ First/then

_____ prompting use of replacement behavior  Other: ________________________________________________

Student non-aggressive behavior prior to restraint or seclusion:

________________________________________________________________________________________

Student aggressive behavior prior to restraint or seclusion:

________________________________________________________________________________________

Student aggressive behavior during restraint or seclusion:

________________________________________________________________________________________

Time out:  Beginning time: ______________ Ending time: ______________ * If duration exceeds 50 minutes – need parent approval, if parent is unavailable, need administrator approval (document time/approval):

________________________________________________________________________________________

Physical restraint:  _____ No  _____ Yes  _____ Children’s Control Position  _____ Team Control Position  _____ Transport Position

Beginning time: ______________ Ending time: ______________

Evaluation, if physical restraint was used:  _____ No Concerns  _____ Concerns, describe: __________________________________________

________________________________________________________________________________________

Signature: __________________________ Time: ______________
Describe other injures to other students, staff and/or property damage: ____________________________________________

Describe what took place after time out was complete:

- Student restored the environment
- Student transitioned to quiet activity in a private work space
- Student returned to work task
- Student and staff engaged in a private conversation about the behavior
- Student returned to work with the group
- Student returned to gen. ed. setting
- Staff met informally as a team to review current intervention strategies
- Staff will meet formally as a team to review FBA/BIP (Meeting date/time: __________)

Other: __________________________________________________________________________________________

According to the current FBA, what is the hypothesized function of this behavior?

- the current FBA does not address this particular behavior (meeting must take place, see above to document)
- This behavior is maintained by access to adult attention
- This behavior is maintained by access to peer attention
- This behavior is maintained by escape from social interaction
- This behavior is maintained by escape from un-preferred tasks or activities
- This behavior is maintained by access to preferred items/activities
- This behavior is maintained by automatic reinforcement

Does this hypothesis match the ABC of this incident?

- Yes, our Intervention was appropriate and Instructional/Intervention strategies will stay the same
- Yes, however our Intervention may have reinforced the negative behavior. The team will review the response plan.
- No, the hypothesis does not seem to match this Incident. ABC data will be collected for 5 days and a meeting to review the FBA will be scheduled (please document time and date above)

What is the desired replacement behavior? __________________________________________________________

How many minutes of specially designed instruction are provided for teaching replacement behavior on this student's IEP?

Minutes and service provider _________________________________

- The team will need to meet to discuss adding minutes of service time to teach this replacement behavior

Parent/Guardian Contact: Date: __________ Time: __________ Method of contact: ________________________________

Report completed by: ________________________________ Administrator signature: ________________________________

A written copy of the report must be postmarked to the parent/guardian(s) within three days of the incident.

Send copies of report to: Parent, Student Cumulative Folder and Education Services Center
Incident Report Document and Seclusion Time-Out Log

Student: Ida O. Whippersnapper  Building: Lincoln  Grade: 3

Date of Incident: 2/14/14  Time of Incident: 8:30  Duration of Incident: 42 minutes

Team members involved: Natalee Thompson, Lisa-Ann Johnson

What was happening immediately prior to the student's problem behavior (antecedent):

   ___ fight/argument with peer   1. Student was given a task (what kind of task? Student was asked to make a lunch choice)
   2. Student was denied preferred activity or item   3. Student was expected to transition   4. Teacher was attending to others
   ___ Student was asked to wait   5. Student was prompted to use specific replacement behavior (which one? Prompted to take a break)

Other:

Prior to restraint or seclusion, please describe the de-escalation strategies that were attempted by staff:

   ___ Room clear (remove audience)   ___ Set a timer   ___ Direct to cool down area   ___ Offered choices for cool down
   1. Set limits (if, then)   ___ Ignoring (not providing attention for escalated behavior)   ___ First/then

   2. prompting use of replacement behavior   ___ Other:

Student non-aggressive behavior prior to restraint or seclusion:

   Crying, yelling, stomping feet, swearing

Student aggressive behavior prior to restraint or seclusion:

   Cleared table, pushed over desk and began to punch and kick the teacher

Student aggressive behavior during restraint or seclusion:

   Student bit teacher on the arm and leg

   Time out: Beginning time: 8:45  Ending time: 8:47

Evaluation, if physical restraint was used: ___ No Concerns  X Concerns, describe: CPI bite protocol was used (feed the bite) and school nurse evaluated staff wounds and student mouth.

Signature: Nurse Hadley  Time: 11:42
Describe what took place after time out was complete:

2. Student restored the environment
   Student transitioned to quiet activity in a private work space

1. Student returned to work task
   Student and staff engaged in a private conversation about the behavior
   Student returned to work with the group
   Student returned to gen. ed. setting
   Staff met informally as a team to review current intervention strategies
   Staff will meet formally as a team to review FBA/BIP (Meeting date/time: __________)

Other: _____________________________________________

According to the current FBA, what is the hypothesized function of this behavior?

_____ the current FBA does not address this particular behavior (meeting must take place, see above to document)

_____ This behavior is maintained by access to adult attention
_____ This behavior is maintained by access to peer attention

_____ This behavior is maintained by escape from social interaction

X____ This behavior is maintained by escape from un-preferred tasks or activities

_____ This behavior is maintained by access to preferred items/activities

_____ This behavior is maintained by automatic reinforcement

Does this hypothesis match the ABC of this incident?

_____ Yes, our intervention was appropriate and instructional/intervention strategies will stay the same

X____ Yes, however our intervention may have reinforced the negative behavior. The team will review the response plan.

_____ No, the hypothesis does not seem to match this incident. ABC data will be collected for 5 days and a meeting to review the FBA will be scheduled (please document time and date above)

What is the desired replacement behavior? Student will use concern card to express concerns

How many minutes of specially designed instruction are provided for teaching replacement behavior on this student's IEP?

Minutes and service provider: 30 minutes per day. Service provider is special education teacher. Para will help support practice of the new skill in the gen ed environment with a data tool. The special ed coach will be called to assist with data collection.

_____ The team will need to meet to discuss adding minutes of service time to teach this replacement behavior

Parent/Guardian Contact: Date: 7/14/14  Time: 10:00  Method of contact: Phone call

Report completed by: Mrs. Special Education  Administrator signature: Mrs. I.M. Incharge

A written copy of the report must be postmarked to the parent/guardian(s) within three days of the incident.

Send copies of report to: Parent, Student Cumulative Folder and Education Services Center
# The Crisis Development Model

<table>
<thead>
<tr>
<th>Crisis Development/Behavior Levels</th>
<th>Staff Attitudes/Approaches</th>
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<tbody>
<tr>
<td><strong>Anxiety:</strong></td>
<td><strong>Supportive:</strong></td>
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<tr>
<td>A noticeable increase or change in behavior.</td>
<td>An empathic, nonjudgmental approach attempting to alleviate anxiety.</td>
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<tr>
<td><strong>Defensive:</strong></td>
<td><strong>Directive:</strong></td>
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<tr>
<td>The beginning stage of loss of rationality. At this stage an individual often becomes belligerent and challenges authority.</td>
<td>An approach in which a staff member takes control of a potentially escalating situation.</td>
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<td><strong>Acting Out Person:</strong></td>
<td><strong>Non-violent Physical Crisis Intervention:</strong></td>
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<tr>
<td>The total loss of control, which often results in a physical acting-out episode.</td>
<td>Safe, non-harmful control and restraint positions used to safely control an individual until he can regain control of his behavior. These techniques should be utilized as a last resort.</td>
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<tr>
<td><strong>Tension Reduction:</strong></td>
<td><strong>Therapeutic Rapport:</strong></td>
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<tr>
<td>A decrease in physical and emotional energy that occurs after a person has acted out, characterized by the regaining of rationality.</td>
<td>An approach used to re-establish communication with an individual who is experiencing Tension Reduction.</td>
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Full Certification CPI Agenda:

1. Intro and due care rules
2. Pre-assessment and background knowledge discussion
3. Crisis Development Model – behavior levels and corresponding approaches - lecture, video and discussion
4. Non-verbal Communication - Proxemics and Kinesics Activity and Lecture
5. Para-verbal Communication - Activity and Lecture
6. Verbal Intervention – Verbal Escalation Continuum, Setting Limits, Empathic Listening – Activities, Videos, and Lectures
7. Precipitating Factors, Rational Detachment, and Integrated Experience – Lecture and Discussion
8. Staff Fear and Anxiety – Lecture and Discussion
9. Risk of Restraint, Chapter 103, and Incident Report Forms
10. Personal Safety Techniques – Lecture, Modeling, and Practice
11. Non-violent Physical Crisis Intervention - Lecture, Modeling, and Practice
12. Team Intervention – Lecture and Discussion
13. Situational Role Plays
14. Postvention – student and team – Lecture and Discussion
15. Post-Test
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<td>8:00-8:15</td>
<td>Risk of Restraint &amp; Welcome</td>
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<tr>
<td>8:30-9:30</td>
<td>Due Care Guidelines</td>
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<td></td>
<td>Practice</td>
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<tr>
<td>8:30-9:30</td>
<td>Cary County Police - Due Care Guidelines Practice</td>
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<td>Actiing-Out Person</td>
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<td>(Non-Violent Physical Crisis Intervention)</td>
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<td>• Personal Safety Techniques (teams coaching)</td>
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<td>• Chapter 103</td>
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<td>• District Incident Forms</td>
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<td>9:30-9:45</td>
<td>Tension Reduction</td>
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<td>Coping Model, page 18</td>
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<td>9:45-10:15</td>
<td>The CPI Crisis Development Model</td>
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<td>• Verbal Escalation Continuum</td>
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<td>• Empathic Listening</td>
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<td>• Precipitating Factors &amp; Rational Detachment</td>
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<td>10:30-11:00</td>
<td>Group Activity &amp; skits using Verbal De-</td>
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<td>Escalation</td>
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<td>10:15-11:45</td>
<td>Control Dynamics</td>
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<td>Team Interventions</td>
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<td>• Control Dynamics</td>
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<td>page 23 then return to the gym</td>
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<td>• Team Positions as a whole group</td>
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<tr>
<td>11:45- Noon</td>
<td>Test &amp; Blue Card</td>
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