

Portland Public Schools Restraint and Seclusion Report – 2021-22

Total number of incidents involving physical restraint	1,944
Total number of incidents involving seclusion	0
Total number of incidents involving seclusion in a locked room	0
Total number of students placed in physical restraint	233
Total number of students placed in seclusion	0
Total number of incidents that resulted in injuries to students as a result of the use of physical restraint or seclusion	38
Total number of incidents that resulted in injuries to personnel as a result of the use of physical restraint or seclusion	151
Total number of incidents that resulted in death of a student as a result of the use of physical restraint or seclusion	0
Total number of incidents that resulted in death of a personnel as a result of the use of physical restraint or seclusion	0
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	53
Number of incidents in which the personnel of administering physical restraint or seclusion were trained	1,943
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	1

Demographic characteristics of students upon whom restraint was imposed

Total students by race	American Indian/Alaska Native	<10
	Asian	<10
	Black/African American	44
	Latino	36
	Multi-Racial Asian/White	<10
	Multi-Racial Other Ancestries	36
	Native Hawaiian/Pacific Islander	<10
	White	108
Total students by gender	Female	32
	Male	>190
	Non-binary	<10
Total students by SPED status	Not Special Ed	25
	Special Ed	208
Total students by Migrant status	Not Migrant	233
	Migrant	0
Total students by English Learner status	Not English Learner	219
	English Learner	14
Total students by Economically Disadvantaged status	Not Economically Disadvantaged	<10
	Economically Disadvantaged	>220

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents

School #1	Remove known triggers from the environment
School #2	Additional adult support/ 1:1 staffing
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Provide/offer situationally relevant social stories
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
School #3	Remove known triggers from the environment
School #4	Offered student a quiet space/location
	Offered student options and/or choices
	Offered the student a snack
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
School #5	Remove known triggers from the environment
	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	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
	Offered the student a walk/ went for a walk with student
	Other step(s) taken detailed in comment
	Provide/offer situationally relevant social stories
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
Reduce task and/or communication demands placed upon the student	
Remove known triggers from the environment	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #6	Offered student options and/or choices
	Offered the student a walk/ went for a walk with student
	Switch staffing to a different staff member
School #7	Offered student a quiet space/location
	Offered student options and/or choices
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Reduce task and/or communication demands placed upon the student
School #8	Remove known triggers from the environment
	Additional adult support/ 1:1 staffing
	Assure basic needs are met (food/sleep/meds)
	Offered student a preferred activity
	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
	Offered the student a walk/ went for a walk with student
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Remove known triggers from the environment
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
School #9	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Meeting held with parents and/or others to provide support to student
	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
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #10	Additional adult support/ 1:1 staffing
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
School #11	Offered student options and/or choices
	Remove known triggers from the environment
	Switch staffing to a different staff member
School #12	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a preferred activity
	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
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #13	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	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
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer situationally relevant social stories
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
Remove known triggers from the environment	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	
School #14	Offered student options and/or choices
	Offered the student a walk/ went for a walk with student
	Remove known triggers from the environment

School #15	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a preferred activity
	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
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer situationally relevant social stories
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
Remove known triggers from the environment	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	