

**National Technical Assistance Center
for Children's Mental Health**
GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT



Part II: Safety Without Seclusion and Restraint

December 17, 2015
Presenters: Monique Marrow, Adrienne Volenik, Karyn Harvey and Kim Sanders

FACILITATORS: SHERRY PETERS AND EILEEN ELIAS



Today's Presenters



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Special Education Rights Clinic
2008-09 Law Disability Professor



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Executive Vice President
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Screen Shots from "Trauma Informed Care: Perspectives and Resources", Module 2: Trauma Informed Child-Serving Systems

Focus on Workforce Development Across Child-Serving Systems



Monique Marrow – Juvenile Justice
Adrienne Volenik - Education
Karyn Harvey – Intellectual and Developmental Disabilities
Kim Sanders – Cross-System

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4

Monique Marrow, PhD

Thrive: Guide to trauma-informed organizational development, 2010

Trauma Responsive Elements

Safety

Empowerment **Trust**

Trauma Competence Cultural/Linguistic Trauma Informed Phil.

start ? ? ? ?

STRATEGIES THAT MAKE A DIFFERENCE

Juvenile Justice/Residential
EXAMPLE



Where this all began



- ✓ June of 2006 a team of clinicians, front-line staff, and the Deputy Director for the Department's Division of Treatment and Rehabilitation attended SAMHSA-funded training by National Technical Assistance Center entitled:
"Creating Violence Free, Coercion Free Mental Health Treatment Environments."

Where this all began



- ✓ June 2006 created a "Trauma Impact Reduction Program Steering Committee" comprised of staff at all levels: (1 year to explore/plan)
- ✓ Deputy Director of the entire department's treatment programs
- ✓ Clinicians from several facilities
- ✓ Social workers
- ✓ Unit managers
- ✓ Facility superintendents
- ✓ Policy Coordinator
- ✓ Juvenile Correctional Officers
- ✓ Teachers

Where this all began



COMMITTEES

- ✓ **Workforce Development**
- ✓ **Treatment**
- ✓ **Environments**
- ✓ **Data**
- ✓ **Policy**
- ✓ **Screening and Assessment**

Workforce Development Subcommittee to Action



THINK TRAUMA
A Training for Staff in Juvenile Justice Residential Settings

Series Overview



Module One: Trauma and Delinquency
Module Two: Trauma's Impact on Development
Module Three: Coping Strategies
Module Four: Vicarious Trauma, Organizational Stress, and Self-Care

Treatment Subcommittee to Action



- ✓ Selected TARGET as primary intervention for youth on mental health units.
- ✓ Worked with Judy and Julian Ford to develop training and implementation plan.



Environments Subcommittee to Action



Policy Subcommittee to Action

- ✓ Policy – Policy Committee led by the department's policy administrator made several changes to departmental policy – specifically:
 - ✓ Seclusion and restraint policies – acknowledging it as a potentially traumatizing intervention
 - ✓ Suicide Prevention Policy
 - ✓ Mental health unit programming policies
 - ✓ Disciplinary policies
 - ✓ Intake screening and assessment policies (MH units)

Screening and Assessment & Data Subcommittee

- ✓ Screening and Assessment selected instruments for youth.
- ✓ The Data Subcommittee worked with facilities, MIS and the ODMH Office of Policy and Research to develop the evaluation study.

Outcomes for Youth Safety Interventions



So what did the staff think?



Education

Seclusion and Restraint in Schools

Adrienne Volenik, JD



Statistics

- S & R were used more than 267,00 times nationwide in 2012. (75% of children had physical, emotional, or intellectual disabilities)
- Underreporting is suspected
- At least 20 children have died while being restrained or secluded over 2 decades. (GAO 2009)



Impact

- Children with PTSD, trauma histories, etc. are further injured by seclusion and restraint
- Development of self-regulation skills can be negatively impacted
- Children feel unsafe in school
- Teachers experience trauma

Congressional Efforts to Limit S & R

- HR 927 Keeping All Students Safe Act (114th Congress
 - Introduced 2/12/15 (Don Beyer – VA)
 - Purpose – to prevent & reduce the use of physical restraint & seclusion
 - As of 9/17/15, 38 co-sponsors (3 Democrats; 1 Republican; 1 Independent)
- S. 2036 (113th Congress)
 - Ban on practice



USDOE Action

- Restraint and Seclusion: Resource Document (2012)



15 Principles

1. Every effort should be made to prevent the need for use of restraint and for the use of seclusion.
 - ◆ Structure environment using non-aversive effective behavioral systems such as PBIS (Positive Behavioral Interventions and Supports)
 - ◆ <https://www.pbis.org/>
 - ◆ Utilize preventive assessments to identify where, under what conditions, with whom, and why inappropriate behavior is likely to occur
 - ◆ Train staff on de-escalation techniques

2. Use of mechanical restraints to restrict freedom of movement or drugs to control behavior unless prescribed by a physician or health professional



Limited Use

3. Physical restraint or seclusion should not be used *except* where the child's behavior poses imminent danger of serious physical harm to self or others, other interventions are ineffective, and should be discontinued as soon as situation has dissipated.

Treat All Children with Dignity

- 4. Restrictions on the use of restraint & seclusion should apply to all students, not just those with disabilities.
- 5. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse



Never Use As Punishment

- 6. Restraint or seclusion should never be used as punishment or discipline, as a means of coercion or retaliation, or as a convenience.



Use Approved Methods

- 7. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child



Consider the Individual

8. Repeated use of restraint or seclusion for the same child should trigger a review and, if appropriate, a revision of behavioral strategies being used to address dangerous behavior. The development of positive behavioral strategies should be considered if not already in place.

9. Behavioral Strategies to address dangerous behavior that leads to restraint or seclusion should address the underlying cause or purpose of the behavior.

Training for Personnel

- 10. Teachers and other personnel should be trained regularly on the use of effective alternatives to restraint and seclusion as well as on the safe use of both for cases posing imminent danger.
- 11. Every instance in which restraint or seclusion is used should be carefully and continuously monitored to ensure appropriateness of use and the safety of the child, other children, teachers, and other personnel.

Keeping Parents Informed

- 12. Parents should be informed about restraint and seclusion policies and applicable Federal, State, or local laws.
- 13. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used.



Collect Data

- 14. Review policies regarding use of restraint and seclusion regularly.
- 15. Document each incident of restraint or seclusion in writing and then collect data to enable teachers, staff, and other personnel to understand and implement the principles



The States Respond

- By 2013, 32 states had either statutes, regulations or guidelines that restrict seclusion or regulate time-out in schools with scope and definition varying.
- See the Attachment A to Restraint and Seclusion: Resource document for current material.

<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

Virginia – a 2009 Snapshot

- 34 LEAs had a written policy, procedure, regulation, or protocol on restraint and seclusion
- 4 LEAs had a written policy, procedure, regulation, or protocol on restraint only
- 96 LEAs had no written policy, procedure, regulation, or protocol (20 were in process)
- 76 LEAs had no plans to develop/adopt policy, procedure, regulation, or protocol

Virginia School Boards Association Action 2010

- Physical & mechanical restraint and seclusion can only be used by trained staff in order to:
 - Protect student from own actions
 - Protect others from injury
 - Quell a disturbance
 - Gain possession of weapons or dangerous objects from student
 - Defend self
 - Escort a student from one area to another
 - Prevent imminent destruction to school or another person's property
 - Secure a student during transportation
 - Direct the movement of a student to avoid undue or deliberate disruption of the learning environment

continued

- If authorized by the code of Virginia
- If authorized by an IEP, 504 Plan, or Behavioral Intervention plan
- Schools have 15 days within which to notify parents of incidents of restraint or of injury occurring in a seclusion room

2013 Action

- State Board of Education approved *Regulations Governing the Operation of Private Schools for Students with Disabilities*
 - Parents had to be informed on the day of each incident of physical restraint or seclusion
 - Parents to receive a written report within 2 business days and be given the opportunity to discuss the matter with school staff
 - Schools to report annually to VaDOE the number of times seclusion and restraints were used during the year

Commission on Youth Report

- In 2014 the Virginia General Assembly directed the Commission on Youth, in consultation with the Virginia Department of Education and the Virginia Department of Behavioral Health and Developmental Services to review (1) statewide policies and regulations related to seclusion and restraint in public and private elementary and secondary schools, and (2) methods used in other states to reduce and eliminate the use of seclusion and restraint in public and private elementary and secondary schools. [Report to GA on 1st day of 2015 session]

Virginia Adopts Statute 2015

- Directing the State Board of Education to adopt regulations on the use of seclusion and restraint consistent with the 15 principles.
- Effective July 1, 2015



Beginning the Process

- Va DOE has established general principles to guide the process
http://www.doe.virginia.gov/boe/committees_advisory/special_ed/meetings/2015/jul/restraint_and_seclusion_regulatory_framework.pdf
- Property damage without more does not justify seclusion or restraint

Other considerations

- Address distinctions between elementary school students and secondary students (required by statute)
- Should all prone restraints be prohibited?
- What physical requirements should exist for seclusion rooms?
- What should monitoring look like?
- What should trigger review of "multiple" incidents?

Other Considerations

- What should monitoring look like? (video?)
- How should parents be notified of policies and what laws should they be informed about?
- What details should be included in the notification to parents about instances of seclusion and restraint?
- How often should schools review their seclusion and restraint policies? Should these be reviewed by the state?

Data Collection

- What should be collected?
- Who should collect it?
- How will it be collected?
- To whom and in what form will it be submitted?

Questions for Training

- Who should be trained?
- What should the training consist of?
- When should the training occur?
- How should personnel be trained?
- How many trainings should there be?
- How often should training occur?

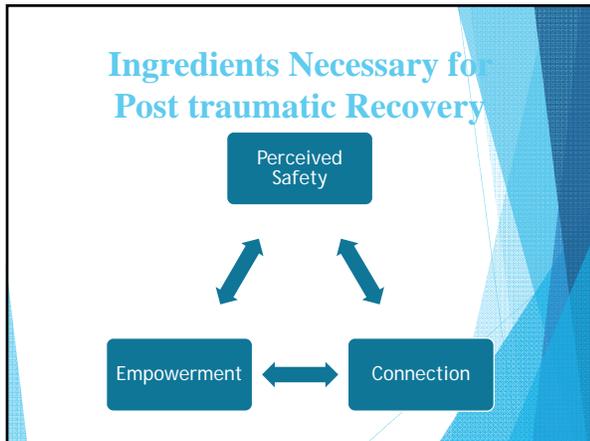
- Process will result in the development of regulations that will be subject to public comment and approval by the governor.

Simultaneously...

- The State Board of Education is Promoting the use of PBIS
- The State Department of Criminal Justice Services is sponsoring trainings on a variety of relevant topics. *(Strengthening Connections: Fostering a Positive School Climate) geared for school division leaders, administrators, students services staff, school resource officers, law enforcement officers, school security officers, clinicians, prevention specialists, and other youth-serving professionals*

Healing and Thriving

Karyn Harvey, Ph.D.
The Arc Baltimore



Who Am I ?

Positive Identity Development

- ▶ Negative Identity
 - NOT the person who gets the job
 - NOT the person who gets married
 - NOT the person who drives
 - NOT the person who plays on a high school sport team
 - NOT the person who is popular or liked
 - Not the cool one
- ▶ Positive Identity
 - ▶ Who I am
 - ▶ What I do well
 - ▶ Who my friends are
 - ▶ What my preferences are
 - ▶ Where I make a difference
 - ▶ What I am proud of



What matters most is how YOU see yourself!

The Power of Positive Regard

- ▶ Mice and Bob Rosenthal
- ▶ Signs were put up for experimenters "Smart Rats" "Dumb Rats" - All rats were actually the same
- ▶ Experimenters had rats run mazes -
- ▶ Big difference between the performances - Smart rats ran mazes twice as fast!!



Carol Dwek, Ph.d.

"How you see someone determines how they are able to see themselves!"

Teachers who thought they had gifted children got a significantly better performance from classes they were told were "average". Even though they were the same!



THE POWER OF "NOT YET"

- ▶ Process based approach instead of outcome based
- ▶ Positive feedback based on effort not result
- ▶ Reframing of view of individual
- ▶ Respect
- ▶ Value
- ▶ Hope



Daniel Kish



Who is This?



He now teaches other blind individuals how to do this!



Resiliency Studies



Grafton Integrated Health Network

Focusing on Workforce Development to Minimize the Use of Restrictive Practices

Kim Sanders, President, Ukeru Systems



Who We Are



Where We Were

Clients	<ul style="list-style-type: none">• As many as 250 physical restraints a month in just one service region• Client injuries and a death
Employees	<ul style="list-style-type: none">• High rate of employee injuries• Controlling atmosphere breeding negativity• Self perceived as "helpless" and "victims"
Organization	<ul style="list-style-type: none">• Teams resembling silos• Negative outcomes affecting financial sustainability• Stuck



It's Time for a Change



Issues a Mandate

- Minimize the use of physical restraint and seclusion without increasing employee or client injuries



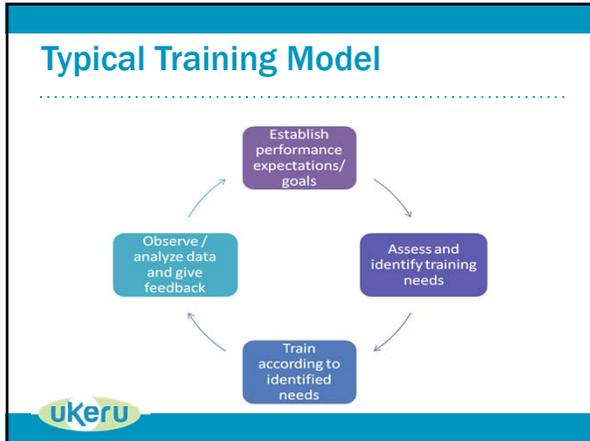
Grafton's Model for Minimizing Restraint and Seclusion



What is Ukeru?

- The conversion (or diversion) of an aggressive act and channeling it elsewhere
- Ukeru is about receiving, engaging, sensing, feeling and responding to what someone is trying to communicate to us through their actions, while maintaining the safety of all involved
- The use of soft, cushiony materials to protect oneself from hits, kicks, punches, bites, hair pulls, etc
 - i.e. Couch cushions/pillows, blocking pads, bean bags, etc
- The use of protective equipment such as gloves, shin guards to protect oneself





Priority for Our Employees

To have a replacement skill (behavior) to use when threatened with harm

uKeru

Assessment of skills and knowledge needed to achieve the goal:

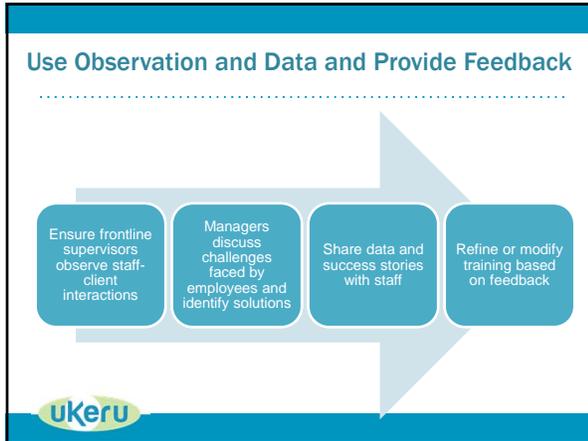
All Staff

- Philosophy of comfort vs... control
- Trauma-informed care – the impact of restraint and seclusion on clients and treatment
- What do we mean by "alternative solutions"
- Blocking skills and the use of protective equipment

Managers

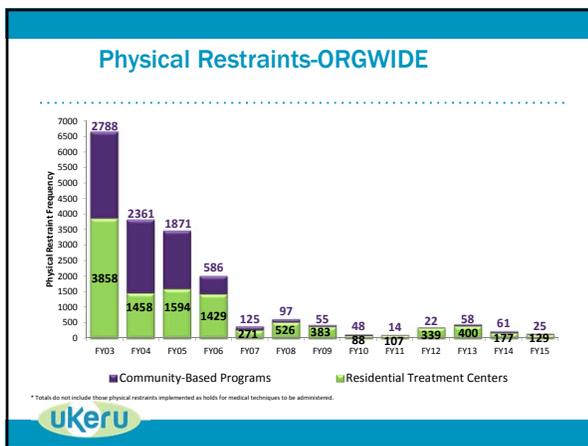
- How to debrief an incident
- How to encourage alternative solutions

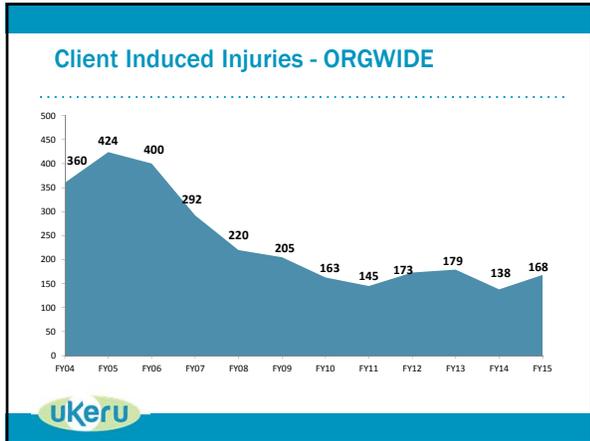
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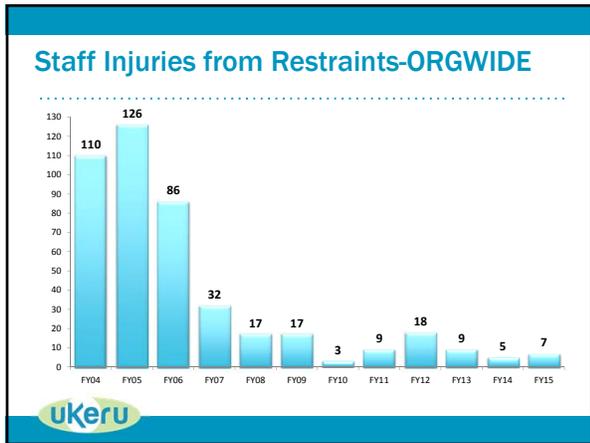


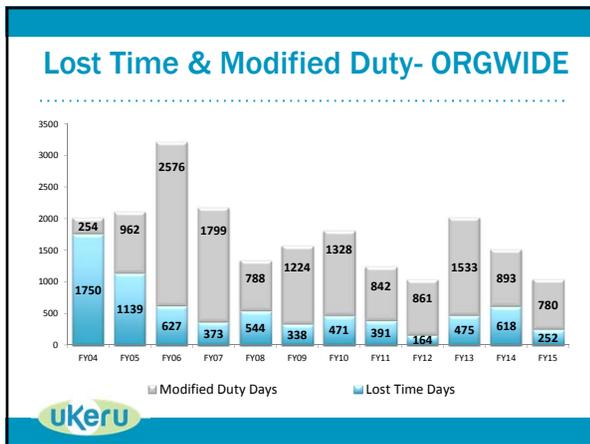
BENEFITS AND RESULTS

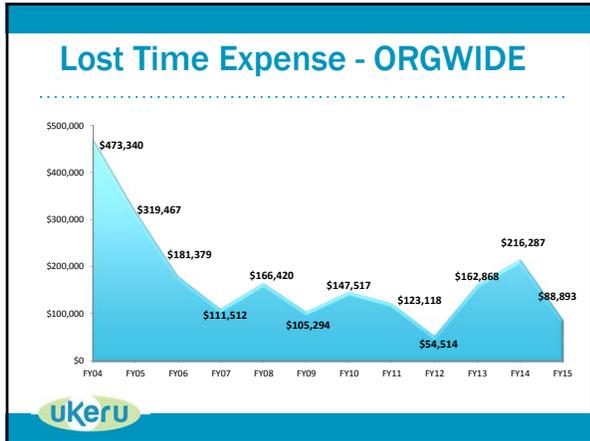
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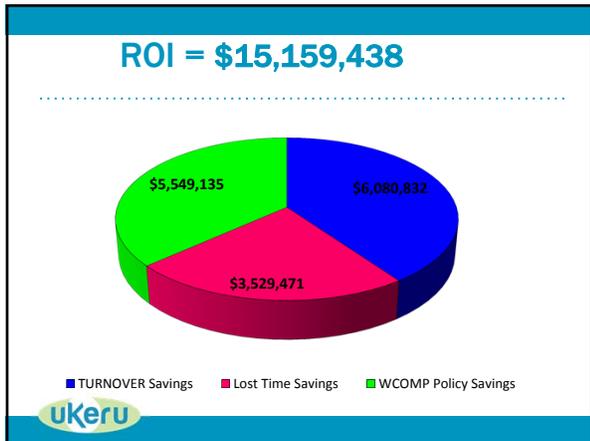












“At first people refuse to believe that a strange new thing can be done, then they begin to hope it can be done, then they see it can be done—then it is done and all the world wonders why it was not done centuries ago.”

- Frances Hodgson Burnett

uKeru

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