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# SECLUSION & RESTRAINT REDUCTION PLAN FOR MICHIGAN SCHOOLS

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## EndSaR

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Michigan Advocates to End Seclusion and Restraint

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## Sample: Seclusion and Restraint Reduction Plan



Reducing seclusion and restraint is an iterative process that involves [laws, guidelines](#), data collection, and input from experts and stakeholders in the community.



## **1. Assemble Annual Oversight Team**

**An oversight team might consist of 10-15 members with representation from inside and outside of the school.**

**Suggested members include:**

1. Special Education Supervisor or Director
2. School Administrators
3. School Social Workers
4. Behavior Specialists
5. Teachers
6. Paraprofessionals
7. Key Identified Personnel
8. School Board Members
9. Parents whose children have experienced seclusion and/or restraint
10. Parents whose children have not experienced seclusion and/or restraint
11. Former parents whose children have experienced seclusion and/or restraint
12. Current students who are experiencing seclusion and/or restraint
13. Former students who have experienced seclusion and/or restraint
14. Pediatric psychologist or therapist from the community
15. Pediatric occupational therapist from the community
16. Educational advocates who have represented children who have experienced seclusion and/or restraint
17. Educational lawyers who have represented children who have experienced seclusion and/or restraint
18. Advocacy group representatives with knowledge about seclusion and restraint

**We encourage the inclusion of team members from racial groups, varying disabilities, and with varying access to economic and other resources reflecting those of the greater community.**



## 2: Review State Law

### THE REVISED SCHOOL CODE (EXCERPT): Act 451 of 1976

**380.1307 Use of seclusion and restraint in public schools; uniform policy; objectives; right or remedy under state or federal law. Sec. 1307.**

***(1) It is the intent of the legislature that sections 1307 to 1307h shall provide for a uniform policy regarding the use of seclusion and restraint in the public schools that accomplishes the following objectives:***

- (a) Promotes the care, safety, welfare, and security of the school community and the dignity of each pupil.
- (b) Encourages the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.
- (c) Ensures that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation, and reporting by trained personnel.
- (d) Clearly defines the terms "seclusion", "restraint", "emergency seclusion", and "emergency physical restraint" and clearly states the procedures for the use of emergency seclusion and emergency physical restraint.

### Michigan Law:

<b><u>MCL 380.1307</u>: Use of seclusion and restraint in public schools; uniform policy; objectives; right or remedy under state or federal law.</b>	<b><u>MCL 380.1307(e)</u>: Development and implementation of emergency intervention plan; state policy; provisions.</b>
<b><u>MCL 380.1307(a)</u>: Adoption and implementation of local policy; noncompliance as violation of act.</b>	<b><u>MCL 380.1307(f)</u>: Data collection; state policy; provisions.</b>
<b><u>MCL 380.1307(b)</u>: Statement of prohibited practices.</b>	<b><u>MCL 380.1307(g)</u>: Training; state policy; provisions.</b>
<b><u>MCL 380.1307(c)</u>: Emergency seclusion and emergency physical restraint</b>	<b><u>MCL 380.1307(h)</u>: Definitions.</b>
<b><u>MCL 380.1307(d)</u>: Documentation and reporting of seclusion and restraint</b>	<b>Michigan Department of Education <u>Policy for the Emergency Use of Seclusion and Restraint</u></b>

This document was modified by EndSaR inspired by the model from [Hazel Park Schools Seclusion and Restraint Reduction Plan](#) (accessed September 14, 2024)



## 2: Review Federal Guidance

### RESTRAINT AND SECLUSION RESOURCE DOCUMENT: U.S. DEPARTMENT OF EDUCATION

“As many reports have documented, the use of restraint and seclusion can have **very serious consequences**, including, most tragically, death. 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.

#### QUESTIONS TO ASK BASED ON FIFTEEN PRINCIPLES

1. Are educators making <b>every effort to prevent the need</b> for the use of restraint and for the use of seclusion?	9. Do the behavioral strategies <b>address the underlying cause or purpose</b> of dangerous behavior?
2. Are schools ever using <b>mechanical restraints, a drug, or medication to control behavior or restrict freedom of movement?</b>	10. Are educators <b>trained regularly on the appropriate use of effective alternatives</b> to physical restraint and seclusion?
3. Are physical restraint or seclusion ever used in situations where the child’s behavior does not pose <b>imminent danger of serious physical harm</b> or when <b>other interventions might have been effective?</b>	11. Is every instance of restraint or seclusion <b>carefully, continuously, and visually monitored to ensure the appropriateness of its use</b> and safety of the child, other children, teachers, and other personnel?
4. Do your policies restricting the use of restraint and seclusion <b>apply to all children</b> , not just children with disabilities?	12. Are <b>parents informed of the policies and laws</b> on restraint and seclusion at their child’s school or other educational setting?
5. Are all behavioral interventions consistent with the child’s rights to be <b>treated with dignity</b> and to be <b>free from abuse or maltreatment?</b>	13. Are parents notified as soon as possible following each instance in which restraint or seclusion is used with their child?
6. Are restraint or seclusion <b>ever used as punishment, discipline or coercion?</b> (e.g. placing in seclusion for out-of-seat behavior, insubordination, property damage, disobedience, or disruption)	14. Are policies regarding the use of restraint and <b>seclusion reviewed regularly and updated as appropriate?</b>
7. Are restraint or seclusion ever used in a manner that <b>restricts a child’s breathing or harms the child?</b> How would you know?	15. Is each incident documented in writing and <b>does data analysis enable educators to understand and implement the 15 principles?</b>
8. Does <b>repeated use</b> for an individual child, within the same classroom, or by the same individual, <b>trigger a review and/or revision of strategies currently in place to address dangerous behavior?</b>	<b>U.S. Department of Education</b> <a href="#">Restraint and Seclusion: Resource Document</a>

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## 2: Look at Other Models

### HELPFUL FACTS:

- Some states have laws that **prohibit seclusion**. [Rules and Regulations of the State of Georgia](#)
- Some students experience tactics more than others [Civil Rights Data Collection – 2017-2018](#)
  - **Black students** are secluded and physically and mechanically restrained at disproportionately high rates
  - **White students** are secluded and physically restrained at disproportionately high rates
  - **Latino or Hispanic students** are mechanically restrained at disproportionately high rates
- Reducing seclusion & restraint has other positive outcomes for staff. [Ukeru Systems Case Study: WoodsEdge Learning Center](#)
  - **Reduced staff injuries & greater staff satisfaction and retention rates**
- Schools across **Michigan** have plans to reduce seclusion & restraint.
  - Hazel Park Schools developed a plan in 2024 [Hazel Park Schools Seclusion & Restraint Reduction Plan](#)
  - WoodsEdge Learning Center piloted Ukeru in 2022 [Ukeru Systems - Case Study](#)
- A school in New Jersey has had success [Celebrate the Children School](#)
  - Goals of the school include developing children who are:
    - **Well regulated**; Have **healthy relationships**; Have **good self esteem** and **positive school experience**; Have **strong sense of self** and are independent; Are **happy** and **in touch with their emotions**; Are **independent thinkers** and problem solvers; Are prepared emotionally, socially, behaviorally, academically, and vocationally to live successful **happy lives**.
    - How would our school environments change if those were our goals?

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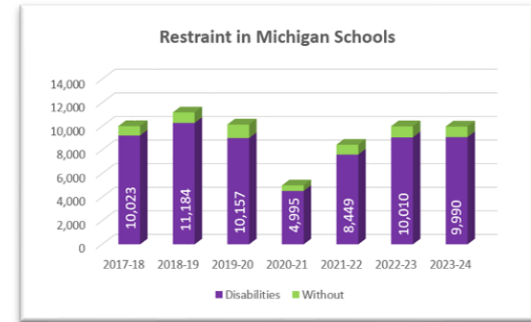
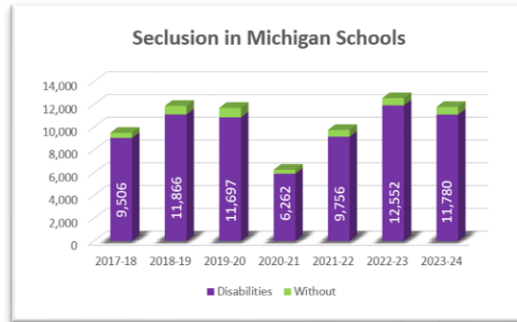
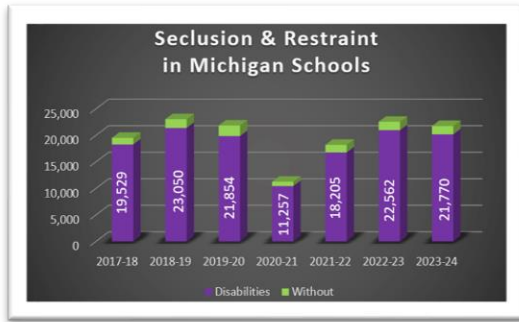
*“There comes a point when we need to stop just pulling people out of the water. We need to go upstream and find out why they’re falling in.” – Desmond Tutu*

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### 3. Collect & Analyze School Data

Look at trends in your district’s data over time. Look at seclusion alone and restraint alone.



Report key information such as:

- Employees with the Highest Number of Restraints/Seclusions
- Medical Conditions/Disabilities of Students Restrained/Secluded
- Total Number of Seclusions/Restraints by Race, Age, Grade, Sex, Disability Status, Medical Condition
- Total Number of Seclusions/Restraints by School Personnel Initiating Use, School Program Where Use Occurred
- Reasons Given for Seclusions/Restraints

Use tables and graphs when applicable to make data easier to understand.

<b>MCL 380.1307(f): Data Collection</b>	
<p>(a) Incidents of use shall, at a minimum, be reported by race, age, grade, gender, disability status, medical condition, identity of the school personnel initiating the use of the restraint or seclusion, and identity of the school or program where the use occurred.</p> <p>(b) The data should be analyzed by the school and school district, public school academy, or intermediate school district</p>	<p>(i) to determine the efficacy of the school's schoolwide system of behavioral support.</p> <p>(ii) in the context of attendance, suspension, expulsion, and dropout data.</p> <p>(iii) for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion and restraint.</p> <p>(iv) on a schedule determined by the department.</p> <p>(v) The data should be reported electronically to the department in accordance with department guidelines</p>



### 3. Review Survey Results

#### BEFORE AND AFTER IMPLEMENTING SECLUSION & RESTRAINT REDUCTION PLAN

- Survey educators (teachers, paraprofessionals, administrators, and support staff)
  - Felt safety at work, job satisfaction, intention to stay in the current position, access to adequate support personnel
- Survey students
  - Student-staff relationships, felt safety at school, fair treatment, adequate support
- Survey parents
  - Parent participation in the school community, satisfaction with quality of education, ability to understand student experience

Use a simple multiple choice format with similar survey questions before and after plan implementation for comparison purposes.

Sample Likert scale survey statements include:

Educators	
I am confident that I <b>understand MCL 380.1307, the laws</b> governing the use of seclusion and restraint in Michigan.	I have the internal and external <b>resources necessary to prevent the situations</b> that lead to physical aggression in my current placement.
The experience of being <b>secluded</b> is harmful to students.	I typically feel physically <b>safe</b> at work.
I am satisfied with the <b>culture</b> at work?	I will likely <b>leave this position</b> in the next year or two.
Students	
I typically feel <b>emotionally safe</b> at school.	I am <b>treated fairly</b> by staff when I have a bad day.
I typically feel <b>physically safe</b> at school.	The adults at school are able to <b>support</b> me.
I have <b>positive relationships</b> with several adults at school.	The <b>adults at school can help me</b> when I have a bad day.
Parents	
I am an important <b>part of the school community</b> .	My <b>ideas and concerns</b> influence my child’s education plan.
My student’s <b>needs are met</b> at school.	I can <b>observe my student at school</b> to understand their experience. *
I have <b>positive relationships</b> with several adults from school.	The <b>school helps me</b> understand how to support my child at home.

\* Some schools allow for this by sending a staff member into a classroom with a device ( with Zoom, Teams, etc.) and having the parent in-person with a support staff member on the other end so that the class is not disrupted and parents can ask questions





### 3. Review Existing Approaches

#### IMPORTANT QUESTIONS TO ASK ABOUT EXISTING APPROACHES

- **Are they triggering to students?**
  - **Red flags:** Rewards systems; points systems; Level systems; Breaks are earned; Coercion (use of desired objects or experiences to get students to do something that they are resisting rather than solving problem causing resistance); Excessive use of worksheets
  - **Green flags:** Very few instances of meltdown, aggression, self-harm, crisis situations, injury, seclusion, or restraint; fun activities at school; Full access to enrichment classes; Students report multiple positive, trusting relationships with adult staff members
- **Are they trauma informed and aligned with the neuroscience of behavior?**
  - **Red flags:** All behavior is viewed as intentional; Responsibility placed solely on the student; punishment for expressing big feelings; Certain emotions viewed as “bad”; Students responsible for self-regulation rather than adults offering co-regulation; Children are told that their “emotions are too big for the situation,”; Shaming (“stop acting like a...” or “what’s wrong with you?”)
  - **Green flags:** Everyone involved investigates their part; Collaborative problem solving of root causes of behavior such as lagging skills, unsolved problems, unmet needs, systemic barriers, or limiting beliefs; Deep investigation of student background, high instance of caregiver involvement, awareness & healing practices are a regular part of the system; Environments and education plans are changed to meet students needs (students are not changed to match the environment and education plan)
- **Does your school use a compliance-based system?**
  - **Red flags:** IEP goals reflect compliance (Student will follow adult instructions the first time given) rather than student-centered goals; Assignment completion relies on rewards; Non-compliance is met with threats of punishment or negative consequences; Inadequate staffing or ineffective use of staffing to adequately meet student needs, so compliance is forced to maintain control
  - **Green flags:** Students have choices, safe levels of autonomy, and influence; Assignment completion relies on fun, engaging, student-driven experiences, Non-compliance is met with empathy, investigation, modification of the expectations, environment, and accommodations; Adequate staffing or effective use of staffing to meet student needs, breaks from class, etc.



## **4. Create and Present a Plan - Consider Equitable Approaches**

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*“De-escalation, seclusion, and restraint are not crisis prevention strategies. They are crisis management strategies.” – Dr. Ross Greene*

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### **ADOPTING EQUITABLE APPROACHES CAN PREVENT MENTDOWNS AND AGGRESSION**

- **Applied Educational Neuroscience (AEN)**
- **Neurosequential Model for Education (NME)**
- **Collaborative and Proactive Solutions**
- **Trauma Informed Educators Network (TEIN)**
- **Developmental Individual Relationship-based (DIR)**
- **Ukeru Systems**
- **Community Schools**
- **The key is a Deep Toolbox with Multiple Strategies**

[How Adversity & Trauma Impact Developing Nervous Systems](#)

[Pathways to Resilience](#)

[Lives in the Balance](#)

[Trauma Informed Educators Network](#)

[Celebrate the Children School](#)

[Comfort Over Control](#)

[KQED MindShift Sory](#)

[Alternatives to Seclusion and Restraint](#)

**Think about how these approaches can be applied to individual students to improve their educational experience and reduce meltdowns.**

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*“Behavior management is about adults. Period. End of story.” – Dr. Lori Desautles*

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**A lot of progress can be made simply by using the neuroscience of behavior to change your perspective.**



## **4. Create and Present a Plan – Goals**

### **BASED ON YOUR SCHOOL DATA, WHAT CAN YOU ACCOMPLISH IN A SCHOOL YEAR?**

#### **Annual Goal Examples:**

- **Goal 1:** Our district will reduce the number of elementary (grades 1-6) students experiencing Seclusion and Restraint by 50%.
- **Goal 2:** Our district will reduce the number of male students experiencing Seclusion and Restraint by 50%.
- **Goal 3:** Our district will reduce the number of students with an emotional impairment label experiencing Seclusion and Restraint by 50%.
- **Goal 4:** Our district will increase the number of educators reporting feelings of safety at work by 50%.
- **Goal 5:** Our district will increase the number of student reporting positive relationships with adults at school by 50%.
- **Goal 6:** Our district will increase the number of parents reporting that their children’s needs are met at school by 50%.

**Once the goals are established, the oversight team will work on smaller actionable steps to meeting each goal.**

#### **Smaller Steps Examples:**

- Professional Development will include watching Dr. Lori Desautles video on Applied Educational Neuroscience
- School will provide books to volunteer staff members to hold 4 voluntary book studies throughout the year
- A system will be implemented to identify vulnerable students and support staff will spend extra time developing relationships with them
- School will provide a stipend for a team of staff members to volunteer to do research and present to the staff
- Staff meetings will include summary experiences of book studies and research by staff members

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*“Do the best you can until you know better. Then when you know better, do better.” – Maya Angelou*

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#### **4. Create and Present a Plan - Quality Assurance Factors**

##### **HOW WILL THE OVERSIGHT TEAM KNOW IF THE REDUCTION PLAN IS LIKELY TO GET THE INTENDED RESULTS?**

<b>1</b>	Does the plan include an oversight team that consists of, but is not limited to, teachers, paraprofessionals, support staff, administrators, current or former students, parents, advocates, community professionals that mirror the races, disabilities, and access to economic and other resources reflected in the community as a whole?
<b>2</b>	Does the plan reflect district specific elements, goals, and steps with the intention of eventually eliminating the use of seclusion and restraint?
<b>3</b>	Does the plan include, but is not limited to, meeting the requirements in Michigan law and federal guidance?
<b>4</b>	Does the plan identify steps to develop individualized student plans that are oriented toward the prevention of the use of seclusion and restraint with the intent of the plan to be separate from the student’s IEP or 504 plan?
<b>5</b>	Does the plan describe procedures to ensure that appropriate school personnel are fully informed of the student’s history, including any history of physical or sexual abuse, other trauma or adversity, and other relevant medical or mental illness information? Such disclosures of student information must be consistent with federal and state laws and rules governing student confidentiality and privacy rights.
<b>6</b>	Does the plan provide necessary information to detail and support a vision for cultural change that reinforces: <ul style="list-style-type: none"> <li>• Crisis prevention rather than crisis management (de-escalation, seclusion, restraint, suspension, expulsion)</li> <li>• Many trauma-informed strategies and approaches; a “deep tool box” for all educators</li> <li>• Relationship development and collaborative problem solving with students and their allies</li> <li>• Individualized student-centered approaches rather than compliance-based, punitive systems</li> <li>• Comprehensive debriefing meetings to reassess what occurred and the roots of the reasons why it occurred which include school team collaboration in regards to alternative approaches for future events whenever seclusion, restraint, suspension, or expulsion are used or come close to being used</li> <li>• Equitable approaches applied with consent rather than unilateral decisions imposed</li> </ul>
<b>7</b>	Does the plan define how the information will be made available to parents for review?
<b>8</b>	Does the plan identify an iterative modification process to satisfy the goals?

*This chart was modified by EndSaR inspired by a chart from the Illinois State Board of Education as seen on the Hazel Park plan*



#### 4. Create and Present a Plan – Actionable Steps

**EXAMPLE:**

Component	Action Item Steps	Action Item	Timeline	Responsible Party
Assemble Annual Oversight Team	<input type="checkbox"/> Identify internal team members	<input type="checkbox"/> Send internal email	On or before September 5	
	<input type="checkbox"/> Call for external team members	<input type="checkbox"/> Send external email to all parents <input type="checkbox"/> Post in newsletters of sending schools <input type="checkbox"/> Post in community news <input type="checkbox"/> Post on social media	On or before September 5	
	<input type="checkbox"/> Review responses against requirements	<input type="checkbox"/> Identify missing positions	September 19	
	<input type="checkbox"/> Fill in team gaps	<input type="checkbox"/> Contact specific individuals	September 25	
	<input type="checkbox"/> Confirm team members	<input type="checkbox"/> Send confirmation email	On or before September 30	
Review State Law, Federal Guidance, & Look at Other Models	<input type="checkbox"/> Review State Law	<input type="checkbox"/> Read & discuss MCL <a href="#">380.1307-1307h</a> <input type="checkbox"/> Read & discuss <a href="#">State Policy</a>	October meeting	Oversight Team
	<input type="checkbox"/> Review Federal Guidance	<input type="checkbox"/> Read & discuss <a href="#">Resource Document</a> <input type="checkbox"/> Read & discuss <a href="#">Federal Policy</a>		
	<input type="checkbox"/> Look at Other Models	<input type="checkbox"/> Time for free research of other schools, states, approaches, etc.		



## 5. Implement, Review, Modify

### IMPLEMENT

It is important for oversight team members to be able to visit classrooms and see the plan in action. The team's theoretical intentions can differ greatly from how ideas are implemented in practice. It is also important for team members to understand the reality of the school situation which can be quite different from a one-on-one setting in which therapists from the community tend to work.

### REVIEW

**Students:** Does the school environment feel **safe, supportive, and pleasant**? Do students **seem happy**? Are the approaches **triggering** to students? Do students have **elective/enrichment classes**? Are there **fun activities**? Do students have **positive relationships** with adults?

**Educators:** Do educators have a **Deep Toolbox with Multiple Strategies**? Are they able to **prevent the situations that lead to physical aggression**? Do they **feel safe**? Are their **needs being met**? What would **make their situations better**? **Can they "tap out"** if they are getting dysregulated and need a break? Do they have a quick and easy way to **call for support** if they need help with a dysregulated student?

**Approaches:** Are the approaches **trauma informed** and aligned with the **neuroscience of behavior**? Are they **relationship driven** and **collaborative**? Are they **neurodiversity affirming**? Are they **compliance-based**?

**Plan:** Is the plan addressing all requirements of **Michigan law** and **federal guidance**? If not, what still needs to be addressed? **Review data** from the first and second semester as they are released.

### MODIFY

**Remember that this is an iterative process.** The first plan will likely need to be modified several times. Also remember that what works in one school, on classroom, or for one student or educator might not work for another. Every person and every situation is different. Michigan is full of intelligent, creative, capable educators who can absolutely solve this problem if they are given adequate support and resources.

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## 5. Survey Educators, Parents, and Students

### SEE SECTION 3. REVIEW SURVEY RESULTS

Simple, free tools such as **Google Forms** can be used to conduct surveys

Use similar questions/statements and response options so that results can be **compared over time**, but don't be afraid to add to the survey to make it more **useful and effective**.

Surveys should be conducted at the beginning and toward the end of every school year. Results should be **compared for changes** throughout the school year as well as **trends over time**. These results should inform the goals for the next annual plan.

### Celebrate

**Be sure to plan for a celebration experience to recognize the efforts of the oversight team members. Even better if each member can be individually recognized for the specific qualities that they brought to the team.**

EndSaR encourages schools to **celebrate progress, not perfection**. We applaud and value schools that are making a genuine effort to change educational environments to be **more pleasant places for our children and educators**. We recognize that this is a systematic problem that is not unique to any one school. Solving the problem involves a **culture shift**. Change is hard. It is also **extremely important** and is literally a matter of life or death in the trajectory of the lives of some of our most vulnerable students. There are many, many organizations out there who are working tirelessly to develop approaches, supports, and resources to make this shift easier for schools. We encourage schools to seek them out.

EndSaR also offers resources for parents, educators, and the community on our website: **endsar-mi.org**

**THANK YOU!!!!**

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*"Every system is perfectly designed to get the results that it does."*

*"A bad system will beat a good person every time." - Dr. W. Edwards Deming*

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