

MESD Restraint and Seclusion Data

The Creeks 2021-22

- Total number of incidents involving physical restraint: 273
- Total number of incidents involving seclusion: 121
- Total number of seclusions in a locked room: 19
- Total number of students placed in physical restraint: 57
- Total number of incidents that resulted in injuries or death as a result of the use of physical restraint or seclusion: 8
- Total number of students placed in seclusion: 32
- Total number of students placed in physical restraint for more than 10 times in the school year: 9
** (see summaries below)
- Total number of restraints involving staff not trained to administer <restraint system – Safety Care?>: 153
- Number of seclusion rooms: 9

Restraint Demographics

Race / Ethnicity

- African American: 17
- Asian: 0
- Latino / Hispanic: 12
- Multi-Racial: 4
- Native American: 1
- Pacific Islander: 2
- White: 21

Gender

- Male: 52
- Female: 5

Other Data

- Special Education: 57
- Migrant: 0
- ELL: 4
- Economically Disadvantaged: 24

Seclusion Demographics

Race / Ethnicity

- African American: 7
- Asian: 0
- Latino / Hispanic: 10
- Multi-Racial: 3
- Native American: 0
- Pacific Islander: 1
- White: 11

Gender

- Male: 29
- Female: 3

Other Data

- Special Education: 32
- Migrant: 0
- ELL: 3
- Economically Disadvantaged: 11

If you have questions or concerns regarding this data, please contact Todd Greaves, Director of Student Services at (503) 257-1795.

** Steps taken to address use of physical intervention for students exceeding 10 times of restraint:

Student #1

Switch staffing to a different staff member
Offered student a quiet space/location
Develop/reviewed or revised student's individualized safety plan
Meeting held with parents and/or others to provide support to student
Increased Home/School communication
Ongoing training to all staff working with student
Provided student with counseling services
Developed/reviewed or revised student's Behavior Intervention Plan
Other step(s) taken detailed in comment
Provide/offer verbal redirection to the student
Remove known triggers from the environment
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Offered student options and/or choices
Adjusted transitions (gave longer transition time, delayed passing)
Additional adult support/ 1:1 staffing

Student #2

Increased Home/School communication
Offered student a quiet space/location
Other step(s) taken detailed in comment
Offered student options and/or choices
Ongoing training to all staff working with student
Remove known triggers from the environment
Meeting held with parents and/or others to provide support to student
Provide/offer student to take a break
Switch staffing to a different staff member
Offered student sensory tools and/or calming techniques
Reduce task and/or communication demands placed upon the student
Provide/offer support via visual prompts/cues
Developed/reviewed or revised student's Behavior Intervention Plan

Student #3

Additional adult support/ 1:1 staffing
Other step(s) taken detailed in comment
Offered student sensory tools and/or calming techniques
Offered the student a walk/ went for a walk with student
Provide/offer support via visual prompts/cues

Developed/reviewed or revised student's Behavior Intervention Plan
Ongoing training to all staff working with student
Initiated/ reviewed or revised student's Functional Behavior Assessment
Remove known triggers from the environment
Offered student options and/or choices
Provide/offer student to take a break
Provide/offer verbal redirection to the student
Switch staffing to a different staff member

Student #4

Other step(s) taken detailed in comment
Assure basic needs are met (food/sleep/meds)
Provided Check-in / Check-out support programming
Switch staffing to a different staff member
Offered student a quiet space/location
Offered student options and/or choices
Provide/offer student to take a break
Provide/offer verbal redirection to the student
Meeting held with parents and/or others to provide support to student

Student #5

Develop/reviewed or revised student's individualized safety plan
Offered student a quiet space/location
Offered student options and/or choices
Provide/offer support via visual prompts/cues

Student #6

Offered student options and/or choices
Switch staffing to a different staff member
Offered student sensory tools and/or calming techniques
Other step(s) taken detailed in comment
Assure basic needs are met (food/sleep/meds)
No Step Taken
Offered student a quiet space/location
Provide/offer student to take a break
Reduce task and/or communication demands placed upon the student
Offered student a preferred activity
Offered the student a snack
Remove known triggers from the environment

Student #7

Ongoing training to all staff working with student
Remove known triggers from the environment
Switch staffing to a different staff member
Other step(s) taken detailed in comment
Provide/offer verbal redirection to the student

Offered student sensory tools and/or calming techniques
Developed/reviewed or revised student's Behavior Intervention Plan
Assure basic needs are met (food/sleep/meds)
Additional adult support/ 1:1 staffing
Meeting held with parents and/or others to provide support to student
Offered student options and/or choices
Reduce task and/or communication demands placed upon the student
Utilized student's individualized positive reinforcement system
Offered the student a snack
Planned Ignoring
Provide/offer support via visual prompts/cues

Student #8

Offered student a quiet space/location
Offered student options and/or choices
Offered student sensory tools and/or calming techniques
Offered the student a snack
Provide/offer verbal redirection to the student
Remove known triggers from the environment
Additional adult support/ 1:1 staffing
Switch staffing to a different staff member
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)

Student #9

Developed/reviewed or revised student's Behavior Intervention Plan
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Ongoing training to all staff working with student
Other step(s) taken detailed in comment
Additional adult support/ 1:1 staffing
Offered student a quiet space/location
Utilized student's individualized positive reinforcement system
Assure basic needs are met (food/sleep/meds)
Offered the student a snack
Switch staffing to a different staff member
Offered the student a walk/ went for a walk with student
Provide/offer student to take a break
Provided student with counseling services
Remove known triggers from the environment
Offered student options and/or choices
Provide/offer verbal redirection to the student
Adjusted transitions (gave longer transition time, delayed passing)
Meeting held with parents and/or others to provide support to student
Provided Check-in / Check-out support programming