

Florida PBIS Florida's Positive Behavioral Interventions & Support Project

Reducing Exclusionary Practices: Restraint & Seclusion

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A Multi-Tiered System of Supports

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Session abstract

- This session examines the issues surrounding restraint and seclusion and evidence-based practices to address these issues. Presenters will share data and examples from a district that is currently engaged in these efforts. This presentation has four goals: a) to present proactive approaches minimizing the use of restraint and seclusion for at-risk students, b) identify misconceptions about the purpose of restraint and seclusionary practices, c) discuss analysis of data to inform decisions related to behavior and best practices in crisis response, and d) provide school and district leadership with a data-tool with hands on experience for use embedded in a problem solving approach.
- Key words:** Tier III, Alternatives to Suspension, Evaluation

Florida's PBIS:MTSS Project

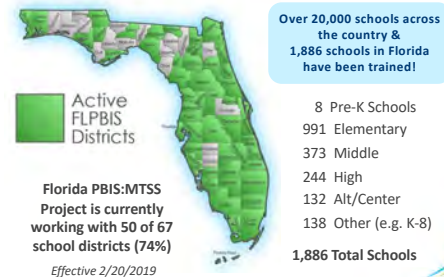
Mission

- Increase the capacity of Florida's school districts to use team-based planning and problem-solving to implement positive behavior support within a **Multi-Tiered System of Support (MTSS)**.

What We Do

- Provide training and technical assistance to districts in the development and implementation of positive behavior supports at the Tier 1, classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

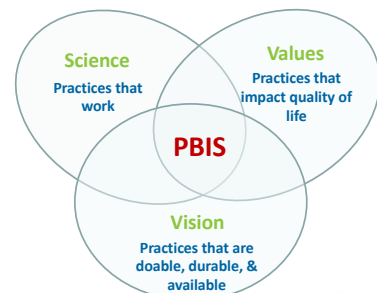
PBIS Activity in Florida



Florida's MTSS Inter-Project Collaboration



PBIS is a Process

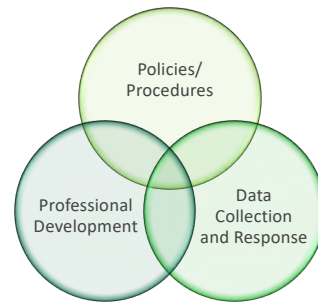


Partnering with District Teams

- Two ways in which partnerships are initiated
 - Outreach between district and Florida PBIS discretionary project
 - Included as part of improvement plan with state
- Focus for support with district leadership – often team that is focused on similar efforts (Tier 3, disproportionate discipline, restraint and seclusion)



Addressing the Problem at a District/State Level



First, some definitions...

- Physical restraint** is a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely.
- Seclusion** is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving.
- Mechanical restraint** is the use of any device or equipment to restrict a student's freedom of movement.

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



Why is the use of restraint/seclusion a problem?

Immediate Repercussions (At Best)

- Loss of teaching/learning time
- Does not teach new skills
- Does not change behavior
- Rights issue

Immediate Repercussions (At Worst)

- Serious injury and death
 - Potential injuries to both students and staff
 - Estimated 8 to 10 deaths per year (Child Welfare League of America, 2002)
- Potential for trauma

Long Term Outcomes

- Increased aggression
- Alter dynamics of relationships
- Mental health problems
- Fear of small places
- Social regression
- Self-injurious behavior
- Fear of adults

Ashcraft & Anthony, 2008; Maron, Ciccoman, Scott, Matthews, Stanek, & Vollmar, et al., 2009



Prevalence of restraint/seclusion

Restraint is a low frequency, high consequence event
(LeBel, Nunno, Mohr, & O'Halloran, 2012, p. 78)

In 2011-12

- At least 70,000 students were subjected to physical restraint
- At least 37,000 students experienced isolated seclusion

In 2013-14 in the United States

- More than 47,000 students were subjected to physical restraint
- Almost 29,000 students experienced isolated seclusion

The statistics were released Spring 2014 as part of the U.S. Department of Education's Civil Rights Data Collection, a biennial data collection from public schools



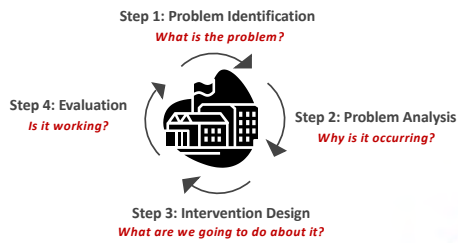
Using Problem-Solving Process to Address Restraint and Seclusion Data

Problem-solving process allows for unpacking of issues related to:

- Increases in rates or maintained high rates of restraint/seclusion
- Problematic times, locations, personnel
- Disparity in prevention-oriented practices and supports



How do we do that? Data-Based Problem-Solving



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Step 1. Problem Identification

What is the problem?

This is an easy one...Use of Restraint and/or Seclusion practices

Now we move on to...



Step 2: Problem Analysis

Why is it occurring?

- First off, total numbers...
 - Of students
 - AND
 - Of incidents
- Why both of these questions?



20 incidents with 2 student
Vs
20 incidents with 19 students



We need more information, such as...

- Where are the incidents occurring?
- When are the incidents occurring?
- Who is involved?
 - Teachers/staff
 - Students
- Other patterns?
 - Disability-specific
 - Race/ethnicity
- How do incident rates compare with previous months?
 - Note that some months are longer and shorter than others
- How do incident rates compare to previous year's data (note how student population has changed across years)?

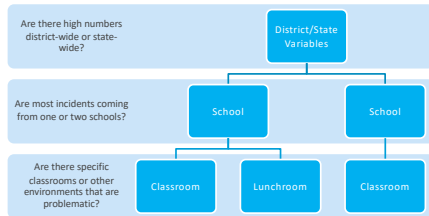


Data Analysis

Considerations	Guiding Questions
<ul style="list-style-type: none"> • Data elements available • Examine changes in frequency/duration <ul style="list-style-type: none"> — Month to month — Comparison with past years • Identify high flyers • Examine proportionality • Identify trends at school, classroom, individual levels 	<ul style="list-style-type: none"> • Do we have a system for inquiry? • Do we have decision rules? • Do we have a schedule for ongoing data analysis?



Where to start?



District Level Analysis: Critical Questions

Are numbers higher than previous months?

- Can these be attributed to specific district-wide variables?

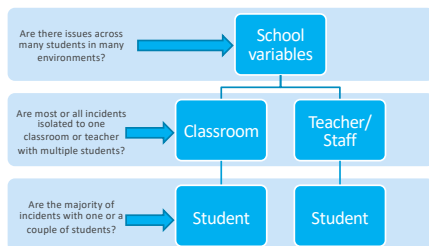
Are numbers equivalent to the same month in previous years?

- Note peak months. What are factors that contribute to these peaks (e.g., system for revision/adaptation of BIP for new classrooms in new year?)

Is there a higher proportion of some groups than others?

- Race/Ethnicity
- Gender
- Disability
- Note that some disability groups will have higher rates because of the associated behaviors. In these cases, did one group show drastic increases that would indicate a training or other deficit?

From the District/State analysis, a school is pinpointed...



School-level Analysis

Overall numbers (students and incidents)

Changes across time

Disproportionality across race and disability type

Comparison with similar schools

- Grade levels, demographics of students, school type, etc.

Differences within schools

- Times, dates, subject, activities, settings

From the School Level Analysis a Classroom is pinpointed...

Classroom level data analysis

- Differences across staff members (are some using restraint/seclusion much more than others?)
- Times, dates, subject, activities, settings
- Check Fidelity of implementation
 - Are classroom rules and procedures are in place?
 - Are expected behaviors are taught and reinforced?
 - Are BIPs are understood and followed accurately?
 - Are consequences are applied consistently?

Some guiding principles...

- If there are many incidents with many different students
 - More likely to be a systemic issue
 - Many different staff or mostly same staff involved?
 - All in one type of setting? With one type of student?
- If there are few students with many incidents
 - Could be a Tier 3 issue

District Exemplar: Data Tool

- Data Tool - Identifying District Needs
- Narrowing to School
- Focus on prevention and student support that brings us to Step 3

Step 3: Intervention Design

What are we going to do about it?

- What interventions/behavioral strategies are needed?
- What PD is needed?
- How will the plan be implemented for the intervention?

Response to data

Identifying next steps

- School-specific issues – involve school teams
- Evaluate PD
- Evaluate planning and plan implementation

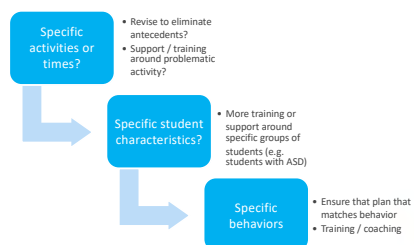
School-level Interventions

School-by-school problem identification statements

Specific & accurate statements will lead to better intervention

- Students, staff involved
- Types of behavior
- Locations, time, grade level
- Consequences
- PBIS implementation fidelity, qualitative info
- Implementation measures
- Interviews, focus groups

Once an environment is identified -



Professional Development

Who receives training?

What kind of training?

- Prevention-focused
- Support following professional development
 - Performance feedback, Coaching
- Crosswalk with current and new training initiatives (e.g., Trauma Informed Care)
- De-escalation strategies

Policies -> Attitudes and Preconceptions

- School climate and attitudes towards discipline are vital!
 - Is there a policy?
 - Do policies emphasize prevention?
 - Are there specifications for use of de-escalation?
 - Are there specifications for use of preventative measures?
 - Does language used in meetings and in informal communication emphasize prevention?
- Are restraints described as methods for changing behavior?



Mechanisms for Follow-up

Considerations	Guiding Questions
<ul style="list-style-type: none"> • Determine needs and action plan: <ul style="list-style-type: none"> – District/State level – School level – Classroom level – Student level • Mechanisms to prompt: <ul style="list-style-type: none"> – Changes in policy and practices – Professional development – Changes in individual student support (FBA/BIP, etc.) 	<ul style="list-style-type: none"> • What is currently in place? • What resources are available districtwide that can be allocated/reallocated?



Step 4: Evaluation

Is it working?

- Data, Data, Data!



Evaluate PD

Training provided

- Crisis prevention
- De-escalation
- Trauma informed practices
- Debriefing

Coaching

- Modeling
- Opportunities for practice

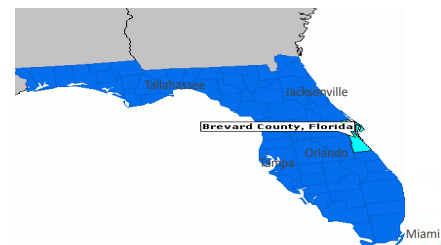
- Frequency?
- Who receives?
- Fidelity?



Exemplar: Brevard County Florida



Brevard County, Florida



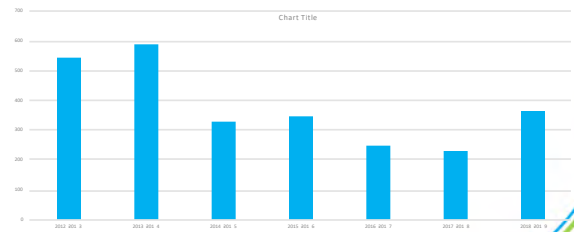
Brevard Public Schools

- Large size district
- 75,073 students
- 13,157 of students with disabilities (17.5%)
- Approximately 100 schools, including charters
- 2 separate day schools, 1 residential treatment facility
- 43 schools trained at Tier 1 PBIS (partnered with USF since 2010)

Seclusion is not used



Annual Trend Data



Restraint Review Committee (pre-2014)

- Large Committee, meeting monthly
 - 15+ rotating members with 1-2 consistent members
- Reviewed restraint at the individual student level, exclusively
- No consistent action planning
- Reactive



District Restraint Reduction Efforts

- Partnership with University of South Florida's PBIS Project since 2010.
- Yearly PBIS Implementation Planning
- District Restraint Team partnership with USF in 2014
- Utilize FLPBIS data tool



Develop District Supports to Build School Capacity

Focus on prevention, prior to reactionary intervention!

Integration of tiered social, emotional, behavioral and mental health supports to schools

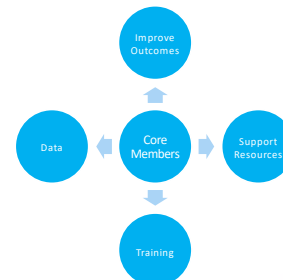
- School supports checklist (school resources mapping)

Themes
 School Safety
 Problem Solving and Coping Skills
 Access to Mental Health
 Supports
 School Climate and Culture

Resources
 CPI
 CHAMPS
 Trauma Informed Practices PBIS – YIP
 Community Mental Health
 Partnerships
 Restorative Practices
 Social Emotional Learning



Restraint Review Committee (2015-present)

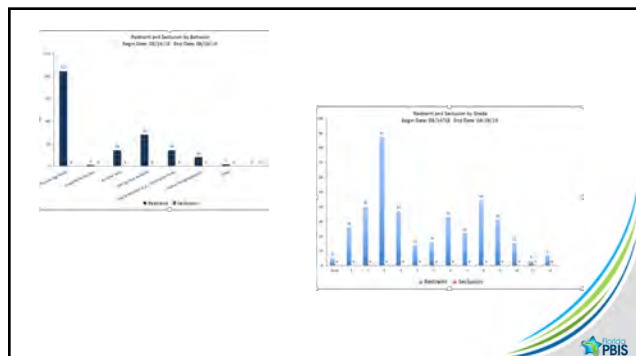


Restraint Review Committee (2015-present)

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graph LR; Data((Data)) <--> CM((Core Members)); CM --> IO((Improve Outcomes)); CM --> TR((Training)); CM --> SR((Support Resources));
```

The diagram illustrates the Restraint Review Committee (2015-present) structure. It features a central blue circle labeled "Core Members". To the left of this central circle is a larger blue circle labeled "Data", connected to "Core Members" by a double-headed arrow. To the right of "Core Members" are three smaller blue circles: "Improve Outcomes" (top), "Support Resources" (middle), and "Training" (bottom). These three circles are connected to "Core Members" by single-headed arrows pointing away from the center. The entire diagram is set against a light blue background with a decorative wavy line in the bottom right corner.





Best Practices for Restraint Documentation

Barnet Public Schools

Objectives

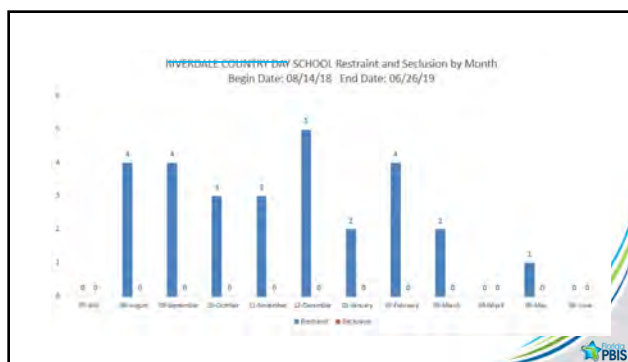
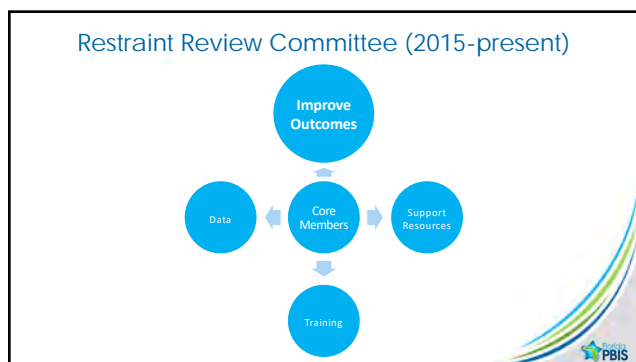
- The purpose of this PowerPoint is to provide suggestions in completing an accurate and informative restraint incident report.
- Move from a compliance-driven reporting system to an outcomes-driven system to support student behavior.
- Use the state's restraint incident report as a guideline for de-briefing following any crisis (ESE, 904, vs General Education student).

Strategies to Prevent and De-escalate

- What are the elements of the behavior plan already in place?
 - Classroom plan (first system, token system)
 - Individual plan (first system, token chart, social supports)
 - Other elements (what are the elements?)
- Prevention (prevent)
- Questioning (What's the problem, what's the issue?)
- Refusal (No to the idea)
- Release (allow to rest, remove audience)
- Intervention (ask for support, take breaks, remove)

Behavior that Warranted the Use of Restraint

- Document risk of serious injury or death (A THREAT to student safety)
- Physical aggression (threats, physical contact, use of force)
- Property destruction (threats, damage to property)
- Running away (threats, leaving the area)
- Self-harm (threats, self-harm)
- Use of restraint should be used only as a last resort



Individual Student Outcomes

Date/Time of Day	Restraint
7:00 AM	0
8:00 AM	2
9:00 AM	1
10:00 AM	2
11:00 AM	1
12:00 PM	1
1:00 PM	1
2:00 PM	0
3:00 PM	0
4:00 PM	0

Date/Location	Restraint
Bus/Bus zone	0
Cafeteria	0
1st Classroom	4
General Education Classroom	0
Hallway/Entranceway	3
Off Campus (Recreation)	0
Playground	0
Other (describe)	1

Date/Behavior	Restraint
Physical aggression	2
Property destruction	2
Running away	0
Self-harm behavior	1
Verbal behavior (e.g., cursing)	1
Verbal threat/aggression	0
Other	0

- ### Restraint Review Committee Student Tracker
- Date student added
 - School
 - Student Name
 - Primary ESE
 - Number of restraints
 - 2+ in a month notify Support Specialist and CBA
 - 2+ notify Social Worker, assess training needs
 - 2+ notify ESE Director
 - SRO Involvement

Individual Supports

- What setting is the student in?
- Does the student have an IEP?
- Does the student have an FBA/BIP?
- Is BIP addressing current behavior concerns?
- Is a postvention report being done?

Maintain Progress

- Increase faculty-wide verbal de-escalation training
- Continue to improve accurate site-based reporting
- Provide ongoing professional development for CPI trainers
- Continue to scale up PBIS
- CHAMPS training for classroom management
- Invest in Restorative Practices
- Engage community mental health supports
- Free up time for school counselors to provide additional supports
- Youth Mental Health First Aid
- Trauma Informed Practices
- Increase social-emotional supports for students

Future Directions

- Increase school capacity to analyze data and problem solve
 - School specific Excel data sheet that aligns with state template
- Gather resources that target prevention and alternatives to restraint
- Include representation from separate day school
- Strategic Plan objective to address social, emotional, behavioral and mental health supports
- Improve Postvention at the school level
 - Continued emphasis in CPI trainings
 - Development of Crisis Debriefing Form

Lessons Learned

- Have an action plan and use it
- Have a small, consistent team
- Use data to plan your next steps
- Increase school capacity through training
- Share data with schools

Be a resource, not a barrier!



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A Multi-Tiered System of Supports



This project was developed by the Florida Institute of Education and the University of South Florida in partnership with the Department of Education, in collaboration with the Florida Department of Education and the University of South Florida.

Data Analysis Tool

- For ease of analysis, Florida PBIS developed a spreadsheet that allows districts and schools to look at data across multiple variables...

1. Log into DOE Personal Information Database on: <http://www3.nyc.gov/DOE/PersonalInformationDatabase.aspx>
2. If you will need to use the sorting function on Excel to organize data by school name, click on the "Download" button.
3. If there is existing data in the downloaded table, select all the data and **clear** out **student ID**.
4. Paste the sorted data into the downloaded table.
5. Follow the instructions on the Sample Tab.
6. Follow the instructions on the Student Tab.
7. Follow the instructions on the Dates Tab.
8. To select individual schools, use the pull-down menu at B13. For all schools, hit "Back to *".
9. Set target end dates with pull-down of Y1 and Y2. The last row will be the end date one year later.

Easy step-by-step instructions

	Enrollment Numbers Monthly Data Template			
	2015	2016	2017	2018
ALL	2,235	1,118	365	1
ALBANY ELEMENTARY SCHOOL	2	1	1	1
ARCHER ELEMENTARY SCHOOL	5	0	2	1
ARCADE JR. HIGH SCHOOL	1	0	0	0
BASTION ELEMENTARY SCHOOL	13	6	2	1
BAY REAR ELEMENTARY SCHOOL	14	6	2	1
BAYVIEW REARER JR. HIGH SCHOOL	2	0	0	0
BUFFET ELEMENTARY SCHOOL	10	7	3	1
CANTON ELEMENTARY SCHOOL	1	0	0	0
CAPTAIN KIRK MIDDLE SCHOOL	3	6	0	0
CHERRY ELEMENTARY SCHOOL	3	6	0	0
CONNA MIDDLE SCHOOL	2	0	0	0
DOUGLASS ELEMENTARY SCHOOL	8	0	0	0
EASTMAN PARKVIEW MIDDLE SCHOOL	1	1	0	0
GOLDVIEW ELEMENTARY SCHOOL	6	0	0	0
HANCOCK MIDDLE SCHOOL	1	1	0	0
HAWORTH MIDDLE SCHOOL	1	0	0	0

Enrollment			
Grade	Recurrent	1st	0
K	366	7	0
1	8	3	0
2	10	1	0
3	15	1	0
4	29	0	0
5	14	0	0
6	13	0	0
7	15	0	0
8	29	0	0
9	11	1	0
10	13	0	0
11	8	0	0
12	6	0	0

Enrollment		Reenrollment		Dropouts	
Enrollment	1	Reenrollment	1	Dropouts	1

	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718
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Data: Grade			Data: Location		
Grade	Restrictor	Sections	Restrictor	Sections	
1st	5	0	Bus/Bus zone	2	0
2	36	7	Cafeteria	4	1
3	8	3	EAC Classroom	145	10
4	30	3	General Education Classroom	9	1
5	15	1	Hallway/Recessroom	24	3
6	29	0	Off Campus (descriptor)	2	0
7	14	0	Playground	4	0
8	13	0	Other (descriptor)	40	1
9	18	0		0	0
10	29	0			
11	13	1			
12	15	1			
13	4	0			
14	0	0			

Data: Time/Day			Restrictor	Sections
7:00 AM	0	0	1	0
8:00 AM	0	0	22	1
9:00 AM	0	0	24	5
10:00 AM	0	0	42	2
11:00 AM	0	0	65	4
12:00 PM	0	0	26	3
1:00 PM	0	0	39	0
2:00 PM	0	0	29	1
3:00 PM	0	0	4	0
4:00 PM	0	0	1	0

Data: Duration			Restrictor	Sections
Less than 5 minutes	0	0	0	0
5-10 mins	0	0	0	0
11-20 mins	0	0	0	0
21-30 mins	0	0	0	0
31-40 mins	0	0	0	0
41-50 mins	0	0	0	0
51-60 mins	0	0	0	0
60+ mins	0	0	0	0

Major Primary Diagnoses		Restraint	Seclusion
Autism spectrum disorder		42	1
Developmentally delayed		19	3
Emotional/behavioral disability		69	6
Hospitals/homebound		1	0
Intellectual disability		49	1
Language impaired		2	2
Other health impaired		49	3
Specific learning disability		9	0
Speech impaired		1	0
		0	0

Major Race/Ethnicity		Restraint	Seclusion
American Indian/Alaskan Native		0	0
Asian		1	0
Black/African American		79	6
Hispanic		22	1
Two or More Races		17	0
White		124	9

Major Type of Restraint		Restraint	Seclusion
Immobilization while in transport		4	0
Prone (lying face down)		3	0
Seated		26	0
Standing		175	1
Sustine (lying face up)		29	0
Mechanical		0	0


Major Totals		Restraint	Seclusion
		235	10

And last (but not least) of the front page tables...

Date	Month	Restraint	Seclusion
07-July		0	0
08-August		22	4
09-September		45	1
10-October		22	0
11-November		27	0
12-December		19	0
01-January		13	1
02-February		20	3
03-March		31	1
04-April		13	5
05-May		23	1
06-June		0	0

Next steps – From Priority Organizer to Action Planning

- Use data to inform practice
 - Note concerns at each level of analysis
 - Consider resources available
 - Analyze and prioritize barriers
- Develop measurable goal(s) for selected barrier(s)
 - Develop actionable steps (operationally defined)
 - Determine who is responsible and timeline for completion
- Review progress as team
 - Examine data regularly
 - Celebrate successes
 - Tap into and request resources
 - Report progress to schools, district leaders, FDOE
- Continue problem solving process





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Contact Information and Resources

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