

ODE Seclusion, Restraint and the focus on Prevention

Kathe Shelby, PhD

Director, Office for Exceptional Children

Stephanie Falor, LPCC

Stephanie.Falor@ode.state.oh.us



Department
of Education

Timeline-2 months

Group Type	Date	Function
External workgroup	July 15, 2009	Welcome, Purpose, End Product, Review of homework
External workgroup	July 24, 2009	Review of homework and Team writing.
<i>Internal Committee</i>	<i>August 10, 2009</i>	Welcome, Purpose, End Product, Review of 1 st External workgroup format and language-reaction
External workgroup	August 13, 2009	Review feedback from Internal Committee, Team writing
<i>Internal Committee</i>	<i>August 24, 2009</i>	Review of 2 nd External workgroup language, Reaction
External workgroup	August 25, 2009	Review feedback from Internal Committee, Team writing
External workgroup	September 9, 2009	Team writing and final draft preparation.
<i>Internal Committee</i>	<i>September 21, 2009</i>	Review of External workgroup final draft language and final revisions
<i>Director of the Office for Exceptional Children</i>	<i>September 23, 2009</i>	Presentation of the Seclusion and Restraint draft policy document, Next steps

How we organized our work

- Board Approved Priorities/Vision
- ODE Logic Model
- Issue
- Analysis/supporting
Research
- Fiscal Implication
- Legislative Implications

2009 State Board Vision (in part)

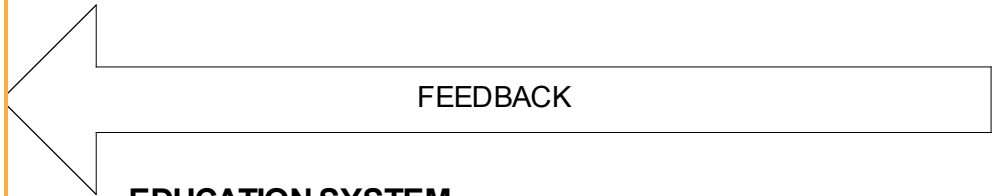
All Ohio students will graduate with the knowledge, skills and behaviors necessary to successfully participate as productive citizens...

Key State Board Objectives

- **Effectively delivering support for a high quality education**
- **Providing sufficient resources which are efficiently managed**

ODE STRATEGIES

<p>12 Set high expectations for what all students should know and be able to do</p>
<p>15 Raise awareness , create understanding and generate support for what all students should know and be able to do</p>
<p>16 Promote the alignment of what we expect of our students with what is taught and tested</p>
<p>13 Provide leadership , resources and build capacity</p>
<p>17 Provide regional , district and school leadership with the support needed to sustain academic improvement</p>
<p>18 Ensure that every school and classroom has educators who meet high quality standards</p>
<p>19 Promote the effective use of current resources and advocate for the resources needed to achieve high expectations for all students</p>
<p>20 Identify and promote educational practices that lead to improved student achievement</p>
<p>21 Ensure that the work of regional service providers focuses on Ohio's standards - based educational system</p>
<p>22 Promote high quality educational options that lead to improved student achievement</p>
<p>14 Measure progress and hold educators and students responsible for higher academic achievement</p>
<p>23 Promote the use of data to make decisions about teaching and learning</p>
<p>24 Develop fair state tests aligned with academic content standards</p>
<p>25 Develop a fair accountability system that reports results and rewards successes</p>



EDUCATION SYSTEM EFFECTS

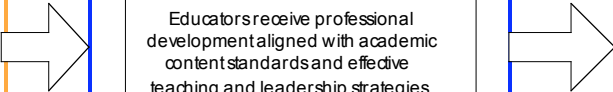
<p>4 Through community engagement , students , families and communities understand , value and support the learning expectations and how they are measured</p>
<p>5 Curricula in schools are aligned with academic content standards</p>
<p>6 Educators receive professional development aligned with academic content standards and effective teaching and leadership strategies</p>
<p>7 Higher education prepares teachers and administrators to improve student achievement</p>
<p>8 School , home and community learning environments are safe , supportive and healthy</p>
<p>9 Schools provide effective intervention</p>
<p>10 Schools make effective use of resources</p>

STUDENT EFFECTS

<p>2 Students receive high quality instruction aligned with academic content standards</p>
<p>3 Students have the right conditions and motivation for learning</p>

RESULT

<p>1 Higher achievement for all students</p>



11 Educators , families and students use data to make decisions that lead to improved student achievement

External Environment

Education System Effects

Item 3: Students have the right conditions and motivation for learning

Item 9: Schools provide effective interventions

Ohio Improvement Process

- utilizes leadership team structures at all levels of the system in order to sustain improvement through collaboration
- redefining leadership
- narrowing the focus of the system

Comprehensive Continuous Improvement Plan (CCIP)

Level I Student Proficiency

Level II Instructional Management

Level III Expectations and Conditions

Level IV Resource Management

Expectations and Conditions

Issue: The need to create clear language to Ohio schools on Seclusion and Restraint

Analysis and Supporting Research

- **called for policies that include clear definitions of seclusion and restraint.**
- **placed seclusion and restraint within the context of a system of positive behavior supports.**

Analysis and Supporting Research

- **staff training was cited as an essential component of minimizing the use of seclusion and restraint in schools.**
- **called for documentation of incidents at the local and state levels.**

Guiding Principles

- Dignity
- Emergency
- Training
- Therapeutic
- Prevention
- Instruction
- LRE
- Positive behavioral interventions

Recommendations

- **Positive behavioral interventions should emphasize prevention-instruction**
- **District/Schoolwide system that supports students efforts to manage their own behavior**

Guidance for Use

- **Written positive behavior support plan**
- **Pre-established emergency procedures**
- **Specific procedures and training for staff**
- **Prior parental informed consent**
- **Data collection and analysis**

Fiscal Implications

- State
 - Policy, Rules,
 - Data Collection
 - Monitoring
- District
 - Data/Forms
 - Implementation

Legislative Implications

- United States Government –
Committee on Education and Labor
- Ohio Governor Strickland

Statewide Policy Work

Rehabilitation Services Commission, Developmental Disabilities, Mental Health, Job and Family Services, Youth Services, Education, Alcohol and Drug Addition Services, Health, Rehabilitation and Correction, Aging, Natural Resources, Public Safety, Board of Regents and Veterans Services.