



New York State Education Department  
Office of Special Education  
**Educational Partnership**

# The Use of Timeout and Physical Restraints Systems Review for Approved Special Education Programs (ASEPs)

## Targeted Skills Group

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### *Module 2: Self-Analysis of Current Policies and Procedures for use of Physical Restraints and Seclusion*

Developed by the Technical Assistance Partnership for Behavior partnership with the New York State Education Department (NYSED) Special Education Non-district Unit

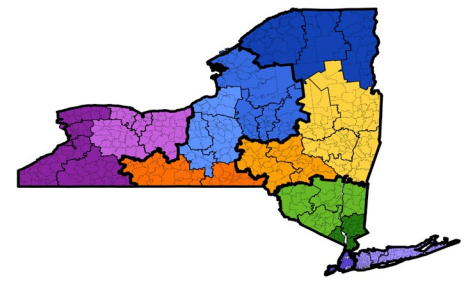


# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Level Teams (RLTs) support each of the 12 regions of New York State (NYS) and provide these supports and services to the EOs within their region.

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Today's Facilitators

# Participants Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

## **BE RESPONSIBLE**

- Take care of your needs
- Return on time and quietly
- Sign attendance sheets/complete evaluation form
- Use electronic devices when necessary

## **BE RESPECTFUL**

- Turn cell phones “off” or to “vibrate”
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

## **BE ENGAGED**

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

# Virtual Training Expectations

## **BE RESPONSIBLE**

- Take care of your needs
- Return on time and quietly
- Complete evaluation form
- Find a quiet place to participate

## **BE RESPECTFUL**

- Use “mute” to prevent background noise
- Listen to others attentively
- Honor confidentiality when applicable
- Stay on topic

## **BE ENGAGED**

- Be an active participant (cameras on)
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal



# Slide Marker Icons

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# Materials



- Action plan template
- Completed action plan exemplar ABC school

# Roadmap

Module Number	Module Title
1:	Reflection on Current Practices to Ensure Alignment with Revised New York State Requirements
2:	<b><i>Self-Analysis of Current Policies and Procedures for the use of Physical Restraints and Seclusion</i></b>

# Objectives for Module 2

- Reflect on current practices in relation to current federal and state regulations.
- Develop an Action Plan to address any program policies that may need to be considered for changes.

# Review Action Plan Exemplar ABC school



## Action Plan Exemplar ABC School

Document	What revisions are needed?	Who is responsible?	By When?	Date of Completion/ Dissemination	Is additional follow-up needed?
<b>Crisis Intervention Policy</b>	-add that a <u>physical</u> restraint is not permissible for property destruction unless the student is in danger of hurting self or others.	-John Smith	11/1/23	11/15/23	Form a committee to review these incidents.
	-remove the term “emergency interventions” and replace with “physical restraints.”	-John Smith	11/1/23	11/15/23	
	-add that school administrators need to debrief after each incident in which time out or physical restraint are used.	-John Smith	11/1/23	11/15/23	
	-post updated policy on the school’s website.	-IT	11/1/23	11/15/23	
<b>Timeout Policy</b>	-add that parents and CSEs must be notified the same day that a student uses the time out room.	-Mary Jones	11/1/23	11/15/23	
<b>Timeout Log Template</b>	-add a column where admin can verify that parents and CSE were notified (date and time).	-Mary Jones	11/1/23	11/25/23	

# Materials Collected for Module 2:

## Self-Analysis of Current Policies and Procedures for physical restraint and crisis interventions

- Regulatory Changes Activity; note-catcher from Module 1
- School policies in relation to physical restraint and crisis interventions
  - timeout policies
- School procedures in relation to physical restraint and crisis interventions
- Including training schedules for staff
  - Documentation:
    - timeout log template
    - progress monitoring forms template
- Sample of redacted incident reports
  - 2-3 completed examples to review
  - timeout log (completed/redacted)

# Develop an Action Plan

**Please refer to the "Action Plan Template"**



Action Plan Template

Document	What revisions are needed?	Who is responsible?	By When?	Date of Completion/ Dissemination	Is additional follow-up needed?
Crisis Intervention Policy					

# Contact Us

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