

March 1st, 2023

RE: SB 995 Support

Dear Senator Gelsler-Blouin and members of the Senate Committee on Human Services:

I am writing in support of SB 995 which aims to facilitate the appropriate training of school-based interventionists in restraint and seclusion procedures. These procedures should only be used when absolutely necessary to ensure the safety of students and should only be implemented by highly trained staff members. Increasingly, Board Certified Behavior Analysts (BCBAs) and staff overseen by school-based BCBAs are tasked with implementing these procedures. I support the requirement of extensive training for school staff in non-violent crisis behavior management, ensuring staff have the necessary skills, and are adhering to appropriate protocols to keep students safe. Specifically, I support:

- School-based BCBAs and support staff being trained in crisis management by a specific training program. These training programs specialize in crisis management and restraint minimization and help ensure staff are well-equipped in crisis management and are following the progression of best practices, as outlined by the training company.
- For example, two common non-violent crisis-management training programs utilized by many behavior analysts in Oregon, and beyond, include Safety Care and Crisis Prevention Institute (CPI) Training.

I agree with the Association for Professional Behavior Analysts' (APBA) acknowledgment that the misuse of restraint is often due to lack of training and oversight as outlined in the organization's stance on [Restraint and Seclusion](#). APBA position is as follows:

- "It is APBA's position that restraint and seclusion procedures should never be implemented in isolation but should only be used as components of **properly designed** and approved behavior intervention plans, that emphasize state-of-the-art strategies for reinforcing adaptive skills and preventing problem behavior. **They should only be implemented by individuals who are trained in behavioral intervention and in use of the specific restraint or seclusion procedures included in the plan, and who are supervised by a behavior analyst with experience in treating dangerous behaviors.**"

In addition, the Technical Assistance Center on Positive Behavioral Interventions and Support (PBIS), U.S. Department of Education, Office of Special Education Programs [April 2009 statement on "Seclusion and Restraint Use in School-wide Positive Behavior Supports"](#) noted that:

- "Seclusion and restraint should only be implemented (a) as safety measures (b) within a comprehensive behavior support plan, **(c) by highly trained personnel**, and (d) with public, accurate, and continuous data related to (1) fidelity of implementation and (2) impact on behavioral outcomes (both increasing desired and decreasing problem behaviors)."

I thank the committee for their time and consideration of this bill.

Respectfully,

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