



EndSaR

Safe Schools Without Seclusion & Restraint 2024

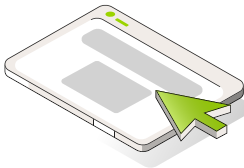
1



Student Advocacy

Push for schools to follow **state law & federal guidance**
Spread awareness about the impacts of seclusion & restraint
endsar-mi.org/campaign

2



Educator Support

Educator Survey to understand needs and barriers
Push for **Equitable Approaches** in schools
endsar-mi.org/a-better-way & endsar-mi.org/educators

3



Caregiver Education

Parent Guide and opportunities to **Influence Change**
Monthly **Support Group**; you are not alone!
endsar-mi.org/parents

4



Legislative Change

This easy, **Prewritten Letter** will go directly to your legislators
Sign the Petition to ask them to revisit the law
endsar-mi.org/take-action

5



Quality Control

Do No Harm - Data Project
Working toward **State Level Funding & Oversight**
endsar-mi.org/solution



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POSITION STATEMENT

Seclusion and Restraint are **dangerous and traumatic**¹ practices that can have very serious consequences, including death. Not only is there no evidence that they are effective in reducing problem behaviors,² but there is evidence of deteriorated student-teacher relationships,³ **increased behavior problems**,⁴ and they can be a denial of a Free Appropriate Public Education (FAPE).⁵ Repeated use of seclusion and restraint should be viewed as **strong evidence of treatment failure**.⁶

Involuntary seclusion is a form of **solitary confinement**, depriving children of co-regulation and supportive connection when they need it the most. Solitary confinement has been linked to increased risk of **suicide**, self-harm, anxiety, depression, mental and physical deterioration, paranoia, **aggression**, and a significant risk of death.⁷ Involuntary seclusion is part of the **school to prison pipeline**, should not be used on children, and has no place in our public schools.

Michigan students have died as the result of being restrained by trained staff and therefore, restraint is a **potentially deadly force**. Restraint should only be used in dangerous emergencies or life-threatening situations. Extreme effort should be made to prevent dangerous emergencies and life-threatening situations and therefore, the use of restraint in schools should be **exceptionally rare**.

1) "In fact, seclusion and restraint are dangerous and traumatic not only to the individuals subjected to these practices, but also for the staff implementing them." - [U.S. Dept of Health & Human Services: Substance Abuse & Mental Health Svc Administration \(SAMHSA\) Brief #1](#)

2) "Furthermore, there continues to be no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques." - [U.S. Department of Ed – Restraint and Seclusion: Resource Document](#)

3) "The forceful assertion of another person's will over one's own, along with the loss of control over one's body and environment, generates very negative emotions and has deep psychological and traumatic impacts on people." - [Strategies to End Seclusion and Restraint: WHO Quality Rights Specialized Training](#)

4) "Moreover, some studies indicate that seclusion and restraint use leads to an increase in the behaviors that staff members are attempting to control or eliminate." - [U.S. Dept of Health & Human Services: Substance Abuse & Mental Health Svc Administration \(SAMHSA\) Brief #1](#)

5) "A school's use of restraint or seclusion may have a traumatic impact on a student, such that even if she were never again restrained or secluded, she might nevertheless have new academic or behavioral difficulties that, if not addressed promptly, could constitute a denial of FAPE." - [Fact Sheet: Restraint and Seclusion of Students with Disabilities – U.S. Department of Education Office of Civil Rights](#)

6) ["Restraint and Seclusion in Public Schools: Ethical Issues, Risks, and How to Protect Children from Adult-Inflicted Harm"](#)

7) [The body in isolation: The physical health impacts of incarceration in solitary confinement](#)