6F: From Policy to Practice: Addressing Restraint & Seclusion Through the PBIS Framework

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Chris McEvoy & Kayrl Reynoso, Wayne Co RESA (MI)
Lauren Feigel & LaThomas Willis, Wyandotte Lincoln Center (MI)

- **Oct 27, 2023**
- **Topics:** Restraint/Seclusion; District & State PBIS
- **Keywords:** Policy, Alternatives to Suspension, Systems Alignment, Alternative Settings, Behavior
6F: Learning Objectives

1. Understand how SEA and Local Educational Agency (LEA) policy informs the prioritization of addressing the use of restraint and seclusion practices

2. Learn how the PBIS Blueprint Leadership Team Functions can systematically address restraint and seclusion

3. Learn how to prevent restraint and seclusion by implementing the essential elements of the PBIS framework
Why are we concerned?

According to the Office of Civil Right Data Collection (2015-2016)

- **124,500** students were physically or mechanically restrained and secluded:
  - 87,000 students were physically or mechanically restrained
  - 37,500 students were secluded

- Students with disabilities accounted for 12% of all public school students, yet were:
  - 71% of the students *restrained*
  - 66% of students *secluded*

CRDC, 2015-16
Federal Definitions (CRDC 2015-2016, emphasis added)

<table>
<thead>
<tr>
<th>Physical Restraint</th>
<th>Seclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Refers to a personal restriction that <strong>immobilizes</strong> or <strong>reduces the ability</strong> of a student <strong>to move</strong> his or her torso, arms, legs, or head <strong>freely</strong>. ...does not include a physical escort.”</td>
<td>• “Refers to the <strong>involuntary confinement</strong> of a student <strong>alone</strong> in a room or area from which the student is <strong>physically prevented from leaving</strong>. It does not include a timeout....”</td>
</tr>
</tbody>
</table>
History of Seclusion and Restraint in Schools

- **1950**: Restraint and seclusion used by law enforcement and institutions with adults
- **1960**: Restraint and Seclusion used with children in clinical settings
- **1970**: ESEA provides first real federal funding to schools
- **1980**: PL-94-142 Free and Appropriate Education for ALL
- **1990**: Individuals with Disabilities Education Act and later reauthorizations
- **2000**: Hartford Courant investigation found 142 deaths over 10 year period related to Seclusion or Restraint (1998)
- **2010**: 2009 GAO report documents 100’s of deaths, Lack of reliable information
  - S/R often used as disciplinary tactic rather than for emergencies
- **Council of Parent Attorneys and Advocates (COPPA)**
  - 185 instances of abuse related to S/R 68% involved children with Autism or Aspergers syndrome
US Department of Education

DOE Letter (2009)
- Requested that states review, revise, and develop state policy to ensure the safe use of crisis procedures, that parents be informed of the potential (initial consent) and actual (incident report) use of crisis procedures with their child(ren)
- Highlighted the importance of implementing preventative, positive behavior interventions and supports (PBIS)

- “Physical restraint or seclusion should not be used except in situations where the child’s behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion should be avoided to the greatest extent possible without endangering the safety of students and staff.” (US DOE, 2012, p. 2; emphasis added)
Federal Legislation

Federal proposed law: Keeping All Students Safe Act
• introduced several times; no federal law

Every Student Succeeds Act (2015): State plans should address:
• “the overuse of discipline practices that remove students from the classroom”
• “the use of aversive behavioral interventions that compromise student health and safety”
GAO report & Letter to Congress (2019)

Report

- Reviewed CRDC data on prevalence of R/S
- Will conduct complaint reviews and help schools with noncompliance
- Office of Civil Rights and Office of Special Education and Rehabilitative Services and CRDC will work together to provide TA guidance for states on R/S policy for students with disabilities

Education Should Take Immediate Action to Address Inaccuracies in Federal Restraint and Seclusion Data [Reissued with revisions on July 11, 2019.]

- Review of 2015-16 CRDC data indicate problems with CRDC data as schools reported 0 when they had not collected data to begin with
- Included recommendations for the office of civil rights to monitor compliance
## Alternatives across the States

### Table 5. Alternatives to R/S Addressed in States with Legislation and/or Policies on R/S

<table>
<thead>
<tr>
<th>Alternatives to R/S</th>
<th>Policy by State/Territory (n=54)</th>
<th>Legislation by State/Territory (n=54)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School Program</td>
<td>2 or 4%</td>
<td>4 or 7%</td>
</tr>
<tr>
<td>Suspension</td>
<td>4 or 7%</td>
<td>4 or 7%</td>
</tr>
<tr>
<td>PBIS/PBS/SWPBIS</td>
<td>31 or 57%</td>
<td>38 or 70%</td>
</tr>
<tr>
<td>Restorative Practices</td>
<td>1 or 2%</td>
<td>7 or 13%</td>
</tr>
<tr>
<td>Staff Training on Classroom Management</td>
<td>5 or 9%</td>
<td>13 or 24%</td>
</tr>
<tr>
<td>Staff Training on De-Escalation</td>
<td>28 or 52%</td>
<td>32 or 59%</td>
</tr>
<tr>
<td>Any staff Training on Alternatives (not classroom management or de-escalation)</td>
<td>6 or 11%</td>
<td>35 or 65%</td>
</tr>
<tr>
<td>Use of FBA/BIP/BSP</td>
<td>26 or 48%</td>
<td>34 or 63%</td>
</tr>
<tr>
<td>Other</td>
<td>8 or 15%</td>
<td>22 or 41%</td>
</tr>
</tbody>
</table>
PBIS Systems Approach

A process for Aligning, Implementing, Scaling, and Sustaining your initiatives

Leadership Team Functions

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

Executive Functions
- LEADERSHIP TEAMING
- Implementation Functions

- Training
- Coaching
- Evaluation
- Local Implementation Demonstrations

A framework for organizing your school(s)

SYSTEMS
EQUITY
PRACTICES
DATA
OUTCOMES

Table 5. Snapshot of Leadership Team Functions Across Implementation Phases

Across state, district and school levels, the goal is to improve capacity to establish, scale up, and sustain the multi-tiered PBIS framework. Leadership teams engage in comprehensive assessment and action planning guided by a common vision. These teams oversee the work by monitoring implementation fidelity and outcomes to support educators in implementing key practices for overall student and adult benefit. Table 3 presents considerations for leadership teams in planning, monitoring, and supporting PBIS implementation across contexts (state, district, school). For details at each level, see school Tiered Fidelity Inventory, District Systems Fidelity Inventory, or State Systems Fidelity Inventory.

<table>
<thead>
<tr>
<th>Function</th>
<th>Getting Ready</th>
<th>Getting Started</th>
<th>Getting Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Teaming</td>
<td>• Form representative leadership team</td>
<td>• Adjust team norms to support implementation</td>
<td>• Revisit team membership regularly</td>
</tr>
<tr>
<td></td>
<td>• Establish team norms</td>
<td>• Use data to guide action planning</td>
<td>• Enhance authentic participation of diverse voices</td>
</tr>
<tr>
<td></td>
<td>• Develop action plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner Engagement</td>
<td>• Identify and engage relevant partner groups to inform decisions</td>
<td>• Ensure all groups are included in decisions about selecting, implementing, and evaluating practices, systems, and data</td>
<td>• Enhance authentic bi-directional participation and communication with diverse partner groups</td>
</tr>
<tr>
<td></td>
<td>• Establish communication structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding &amp; Alignment</td>
<td>• Explore current resources and available funding related to SEB</td>
<td>• Secure funding to support initial implementation (e.g., 3-5 year grant) and work to align with current &amp; new initiatives</td>
<td>• Secure and align long-term funding to promote coordinated and sustained implementation</td>
</tr>
<tr>
<td></td>
<td>• Identify similar programs &amp; initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td>• Develop and revise policies to be consistent with positive, proactive, and equitable implementation of PBIS</td>
<td>• Continue to revise policies to be consistent with positive, proactive, and equitable implementation of PBIS</td>
<td>• Review and enhance policy, based on data, to meet the needs of the current context</td>
</tr>
<tr>
<td>Workforce Capacity</td>
<td>• Assess needs of current personnel</td>
<td>• Adjust support based on personnel needs</td>
<td>• Enhance job descriptions and evaluations based on local needs</td>
</tr>
<tr>
<td></td>
<td>• Collect, review, and revise job descriptions and postings to reflect PBIS</td>
<td>• Continue to review and update job descriptions and evaluations to reflect PBIS</td>
<td>• Partner with pre-service programs</td>
</tr>
<tr>
<td>Training</td>
<td>• Engage in initial PBIS training with support from external technical assistance providers</td>
<td>• Engage in ongoing PBIS training and plan onboarding for new hires</td>
<td>• Expand and differentiate training opportunities based on local data</td>
</tr>
<tr>
<td></td>
<td>• Develop local training expertise</td>
<td>• Develop local training expertise</td>
<td>• Enhance expertise of local trainers</td>
</tr>
<tr>
<td>Coaching</td>
<td>• Identify and support internal coaches or coordinators to develop expertise in facilitating PBIS efforts</td>
<td>• Internal and external coaches provide ongoing support to all educators in universal (Tier 1) coaching approach</td>
<td>• Expand and differentiate coaching to meet the needs of all educators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop local training expertise</td>
<td>• Enhance expertise of local coaches</td>
</tr>
<tr>
<td>Evaluation</td>
<td>• Identify evaluation questions, existing data sources, and additional data needed to inform evaluation</td>
<td>• Collect and share data to (a) monitor fidelity, outcomes, and acceptability, then (b) adjust implementation as needed</td>
<td>• Continue to adjust data sources to uncover strengths and needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Expand audiences for sharing data</td>
</tr>
<tr>
<td>Local Implementation Demonstrations</td>
<td>• Consider selection criteria for demonstration sites</td>
<td>• Celebrate local demonstrations as exemplars for other sites and identify additional demonstrations</td>
<td>• Communicate and expand process for identifying and celebrating a range of local demonstrations</td>
</tr>
</tbody>
</table>
Systems Capacity Across the Cascade
Wayne County Presenters

Regional: Wayne RESA
Chris McEvoy
  • Behavioral Consultant
    • mcevoyc@resa.net
Kayrl Reynoso
  • Behavioral Consultant
    • reynosk@resa.net

School: Wyandotte Lincoln Center
Lauren Feigel
  • Principal
    • feigell@wy.k12.mi.us
LaThomas Willis
  • Behavior Specialist
    • willisl@wy.k12.mi.us
Wayne RESA (MI)

- Wayne County is the largest county in Michigan and includes Detroit.
- Wayne RESA provides a wide range of educational services and supports to 33 school districts.
- WRESA has provided PBIS support since 2004. Currently provides intensive PBIS support to over 300 schools, including all of Detroit Public Schools Community District.

About us
Our Story: Positive Student Outcomes Through Sustainable PBIS Implementation
Leadership Teaming

Wayne RESA Leadership Teaming
- Started in 2002 with the first National Forum
- Goal: develop a comprehensive support framework
- Funding, PD, Coaching, Website Resources, Data Systems, Graphics, Print Shop, etc.

Local District Leadership Teaming
- Starts w/ Superintendent Support
- District Contracts w/ WRESA
- District Leadership Teams hold Quarterly Meetings directly tied to Wayne County Quarterly Leadership Meetings
- 15/30 Districts are now district-wide PBIS.
Sustainable Funding

- Since 2004 – PBIS Grants
- Individual School and District Grants through IDEA
  - Annual school grants range from $1,000-$5,000
- Schools sustain funding by meeting grant requirements:
  - Training and Coaching
  - Monthly Data Reports
  - Annual Fidelity Check: TIC
  - End of Year All Staff Survey

Leadership Team Functions

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

Executive Functions
- LEADERSHIP TEAMING
- Implementation Functions
- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

Initiative and Practices Alignment

Leadership Team Functions

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

Executive Functions
LEADERSHIP TEAMING
Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

Historic Initiatives at Wayne RESA:
- Tier 3 Behavior Intervention Guidelines
- Wraparound/Case Consultations
- Bullying Prevention
- Restraint/Seclusion
- Restorative Practices
- Alternatives to Suspension/Disproportionality
- Trauma-Informed

Three-Tiered Model of Positive Behavioral Interventions and Support

Tier 1
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect respect bully prevention
- PBS Clubs
- Alternatives to suspension

Tier 2
- Check-in Check-out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

Tier 3
- Few
- Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint.
University of Oregon. www.pbis.org/resource/pbis-implementation-blueprint

Technical Assistance: Train and Coach

- On-Going Series of PBIS PD
  - Series arranged by Tiers
  - Virtual / 2 hour sessions
  - No Charge

- Coaching Network
  - 130 + Coaches meet Quarterly

- 35-40 Behavior Specialists PLC for Tier 3 issues/problem-solving meet 3-4 times/year

- WRESA Behavioral Consultations for complex cases

- WRESA PBIS Website [https://www.resa.net/teaching-learning/pbis](https://www.resa.net/teaching-learning/pbis)
Guskey Model of PD Evaluation: Student Outcomes

**Data Collection Tools**

**Tier One**
- MiStar Student Information System produces SWIS-like PBIS reports, including disproportionality metrics; monthly data report template

**Tier 2**
- CICO graphing tools on website

**Tier 3**
- Individual Data Summary graphs
- Behavior Review Meeting Format

**Leadership Team Functions**

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

**Executive Functions**

LEADERSHIP TEAMING

**Implementation Functions**

- Training
- Coaching
- Evaluation


Positive Behavioral Interventions & Supports (PBIS)
Workforce Capacity

- Defined District Roles and Functions for PBIS
  - Administrative Coordinator
  - External Coaches
  - Internal Coaches

- Primary Importance of Central Office Collaboration between General and Special Education

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Leadership Team Functions

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
Policy: Seclusion and Restraint in Michigan

- **2003** – Two students with disabilities died while in prone restraint

- **2006** – State issued policy guidance: Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint

- **2016** - Law on the Emergency Use of Emergency Seclusion & Restraint

- **2017** – State Policy for the Emergency Use of Seclusion & Restraint
Key Features of Michigan Law/Policy

- Seclusion and restraint can only be used in a circumstance that involves imminent risk of harm to the pupil or others.

- Time limits on the use of seclusion and restraint.

- Training requirements for all staff and additional training for key identified personnel that would be called upon in an emergency situation.

- Informing parents in a timely manner of any use of seclusion and restraint and holding debriefing conversations with the school team and parents.

- Collaboration with parents to develop an emergency intervention plan if a pattern of use of seclusion or restraint occurs. This is to be accompanied by a functional behavior assessment and positive behavior support plan.
Key Features of Michigan Law/Policy (con’t)

- Consultation with the student’s medical personnel regarding possible contraindications to the use of seclusion or restraint in an EIP.

- Prohibition on prone restraint or any restraint that may restrict breathing.

- A process for gathering data on the frequency of use of emergency seclusion and restraint and public reporting of that data.

- *MDE Policy specifically recommends that schools implement Positive Behavioral Interventions and Supports (PBIS) as the primary prevention approach to reducing the use of seclusion and restraint.*
A Difference in Definitions of Emergency Seclusion

- Michigan Department of Education Policy for the Emergency Use of Seclusion and Restraint, 2017
  
  **Emergency Seclusion**: means the confinement of pupil in a room or other space from which the pupil is physically prevented from leaving.

- U.S. Department of Education Office of Civil Rights (OCR)
  
  **Seclusion** refers to the involuntary confinement of a student *alone* in a room or area from which the student is physically prevented from leaving.

*Wayne County Separate Facilities use the Federal Definition of Seclusion*
Having PBIS Systems in Place at the County Level Prepared Us Well to Respond to the New S & R Law

- Tapped into existing PD and Coaching networks to train on all aspects of the law.
- Increased emphasis on Tier 3 prevention and systemic school-based wraparound.
- Per the law, schools increased focused on the goal of significantly reducing the use of S & R.
- Updated existing WRESA Behavior Intervention Guidelines document to align with state and federal mandates.
WRESA Behavior Intervention Guidelines
Incorporate the Use of Seclusion and Restraint within a PBIS Framework

- WRESA Guidelines for Behavior Intervention, 2020
- Incorporates Michigan Department of Education Policy for Emergency Seclusion & Restraint, 2017
- Downloadable Forms MDE & WRESA
- Found under the Tier 3 ribbon
  - https://www.resa.net/teaching-learning/pbis
School-based Wraparound within a PBIS System

The wraparound approach is a critical part of the SW-PBIS system as it offers a means for a school to succeed with the 1-2% of students whose needs have become so complex that an FBA/BIP process is not enough. (Eber, 2003)

Tier 3 Wraparound
Intensive Positive Behavior Support

“The team-based wraparound process is recommended for students with intensive and comprehensive needs to ensure that the efforts of families, teachers, other caregivers and service providers are linked through one consistently implemented and carefully monitored plan.”

(Eber, 2003)
Strength-building Activities

Lucille Eber

• Use strategies designed to enhance strengths, talents, interests, or positive relationships.

• Families and schools naturally create strength-building activities for “typical” kids.
  • When students have significant behavioral challenges families and schools are often stressed and their focus is often on surviving each other’s reactions to problems. Therefore, typical strength-building activities don’t usually occur.

• Wraparound teams focus on creating strength-based opportunities as a means to build resilience and to protect from further failure.
Making School-Based Wraparound Systemic

- Wraparound is for the 1-2% of students whose needs cannot be met by an FBA/BIP process alone.
- Center-based programs should include wraparound as part of their PBIS systems approach to behavior.
- Considerations for systemic school-based wraparound:
  - Scheduling
  - Coverage for teachers
  - Administrative support/District level support
  - Student criteria
  - Who should attend
## Tier 3 Wraparound Mechanics

<table>
<thead>
<tr>
<th>Every meeting must have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An identified team member familiar with school-based wraparound to guide the process</td>
</tr>
<tr>
<td>• Meeting norms</td>
</tr>
<tr>
<td>• An agenda</td>
</tr>
<tr>
<td>• A note-taker who will distribute notes to the team after the meeting</td>
</tr>
<tr>
<td>• Behavior data review to start the meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Every meeting must be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focused and time-limited</td>
</tr>
<tr>
<td>• A chance for all participants to share out on the student’s progress</td>
</tr>
<tr>
<td>• Driven by data, student strengths and solutions</td>
</tr>
<tr>
<td>• Regularly scheduled - schedule the next meeting at the end of the current meeting</td>
</tr>
</tbody>
</table>
Wraparound Data: CICO & Incidents Summary

Target Behaviors/
Restrictive Procedures

Check In Check Out

### Daily Check In Check Out Data Summary

<table>
<thead>
<tr>
<th>Date</th>
<th>Possible Points</th>
<th>Daily %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-24-2022</td>
<td>14</td>
<td>0.73</td>
</tr>
<tr>
<td>6-27-2022</td>
<td>14</td>
<td>0.71</td>
</tr>
<tr>
<td>7-11-2022</td>
<td>14</td>
<td>0.73</td>
</tr>
<tr>
<td>7-17-2022</td>
<td>14</td>
<td>0.71</td>
</tr>
<tr>
<td>7-22-2022</td>
<td>14</td>
<td>0.73</td>
</tr>
<tr>
<td>7-29-2022</td>
<td>14</td>
<td>0.71</td>
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<tr>
<td>8-5-2022</td>
<td>14</td>
<td>0.73</td>
</tr>
<tr>
<td>8-12-2022</td>
<td>14</td>
<td>0.71</td>
</tr>
<tr>
<td>8-19-2022</td>
<td>14</td>
<td>0.73</td>
</tr>
</tbody>
</table>

### Daily Percentage of Points Earned

![Bar chart showing daily percentage of points earned](image)

### Incidents Daily Average

<table>
<thead>
<tr>
<th>Week</th>
<th>Physical Affair</th>
<th>Physical Affair</th>
<th>Child Caused</th>
<th>Physical Affair</th>
<th>Child Caused</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-Jun</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>15-Jun</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>29-Jun</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5-Jun</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15-Jun</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>29-Jun</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5-Jun</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15-Jun</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>29-Jun</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

![Bar chart showing incidents daily average](image)
PBIS in Separate Facilities for Students with Disabilities

- Use **data** to identify schools that need more training, coaching, and looking at the practices to address Seclusion and Restraint.
- Found that the separate facilities that were focused on students with disabilities had the most incidents of Seclusion and Restraint and required more assistance.
- **4 highlighted schools** have been implementing PBIS at all 3 tiers for several years & participate in the Wayne RESA PBIS grant process.
- Data collection on their use of seclusion and restraint has been part of their PBIS system for as long as they have been doing PBIS.
Wyandotte Lincoln Center

- Elementary and Secondary Students with Dual Diagnosis and Students with Autism
- Enrollment: 168
- Since 2013-14
  - 59% reduction in seclusion
  - 73% reduction total in S&R
Practices used to Address Restraint/Seclusion: Wyandotte Lincoln Center

- Sustained high fidelity PBIS across all 3 tiers
- Positive Support Calls
- CICO/Token Systems
- Intensive FBA and PBIS Plans
- Break Procedures/Time-Out Procedures
- Multi-disciplinary approach Occupational Therapy, Speech, SSW, Behavioral Expertise
- Teaching Alternative/Replacement Behaviors/Functional Communication Training
- Staff Training/Emergency Procedures
- Tier 3 wraparound processes: parent engagement and collaboration with outside agencies
- Administrative Support for PBIS/Wraparound
Wyandotte Lincoln Center Monthly Data Report

“The question, where would we be without these 74 meetings???”
- LaThomas Willis
Other Example: Northville Cooke Center

- Students with Dual Diagnosis
- Cognitively and Emotionally Impaired
- Program Enrollment 100

Since 16-17
- 82% reduction in seclusion
- 72% reduction total in S&R
Other Example: Garden City Burger K-12

- Elementary & Secondary Students with Autism
- Total Program Enrollment – 86
- Since 2013
  - 99% reduction in seclusion and restraint
Other Example: Garden City Burger Transition

- Post-Secondary Students with Autism
- Program Enrollment – 73

- Since 17-18
  - 84% reduction in seclusion
  - 79% reduction total in S&R
Questions?

Leadership Team Functions

- Partner Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations

“Everything we do is to build capacity in the districts”
– Kayrl
Please Complete this Session’s Evaluation

10/27/2023
Session ID- 6F - From Policy to Practice: Addressing Restraint & Seclusion Through the PBIS Framework

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

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