

Reducing Restraint & Eliminating Isolation

And Still We Rise
Disability Rights WA
OSPI, Student Engagement and Support
12/11/2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Land & Labor Acknowledgement

*Thank you to **And Still We Rise (ASWR)** for leading this portion!*

ACKNOWLEDGMENTS

LABOR

ASWR acknowledges that our nation has benefited and profited from the free labor of enslaved Black people, the Stolen Ones who were grieved and missed. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of anti-Blackness, violence, and White supremacy. We commit to standing up against racism and acknowledging in all facets of our life that Black Lives Matter.

ASWR acknowledges that our offices reside on occupied lands in the Commonwealth of Massachusetts and the State of Washington. Our Boston and Cambridge offices are on the traditional territory of the Massachuset tribe. Our Bellevue office is on the traditional territory of the Coast Salish tribes, specifically the Duwamish tribe. We acknowledge with honor and gratitude the sacrifices their ancestors paid so we can stand here today.

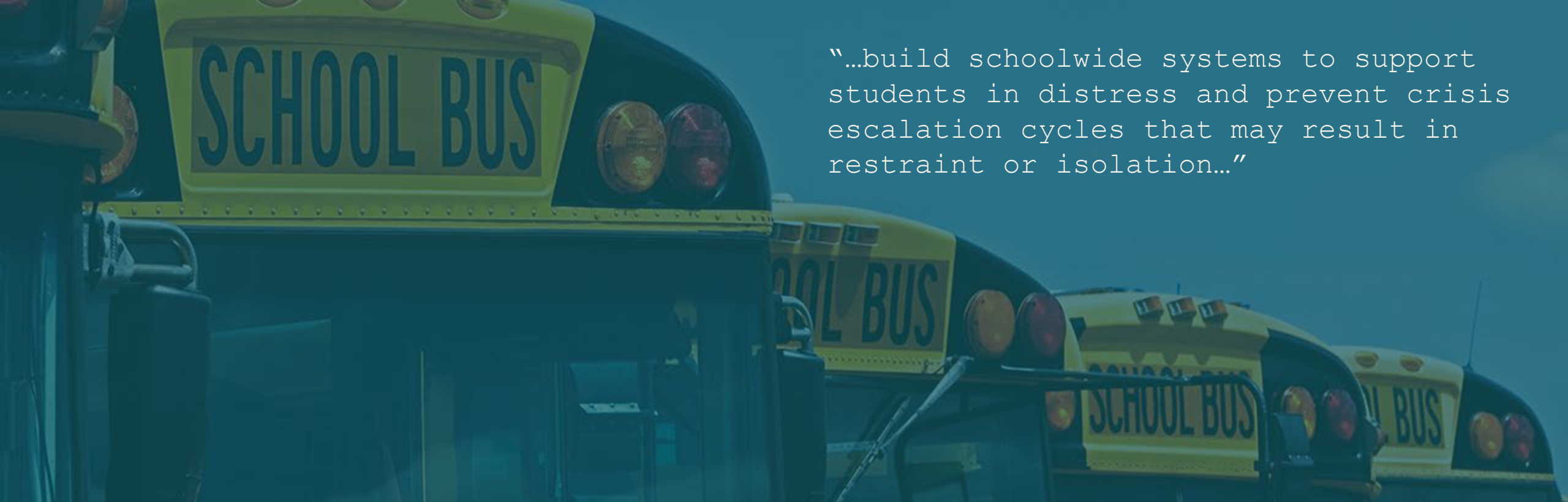
LAND



Agenda

Topic	Presenter(s)
Welcome	Sam Mintz & Roberta Holmes
Project Background	Sam
Demonstration & Pilot Sites	Michelle Curry
Professional Development	Dr. Britney Boyles & Roberta Holmes
The Start: Disability Rights Washington	Dr. Andrea Kadlec
Stakeholders	Michelle
Statewide Data	Sam
Statewide Celebrations and Recommendations	Michelle
Questions & Thought Partnering	All





"...build schoolwide systems to support students in distress and prevent crisis escalation cycles that may result in restraint or isolation.."

Project Background, Etc.

Isolation: restricting a student *alone* within a room or any other form of enclosure, from which *the student may not leave*.

Restraint: physical intervention or *force* used to control and/or restrict a student's *freedom of movement*.

Restraint device: a device used to *assist in controlling* a student, such as handcuffs, plastic ties, or pepper spray.

Permitted: only when necessary to control *spontaneous behavior* that poses an *imminent likelihood of serious harm*.

Imminent: Being likely to happen *at any moment*.

Likelihood of serious harm: *substantial risk* that *physical harm* will be inflicted by a student upon themselves or another.

Project Deliverables

State Funds: ESSB 5950 501(4)(mm)

- (i) Funding is provided solely for OSPI to:
 - provide **statewide professional development** and technical assistance to school districts
 - provide grants for **demonstration projects**
- (ii) OSPI must:
 - create a **technical assistance manual** to support the elimination of isolation and reduction of restraint



RREI Project Timeline

- **Fall 2023:** Statewide stakeholder focus groups and surveys
- **October–December 2023:** Demonstration site application/selection
- **December 2023–March 2024:** Webinars and in-person trainings
- **July 2024:** Grants for Demonstration and Pilot sites are executed
- **August 2024:** Pilot sites begin collaborating with PD providers
- **October 2024:** Demonstration Cohort 1 opens for visitors
- **February 2025:** Demonstration Cohort 2 opens for visitors
- **June 2025:** Technical Assistance Manual completed



Check Out Resources on the Webpage



Washington Office of Superintendent of
PUBLIC INSTRUCTION

[Home](#) [Student Success](#) [Certification](#) [Educator Support](#) [Policy & Funding](#)

[Home](#) » [Student Success](#) » [Health & Safety](#) » [School Safety Center](#) » Restraint And Isolation

Restraint and Isolation

The Washington State Legislature directs funds for OSPI to monitor and publish rates of restraint and isolation, as well as offer supports to schools and districts to reduce the use of these practices.

Washington state law does not allow the use of restraint and isolation on K-12 students during school-sponsored instruction and activities, unless necessary to stop behaviors that will cause serious harm. OSPI recognizes the importance of keeping students and staff safe from physical and emotional harm. We therefore encourage districts and schools to build systems that support students in distress and prevent crises before they occur. To support this work, we have collected free training opportunities, relevant laws, and resources recommended by advocates and educators.

Reducing Restraint & Eliminating Isolation (RREI) Project

This statewide initiative operates from June 2023 – June 2025. [Find information on Demonstration and Pilot Sites, as well as technical assistance.](#)

Quick Resources

- [U.S. Department of Education: Restraint and Seclusion \(PDF\)](#)
- [Washington State Office of Education Ombuds: Restraint and Isolation of Students](#) [↗](#)
- [CEDARS Data Manual and Contacts](#)

Contact Information

[School Safety Team](#) [✉](#)
360-725-6068



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Training (Professional Development)

[Pre-Recorded Trainings Available Now](#)

Current Law

[Full Legal Definitions](#)

Definitions

Restraint: Physical intervention or force used to **control** a student (including the use of a restraint device) to restrict a student's **freedom of movement**.

Statewide Data

- [2022-23 Restraint and Isolation Data \(XLSX\)](#)

Reporting Requirements & Follow-Up

[Staff Members: Written Report](#)

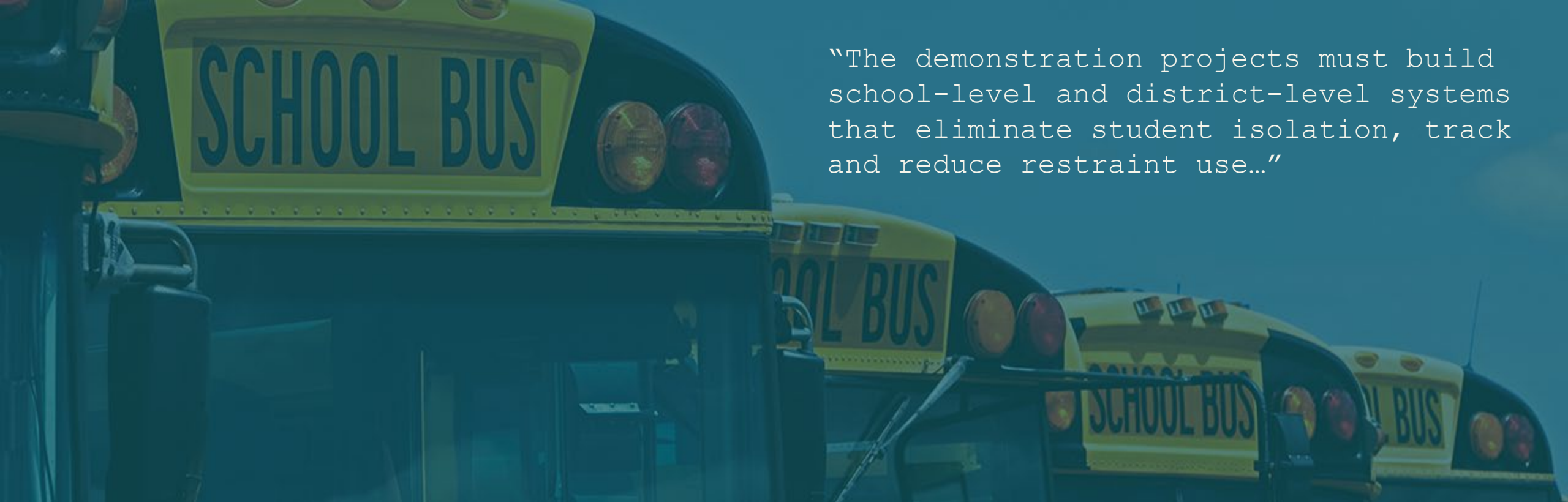
[Schools: Parent Notification and Follow-Up Discussions](#)

[Districts: Reporting and Submitting Data](#)

Check Out Resources on the [Webpage](#)

- [Collaborative & Proactive Solutions: Moving from Power to Problem Solving, with Dr. Ross Greene](#)
 - 3 clock hours (1.5 equity / 1.5 special education)
- [Collaborative & Proactive Solutions: True Crisis Prevention, with Dr. Ross Greene](#)
 - 9 clock hours (5 equity / 4 special education)
- [Coming June 2025: Equity and Cultural Competency to Reduce Restraint and Eliminate Isolation, with *And Still We Rise*](#)





"The demonstration projects must build school-level and district-level systems that eliminate student isolation, track and reduce restraint use.."

Demonstration & Pilot Sites

Demonstration Sites

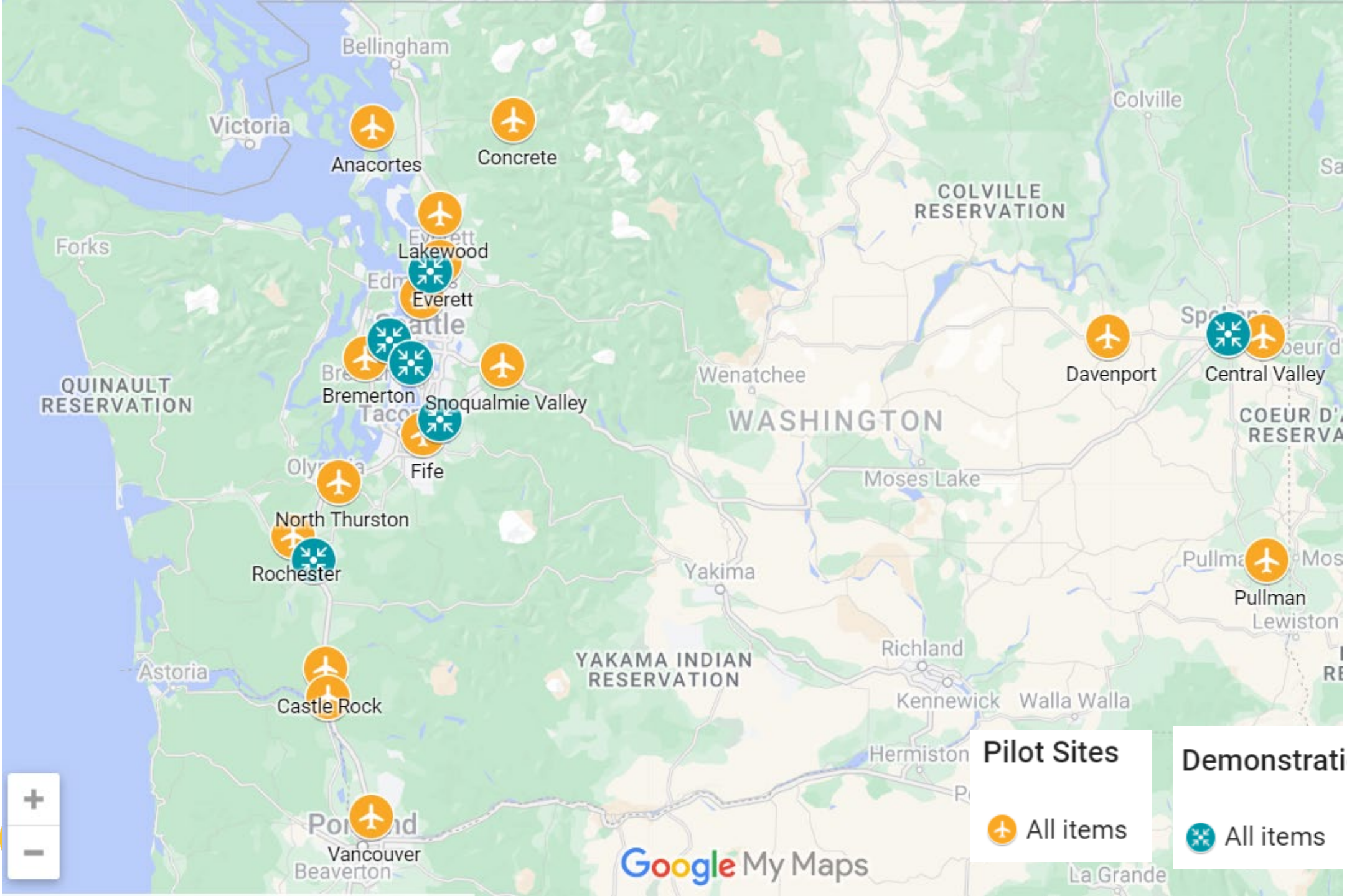
share their stories of building tiered systems, collecting resources that have shown success and serving as *learning communities* that allow others to observe practices in real-world settings.

Pilot Sites

showcase the process of building tiered systems, engaging in targeted professional development and serving as *“test flight” examples* that allow OSPI to understand what practices best support our schools.

Demonstration Projects “build **schoolwide systems** to support students in distress and prevent crisis escalation cycles that may result in restraint or isolation.”






Pilot Sites

 All items

Demonstration Sites

 All items

NWESD's Pilot Districts: Highlights

Anacortes:

Focus on special education teachers and staff

- BIP development
- Data collection
- De-escalation

Concrete:

Focus on paraeducators

- Antecedent behavior interventions
- Positive behavior reinforcement

Lakewood:

Focus on paraeducators and building admin

- Trauma-informed practices
- Ukeru and hands-off intervention



Schedule a Demonstration Site Visit



COLLEGE OF EDUCATION
UNIVERSITY *of* WASHINGTON

Events / Our Team



Quick Links



HOME / ABOUT ▾ / IP DEMO SITES ▾ / RREI DEMO SITES ▾ / OUR IMPACT ▾ / MEDIA ▾ / RESOURCES ▾ / SCHEDULING ▾

Schedule a Visit

To schedule a visit to one of our demonstration site schools, please complete the [visit request form](#).

Scheduling and Events



Contact

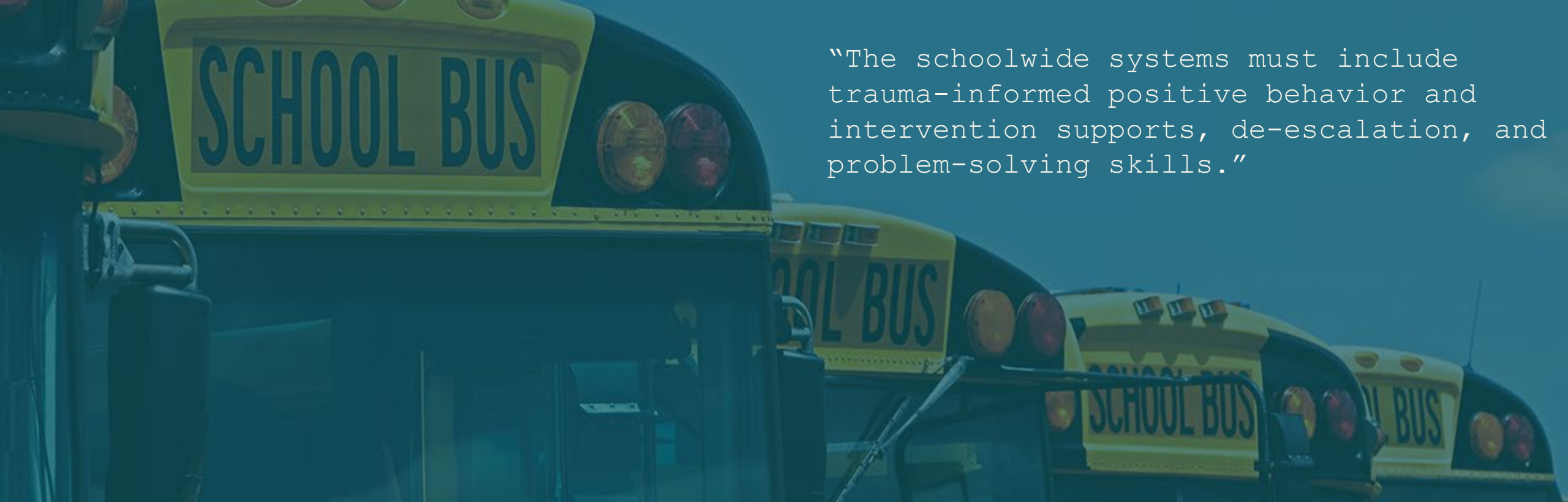
Planning Your Visit

Register Upcoming Events

Schedule a Visit



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"The schoolwide systems must include trauma-informed positive behavior and intervention supports, de-escalation, and problem-solving skills."

Professional Development

Free Trainings on pdEnroller

- Collaborative & Proactive Solutions: Moving from Power to Problem Solving, with Dr. Ross Greene
 - 3 clock hours (1.5 equity / 1.5 special education)
- Collaborative & Proactive Solutions: True Crisis Prevention, with Dr. Ross Greene
 - 9 clock hours (5 equity / 4 special education)
- Coming June 2025: Equity and Cultural Competency to Reduce Restraint and Eliminate Isolation, with *And Still We Rise*



Statewide Professional Development

- The **Collaborative and Proactive Solutions (CPS)** model is a hands-off intervention program recommended by 2022's [Crisis Response Workgroup](#).
- An **evidence-based, trauma-informed** model that assists adults in collaboratively identifying problems that bring about concerning behavior in students.
- An **adaptable model** easily used with other techniques and programs.
- Contains no physical management, instead focusing on **prevention**.



Professional Development (PD) Providers

American Institutes for Research (AIR)	QBS, provider of Safety-Care
And Still We Rise (ASWR)	Sound Supports
Character Strong	True Measure Collaborative
Crisis Prevention Institute	TurnerDEV (Supported Schools App)
ESD 189 (NWESD)	University of Washington Haring Center



Character Strong


Northwest Educational
Service District 189
Together We Can

 TRUE MEASURE
COLLABORATIVE

 AIR®

 And Still
We Rise

W HARING CENTER
FOR INCLUSIVE EDUCATION


QBS

 CPI®

Supported
SCHOOL


SOUND SUPPORTS



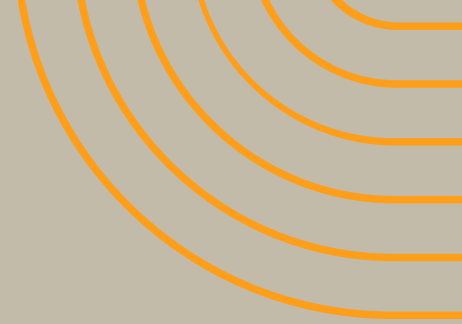
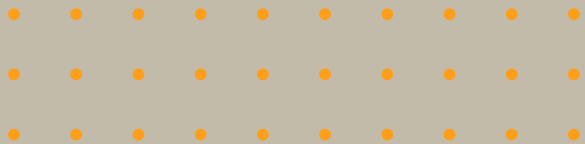
Dr. Britney Boyles, Ed.D
She/Her
Consulting Project Coordinator &
Senior Liberation Director

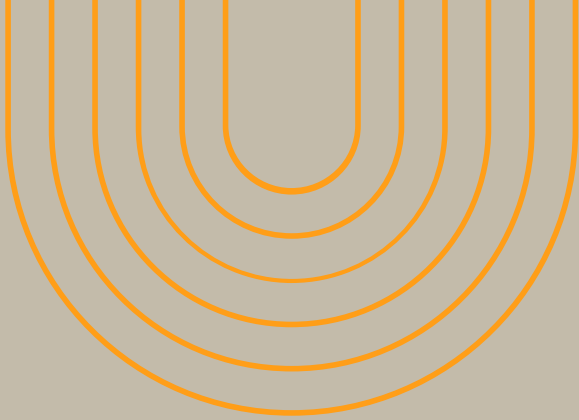


Dr. Natasha Holmes, Psy.D
She/Her
Founder and CEO



Roberta Holmes
She/Her
Partnership Development Director





**90% identify as BIPoC,
Disabled, or LGBTQIA2+**

**A TEAM OF OVER 80
CHANGEMAKERS!**

**35,000+ hours of support to
the communities we serve!**



The **Collaborative and Proactive Solutions (CPS)** model was among the intervention programs recommended by the Crisis Response Workgroup's 2022 legislative report.

Statewide professional development began in December 2023.

An **evidence-based, trauma-informed** model that assists adults in collaboratively identifying problems that bring about concerning behavior in children.

Focuses on **prevention** as opposed to physical management.

Allows CPS to be **culturally responsive, neurodiversity-affirming, and adjustable** to meet the needs of families, students, communities, and schools.

An **adaptable model** easily used in tandem with other techniques and programs.



OSPI

Strategic implementation with fidelity

Thought partnership with like-minded experts

An effective and streamlined process



The Opportunities!

Pilot Sites

- Engage in PD per individual District Action Plans to RREI
- 16 Pilot Sites

Demonstration Sites

- Partner with UW Haring Center to share success in RREI
- 6 Demo Sites

PD Providers

- Provide PD to districts toward the goal of RREI
- 9 successful bidders



Partnership Consultation

Climate & Culture Assessment

To learn from school and/or district administration

Planning

ASWR identifies the consulting team that is best suited to meet the needs of our partners

Kick-Off

Share draft of deliverables establishing implementation goals and expectations

Prep & Delivery

ASWR Consulting Team connects with partners to synthesize deliverables.

Next Steps

Collaborative debrief with all stakeholders connected to outcomes



Partnership Consultation

Tier 1

Tier 2

Tier 3



EquityEd Pillars

Educator & Staff
Engagement

Student Support &
Growth

Family & Community
Engagement

Critical Incident Package



Family & Community Engagement

Improving School to Home
Learning Connections

Authentic Engagement

Ongoing Listening
Sessions with Families



Critical Incident Package

Annual Check Up

Confidential Collaborative
Space

Unlimited Incident
Response Support



Join our Spring 2025 Pilot with OSPI

Inquire by **January 10th!**

First 5 schools get
UNLIMITED
Critical Incident
Response Support!

Want to learn more or
register? Email
RREI@andstillwerise.us






And Still

We Rise

Thank You!



“In developing the manual, the office must consult with...
(G) A representative of the protection and advocacy agency of Washington”

The Start: *Disability Rights Washington*

Coming Into the Light:
An Examination of Restraint and Isolation Practices in
Washington Schools

Disability Rights Washington
ACLU of Washington



Who is being restrained and isolated?

Overwhelmingly, our most traumatized students:

- K-5
- Students with disabilities, AND
- Students who are Black and multiracial
- Students in foster care
- Students who live in poverty
- Students who are unhoused

"If I get put in a restraint, it is traumatizing," said a student and sexual assault survivor. "I can find a way out, but it gives me PTSD and trauma, going hands on. I don't like to be touched. You get blamed for things. You get looked at as a weapon. I don't like that. People look at me as an assaultive Black African American teenager. I get looked at way differently. I'm a regular kid." - ACLU/DRW report: [*Coming Into the Light*](#) p.30.

Centering intersectionality matters.



Policy and Culture

Infrastructure

Eliminating Repeated Trauma

Equity, UDL,
Communication
Access

Leadership
Towards
Organizational
Change

Tiered
Supports
and
Inclusive
Practices

Continuum
of Mental
Health
Supports

Targeted
Professional
Development

Relationship
Repair and
Healing



Understanding
Stress Response and
Behavior

Positive
School
Culture and
Family
Partnerships

Trauma
Informed
Practices

Data
Informed
Decisions

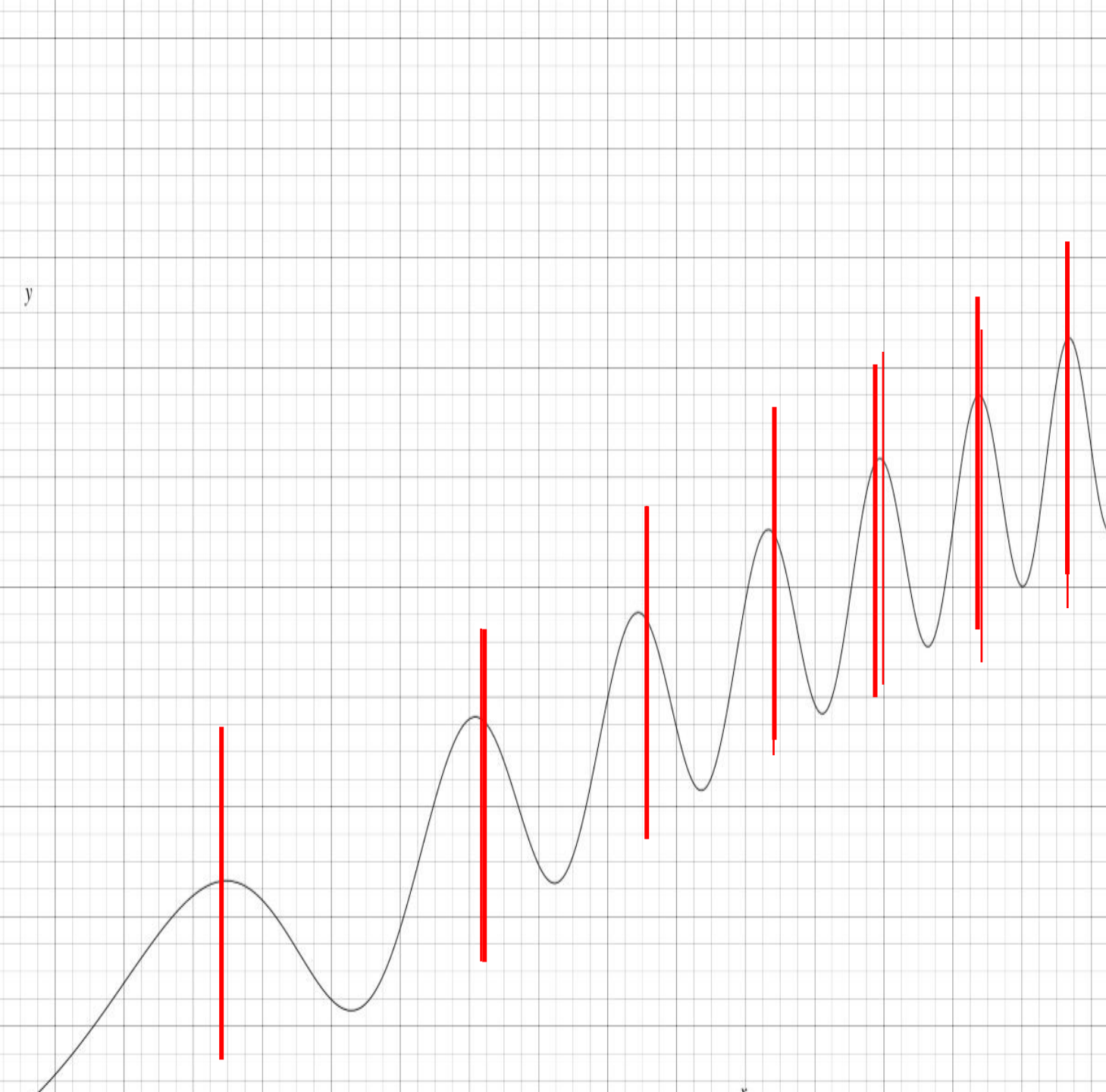
Incident
Review
and
Debrief

Planning
for
Prevention

Upstream



Downstream



**R&I are ineffective:
Professional development:
Invest in "Upstream Supports"**

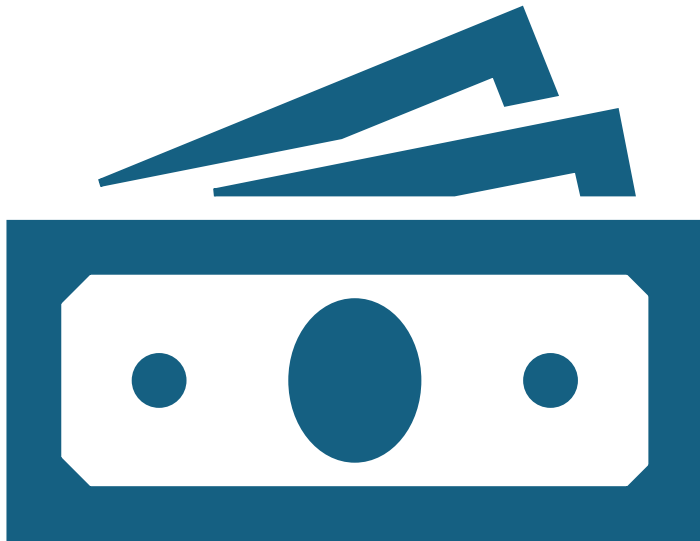
STUDENT CRISIS CYCLES

R&I are outdated practices and a liability for districts

- Practice is aversive intervention from days of institutionalization.
- Not science or evidence-based.
- No therapeutic or educational benefit.
- They do not, in fact, keep the student or educator safe. Lifelong harm with use.
- U.S. D.O.J. investigations & litigation, come with use, especially with lost learning time and discriminatory use.
- We do not see litigation increase with elimination or reduction. We do see cost reduction, increased worker satisfaction, improved student outcomes.
- Students experiencing trauma who are in fight/flight/freeze cannot learn.
- These are prohibited practices, but we see use for discipline, compliance, control.

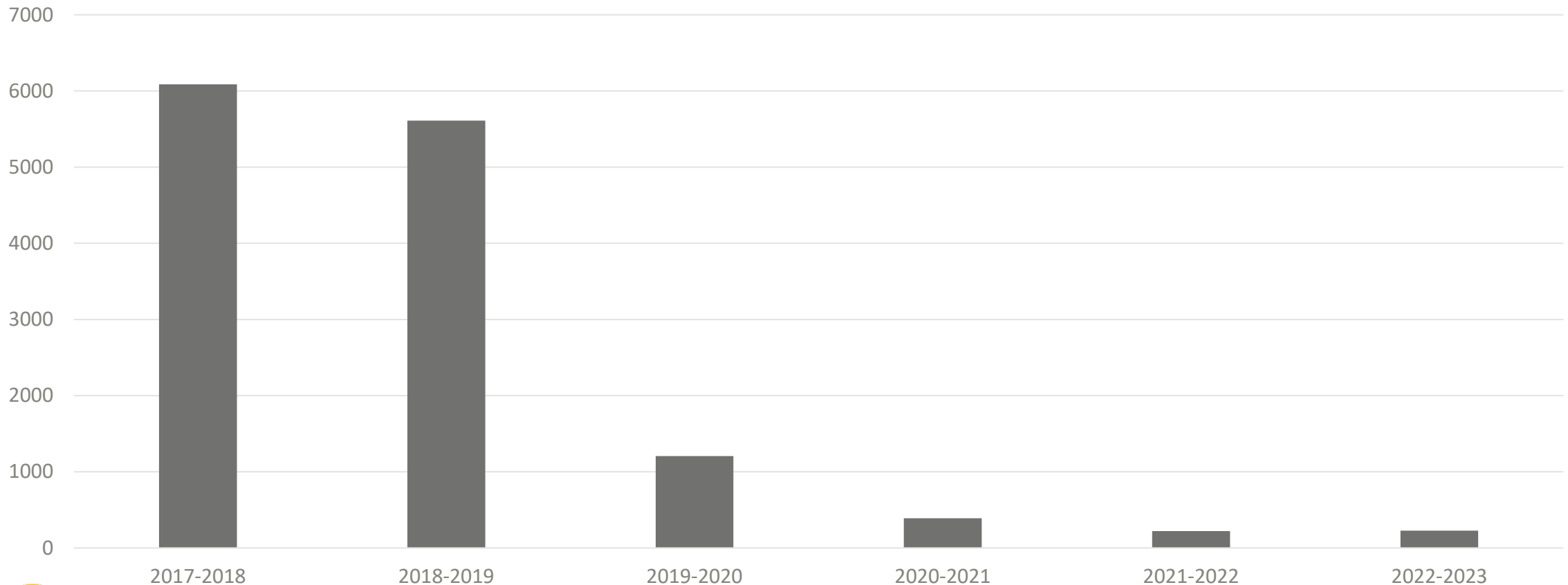


School personnel said they needed funding to address student need



- Budget Proviso year one
 - Professional Development
- Budget Proviso year two
 - Demonstration projects (currently funded through 6/30/2025)
- Washington Integrated Students Support Protocol
 - LAP dollars – Sept. 1, 2025 districts required to use learning assistance program funds
- Targeted funding + accountability = sustainable change
 - Drives professional development, money for school boards, data collection, technical assistance teams, etc. to support students

Reduction & Elimination Efforts Work! Spokane Public Schools Incidents of R&I




Places that have eliminated isolation (seclusion)

- Alabama
- Florida
- Georgia
- Hawaii
- Illinois – phaseout
- Maryland
- Massachusetts
- Minnesota – prohibited through grade 3
- Nevada – prohibited, along with all aversive interventions
- New York
- Pennsylvania
- Rhode Island
- Texas

U.S. D.O.J. Settlement-based

- Wichita Public Schools KS
- Spokane Public Schools WA*
- Anchorage School District AK
- Okaloosa County School District FL
- Cedar Rapids Community School District IA
- Frederick County Public School District MD
- North Gibson School Corporation IN
- Covington Independent Public Schools KY

*Demonstration site for RREI project in Washington state



“In developing the manual, the office must consult with..

(A) Representatives from state associations representing both certificated and classified staff..”

Key Findings & Challenges: Stakeholders

American Institutes for Research



Advancing Evidence.
Improving Lives.

Study on R&I Experiences in Washington

Purpose and Research Questions

AIR Team



Dia Jackson, EdD

Project Director



Sana Fatima, PhD

*Quantitative Data
Lead*



Iris Daruwala, PhD

*Qualitative Data
Lead*




Brian London


Research Associate


Project Timeline (2023 – present)





Research Questions


 What are educators' understanding of restraint and isolation policy? What does implementation look like?

 What are staff experiences with restraint and isolation?

 What behavior programs and supports have you used or seen used during or prior to R&I incidents?

 What ways are staff supported? What ways could staff be better supported?

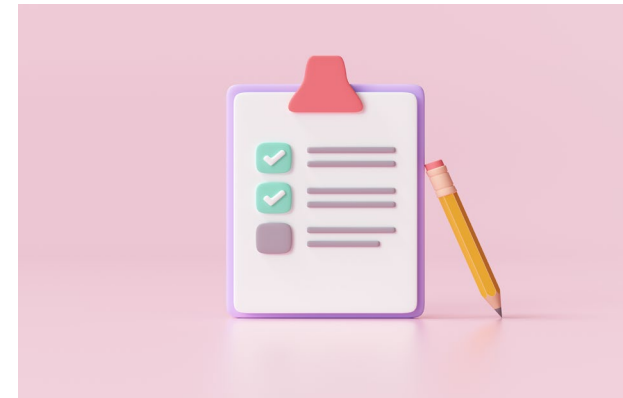
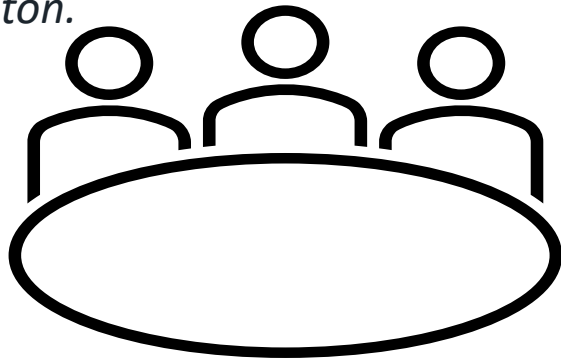
 What professional development has been provided and how effective has it been? What kinds of professional development do you need to reduce restraint and eliminate isolation?

 What conditions would support the use of evidence based behavioral interventions? What barriers are present?

 What suggestions do staff have to reduce the use of R&I?

Methodology

- Qualitative data was collected through **14 in-person and virtual focus groups (N = 70)** and **12 family interviews (N=14)**
- Families were from diverse backgrounds and included 2 students
- Quantitative data was collected from over **1,773 educators** via an online survey to gather a variety of perspectives on Restraint and Isolation. Importantly, this report is based on the subjective responses and opinions of the 1,843 study participants.
- *Note, all subsequent findings should **not** be considered representative of, nor attributed to, all educators or families in Washington.*





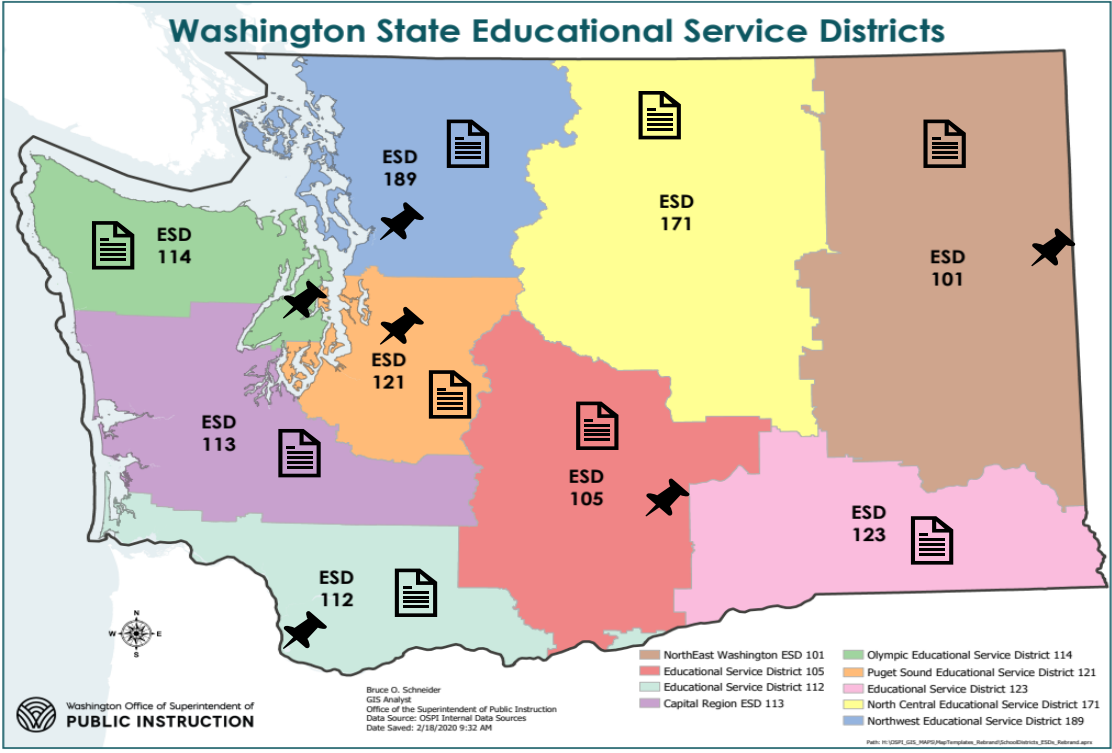
Survey Respondents (1,773 total responses)

Role:

- 56% of respondents are teachers (general and special education)
- 16% of respondents are paraprofessionals
- 7% of respondents are administrative (e.g., administrative assistants, secretaries, etc.) and classified Staff (e.g., Custodians, Food Services Staff, Secretaries, Bus Aides, etc.)
- 5% of respondents are principals and superintendents
- 5% are related services providers
- 4% are specialists
- 4% are counselors
- 3% are missing job title information

Geographic and Occupational Participation

Geographic Participation			
	Locations for in-person focus groups.	Surveys collected from all Education Service Districts.	
Occupational Participation			
Participants in the focus groups and survey represented a variety of positions within schools (e.g., educators, administrators, classified personnel), districts (e.g., Superintendents, District Resource Officers (DRO's), Specialists), and ESD's (e.g., Special Education Directors).			



Note: Within the school, educators refer to Teachers and Paraprofessionals; administrators included Administrators, Principals, Secretaries; classified personnel consisted of School Nurses, Custodians, Bus Drivers, etc. Additionally, teachers accounted for over half of all survey responses (56%), whereas the majority of Focus Group participants were administrators at the district and ESD levels.

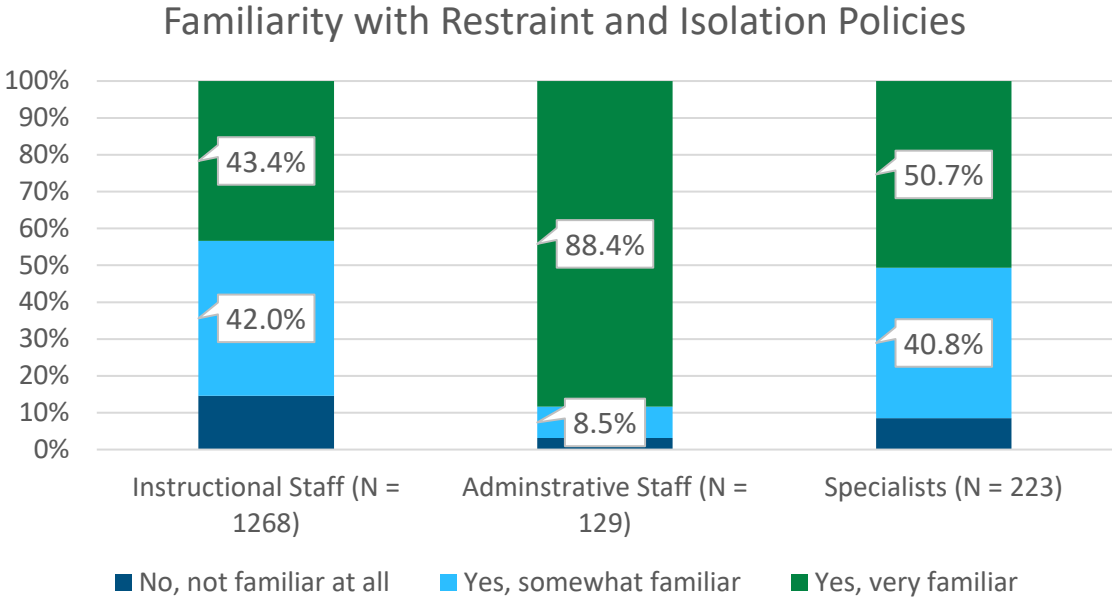


What is staff understanding of restraint and isolation policy?

- The majority of staff reported district restraint and isolation (R&I) policies were often misunderstood, unclear and subject to interpretation.
- In addition, implementation varied across respondents.

RQ: What is your understanding of restraint and isolation policy?

Majority of staff reported their district's restraint and isolation (R&I) policies were often misunderstood, unclear and subject to interpretation.



"Sometimes there's more intentionality given to identifying...what the actual procedure looks like step-by-step in districts. [Some] districts literally approve the board policy with the template wording still in it...[It] evidences different levels of engagement with understanding, but I think the big thing is everyone's aware of...threat to self for others and imminent harm, but what that actually means is very subjective and often depends on building and district leadership and the messaging they're communicating out."
-- Special Education Director

Takeaway: Those who tend to use Restraint & Isolation policies the most reported understanding them the least.

Note: Instructional staff refers to Teachers and Paraprofessionals; administrative staff includes Administrators, District Resource Officers (DROs), Principals, Superintendents, and Secretaries; specialists include Counselors, Specialists, and Related Service Providers.

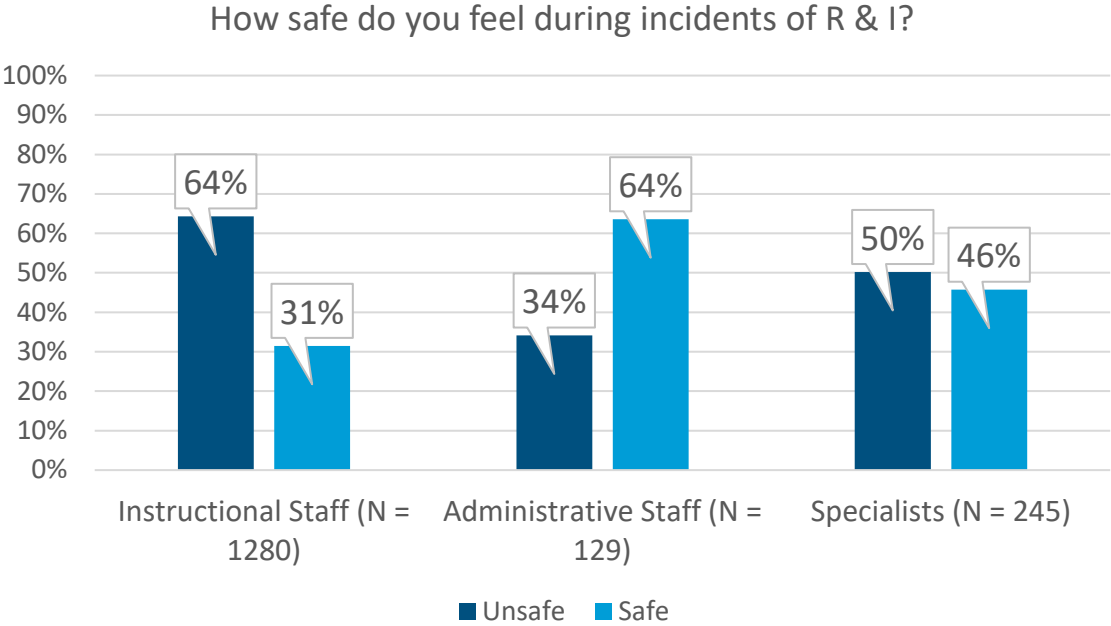


How are staff impacted by R&I?

- Educators experience long-lasting physical and mental harm but see it as a necessary last resort to manage student behavior.

RQ: What are staff experiences with restraint and isolation?

When R&I happens it can be disproportionately dangerous for teachers/paraprofessionals, as compared to administrators.



"I go home with bruises most days. Most severe injury being a concussion. But bruises almost always. I've actually been to a medical health professional for something completely different. She started a domestic violence survey on me, and about halfway in I'm like, what are you getting at? And she goes, normally women with so many bruises are living in a violent household. I need to take care of that. And I'm like, oh gee, these are from work."

-- Teacher/Paraprofessional

Takeaway: R&I was reported as a "last resort" option and harmful for everyone involved; most participants would like safer and better ways to deescalate students.

Note: Rating of safety is based on participants' subjective interpretation. Additionally, those participants who did not answer this question were omitted from this graph, therefore, percentages may not add up to 100%.

Student and Family Interviews

- 14 interviews from 12 diverse families interviewed virtually, 2 students
- Two interviews conducted in Spanish
- Families described long-term trauma to students and families and broken relationships with school
- Recommendations include empathy, preventative systems, safe spaces

*“One of my frustrations with our school district...is that they're not very proactive with students who are struggling. So my whole thing is that if a student is acting out or suddenly starts to act out...once it happened, once it's happened a few times, **I feel like there should be a certain proactiveness** that the staff or the district should show in trying to address the situation. What our school district did is, they basically just let him fail and they just waited for him to fail and fail and hit rock bottom.”*

-- Parent

*“I have had to change my understanding of what bad behavior means.... A child in distress is not a bad child, and a child in distress is not responsible for solving and meeting their own needs. That is the responsibility of the adults in their world ...I think really important theme in all of this, is...their ignorance and their own inability to understand their role in all this. **They're not trained on understanding the [diagnosis].**”*

-- Parent

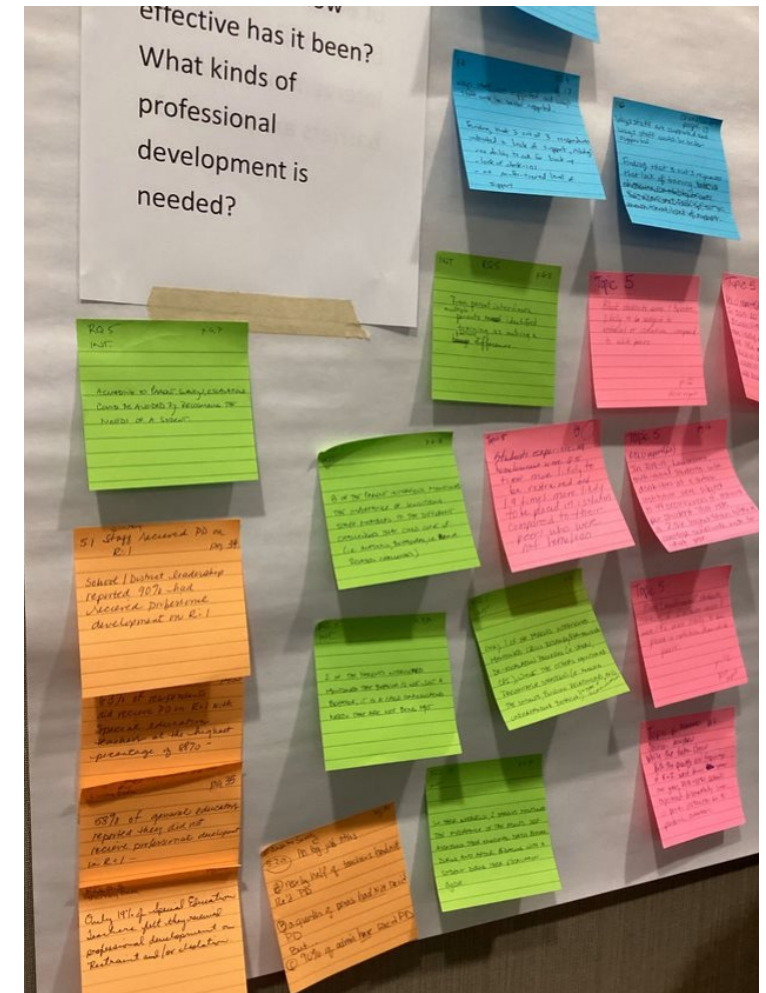


Advancing Evidence.
Improving Lives.

Centering those most impacted

Community Day and Co-interpretation

Community Day and Co-Interpretation: A Collaborative Process for Analyzing Data



WA Community Priority Areas

- **Parents and educators report lack of appropriate systems in schools to prevent escalations** and to better respond when they occur.
- **Addressing Disproportionality** – understanding why students who are black, multiracial, experiencing homelessness and/or in foster care experience R&I at a higher rate compared to their percentage of the population.
- Respondents reported concerns about long-term cumulative negative impacts, such as lack of well-being, trauma, safety, related to incidents of R&I for both staff and students.
- Professional development content and quantity is inconsistently delivered across school staffing groups. A majority of educators reported they did not receive enough professional development on restraint and isolation.
- Parents agree that safe spaces should be available for students to de-escalate , self-soothe and self-regulate.

Now What? Moving from recommendations to action

- **The final presentations and brief** is a document that is developed and delivered to OSPI that describes the co-interpretation process, lists the key findings and select recommendations.
- **We are actively recruiting districts to receive technical assistance to effectively implement a systemic approach to preventing R&I.**

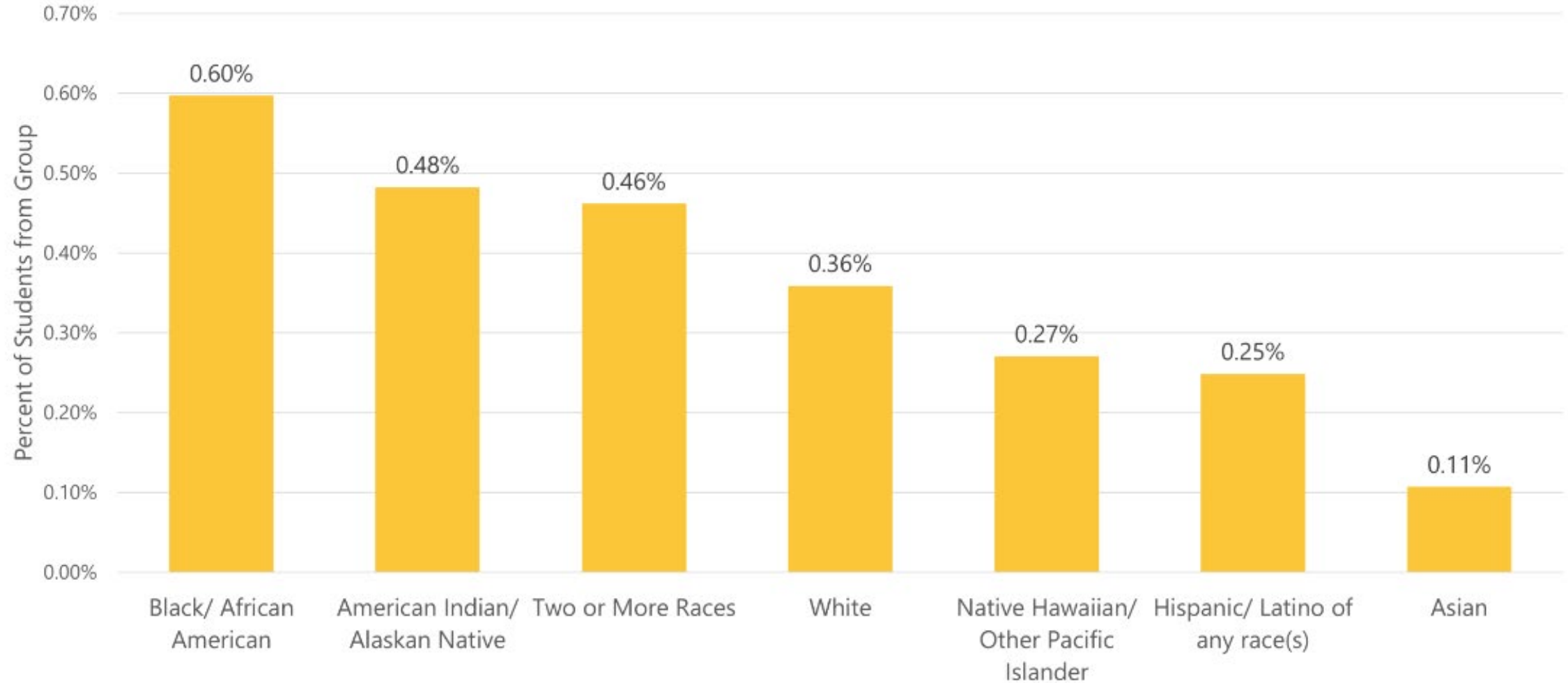


Statewide Data for 2022-23

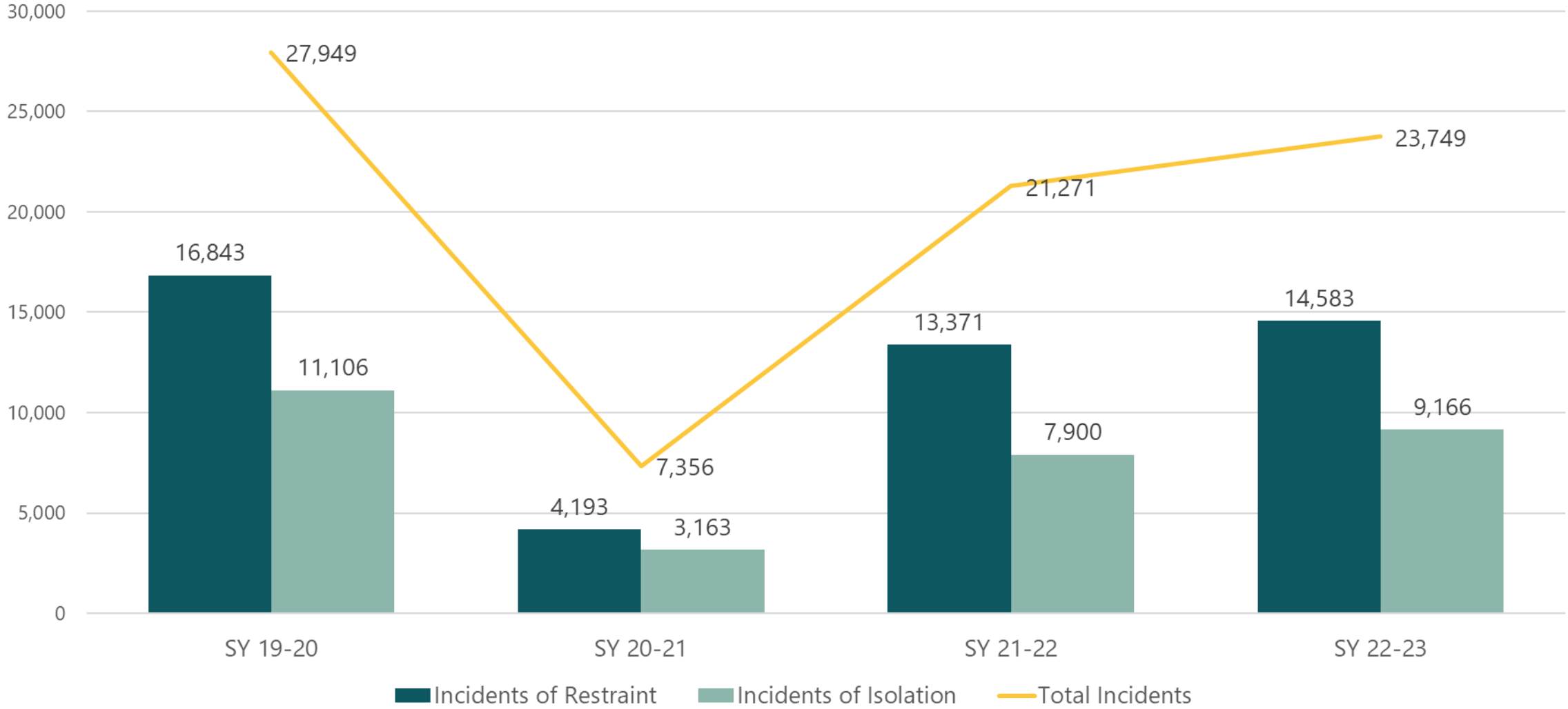
- **3,799 students** were involved in at least one restraint or isolation incident.
- **3,065 (81%)** were students receiving special education services.
- **1.69%** of students receiving special education services were involved in at least one incident, compared to **0.08%** of students not receiving special education services.
- **23,749 incidents** of restraint or isolation were reported.
- **92%** of these incidents were attributed to students receiving special education services.



Percentage of Students from Federal Race/Ethnicity Group that Experienced Restraint or Isolation (2022-23)




Statewide Incidents of Restraint and Isolation Reported, by School Year



Statewide Number of *Physical Injuries* Reported During Restraint/Isolation, by School Year





“Recommendations for statewide policy changes or funding, including information on the amount of professional development needed across the state.”

Recommendations

Policy Celebrations



Data
Reporting

- OSPI collects R&I data from districts by January 1st of each year
 - Example: 2022-23 school year data was due by January 1st, 2024
- This deadline has caused difficulties and confusion for districts.
- This year, we established an **earlier deadline of November 1st**
 - As well as increasing communication with districts about the data reporting requirements.
- Intended outcomes: reduce confusion, decrease misreporting, and improve data quality.



Policy Recommendations



Rules & Laws

- 1) Extend prohibited practices to **all** students, not only those eligible for special education services.
- Prohibited practices include:
 - Prone restraint (face-down)
 - Supine restraint (face-up)
 - Wall restraints
 - Noxious sprays

[\[WAC 392-172A-02076\]](#)



Policy Recommendations



Rules & Laws

2) Clarify or redefine “imminent likelihood of serious harm.”

Current language:

Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous **behavior that poses an imminent likelihood of serious harm.**

[\[RCW 28A.600.485\]](#)



Policy Recommendations



Rules & Laws

2) Clarify or redefine “imminent likelihood of serious harm.”

Proposed language:

Restraint or isolation of any student is permitted only when reasonably necessary to control spontaneous **behavior that poses an imminent likelihood of serious harm to the student or to others.**

[\[RCW 28A.600.485\]](#) + 3SHB 1479 (2024)



Policy Recommendations



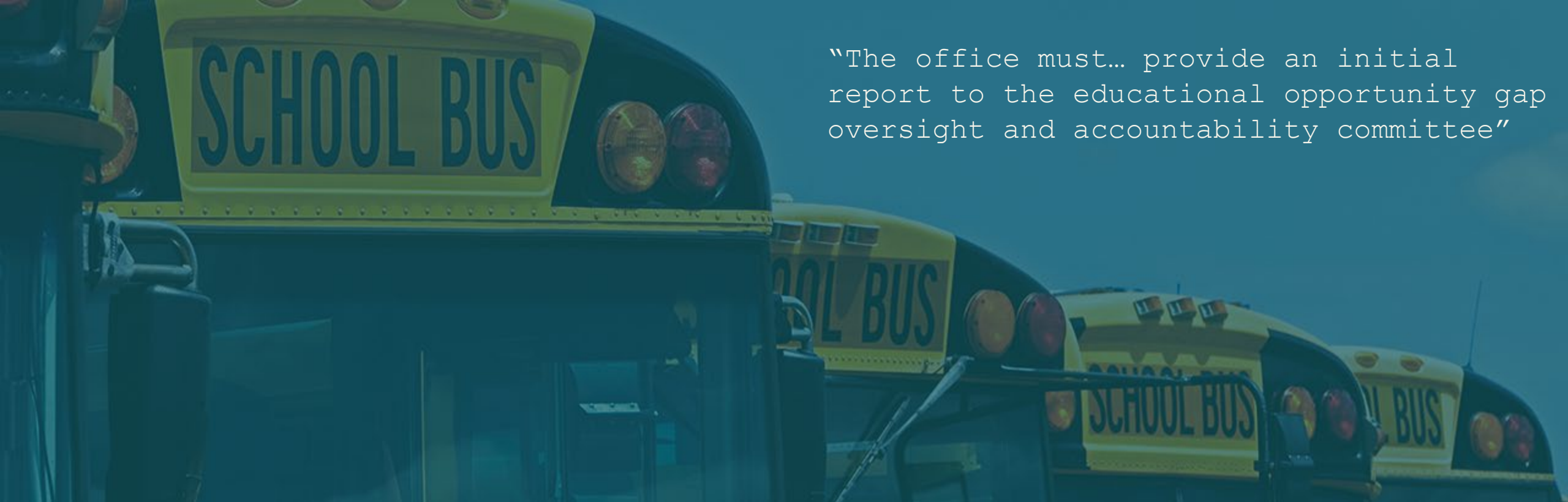
Professional
Development

3) Districts have a large range of PD needs, including the following:

- Proactive student-centered strategies
- Antecedent and teaching-focused positive behavior support
- Trauma-informed crisis de-escalation
- Family and community partnership
- Discipline disparities, anti-racism, and anti-ableism
- Tiered systems of support
- SEL (Social Emotional Learning – as assistive)
- WISSP (Washington Integrated Student Supports Protocol – as assistive)

- Demonstration and Pilot Site districts were able to identify needs based on their data.





"The office must... provide an initial report to the educational opportunity gap oversight and accountability committee"

Questions and Thought Partnering

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[REDUCING RESTRAINT &
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