

Steps to Take *Before* Using Emergency Seclusion or Restraint

1. Review current IEP and Behavior Intervention Plan to ensure compliance with new emergency seclusion and restraint requirements.
2. Implement “awareness training” on emergency seclusion and restraint for *all* school personnel, including substitute teachers.
3. Identify “key personnel” who will generally be available in an emergency situation.
4. Train “key personnel” as emergency seclusion or emergency physical restraint cannot be used until key personnel are trained.

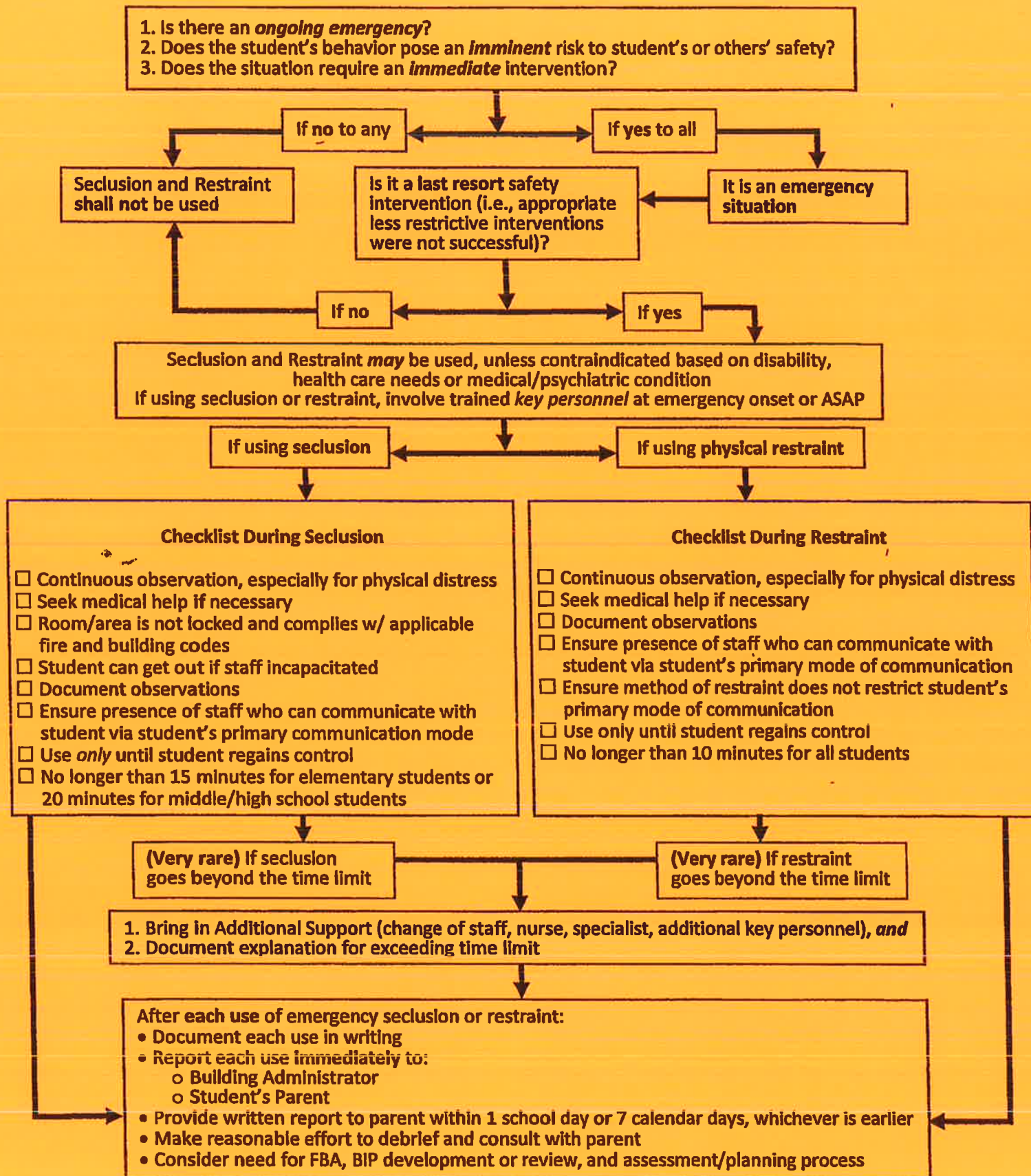
“Key Personnel” Training Must Include		Should Include
<ul style="list-style-type: none"> • Proactive strategies • De-escalation skills • Identifying triggers • Seclusion/restraint use/types • MDE standards • Types of dangerous behavior 	<ul style="list-style-type: none"> • CPR • Need assessment • Risk assessment • Effects on all students • Monitor/Identify distress signs • Obtain medical help 	<ul style="list-style-type: none"> • Conflict resolution • Mediation • Social skills • Positive behavioral intervention and support strategies

5. Identify students who exhibit a pattern of behavior that could create an emergency situation necessitating use of emergency seclusion or restraint and develop a written Emergency Intervention Plan for each student.
 - A. Emergency Intervention Plan development team includes parent, teacher, and persons “knowledgeable” about the legal use of emergency seclusion/restraint and positive behavioral strategies.
 - B. Emergency Intervention Plan should explain in detail the emergency intervention procedures and legal limits of their use, with examples.
 - C. Contact student’s doctor (with parental consent) about use of emergency seclusion or restraint.
 - D. Conduct a peer review by “knowledgeable” staff.
 - E. Inform student of circumstances under which emergency seclusion or restraint will be used.
 - F. Inform parent and explain, in writing and orally:
 - What positive behavioral intervention and supports will be used
 - What constitutes an emergency situation, with examples
 - What intervention procedures will be followed in an emergency situation
 - Legal limits of use of emergency seclusion or restraint
 - Possible discomforts or risks

Prohibited in All Situations	
<ul style="list-style-type: none"> • Corporal punishment • Deprivation of basic needs • Child abuse • Seclusion, other than emergency seclusion • Intentional application of noxious substance or stimulus resulting in physical pain or extreme discomfort 	<ul style="list-style-type: none"> • Mechanical restraint • Chemical restraint • Any restraint that negatively impacts breathing • Prone restraint • Physical restraint other than emergency physical restraint • Any other type of restraint

Emergency seclusion or emergency physical restraint should be used very rarely. This chart provides a general overview of when emergency seclusion or restraint techniques may be used on a student in a Michigan public school, and the proper procedures to follow when using emergency seclusion or restraint. Always consult the school district’s policies, bylaws, and rules in addition to the student code of conduct.

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