



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 (TSG)

Administrative Overview

Developed by the Technical Assistance Partnership (TAP) for Behavior in partnership with the New York State Education Department (NYSED) Special Education Nondistrict Unit

Spring 2024

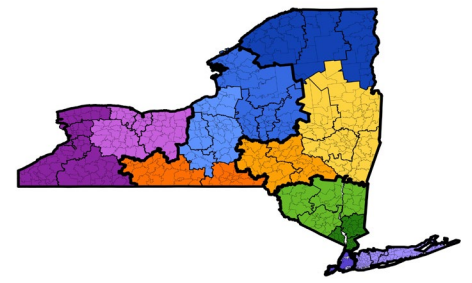


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Who Are We?



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.

OSE Educational Partnership Staff Representation

Name of Region

Systems Change Facilitator

FACE Center Representation (Professional Development Specialist (PDS) and Resource and Referral Specialists (RRSs))

Specialist based on focus

Literacy Specialist

Behavior Specialist

Specially Designed Instruction Specialist

Special Education Trainer

Culturally Responsive Educator

Transition Specialist

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



Context for the TSG

- All schools should make every effort to provide children and youth with safe and supportive environments that protect and enhance their physical, emotional, and mental wellbeing.
- Our ASEPs serve our most vulnerable population of students and are managing students with complex behaviors and needs.
- The intention of this TSG to have ASEPs look internally at their own policies and practices regarding restraint and seclusion and what resources they have available to ensure fidelity within their own program.
 - identifying patterns and trends regarding restraint and seclusion to identify proactive measures

Context for the TSG cont...

- Corporal punishment in schools must be replaced with evidence-based strategies, such as a multi-tiered system of supports and positive behavioral interventions and supports, and other research-backed educational practices that are designed to meet students' social, emotional, and mental health needs and improve school climate and safety.
- In addition, schools must utilize de-escalation techniques, to reduce the occurrence of challenging behaviors and improve school climate and the safety of all students.



Board of Regents (BOR)

Amendments effective August 2, 2023

- Amendment of Section 19.5 of the Rules of the BOR and Sections 100.2, 200.1, 200.7, 200.15, and 200.22 of the Regulations of the Commissioner of Education Relating to the Prohibition of Corporal Punishment, Aversive Interventions, Prone Restraint and Seclusion; Permitted Use of Timeout and Physical Restraint; and Data Collection.
- <https://www.counsel.nysed.gov/sites/counsel/files/rulesandregs/terms-corporal-punishment.pdf>

Goal of the TSG

- As previously stated, each EO involved in the TSG will examine their internal policies, procedures, practices, and data patterns/trends regarding the use of restraint and seclusion utilized on students in their care. At the conclusion of the TSG each EO will develop an action plan based their own self-identified areas of need.

Roadmap

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

EOs

Self-Review Team

Discussion & Identification

Purpose of the EO's Self-Review Team:

- EO's Self-Review Team is a group of people intentionally supporting the full, effective, and sustained use of innovations to ensure that intended outcomes are realized.
- The EO's team is formed to **conduct a systematic review of data, identify potential solutions, implement action steps, and monitor their program's progress.** The first stage of this work is focused on reviewing and using data to inform the development of an action plan. At the conclusion of the TSG, the EO's team should work toward addressing self-identified areas listed on their action plan.

EO's Suggested Representation

Team members:

- at least one member with the authority to make key decisions (e.g., decision making for budget, implementation, policy, data systems)
- building/program level administrator(s)
- school psychologist
- behavior specialist
- quality assurance personnel
- teacher
- clinician/social worker

The team should be supported by a coordinator/team member who has access to **relevant data and expertise in data-based decision making.**



Next Steps

1. Develop EO's Self-Review Team
2. Identify meeting dates/times/location for TSG

Contact Us

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