

# **Practical Components of Eliminating Seclusions and Restraints in Schools**

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# Expectations

“The problem is—not that our expectations are too high (and we meet them ...), but they are too low—and we do.”



# Setting the Environment

- **Identify** key staff members to lead the effort
- **Develop an atmosphere**, in the school, that centers around treating all students with dignity and respect. Eliminate all coercive and threatening behavior management techniques
- **Train** teachers in:  
De-escalation training: Crisis Intervention Institute (CPI) has a Non-Violent Training
- **Intervention Central** specifically addresses interactions with students  
[www.interventioncentral.com](http://www.interventioncentral.com)

# Additional Training

- **Trauma informed training**, for all school personnel, is **essential** in order to help teachers (and staff) understand the life-long effects of childhood trauma(s)—as well as teach them specific ways to prevent it
- **Training** that addresses students with specific needs—such as those with mental health (MH) challenges, intellectual and developmental (IDD) challenges, and LGBHQT youth, among others

# The Effects of Trauma Carry On ...

Traumatized students will “clog” the public and private mental health systems of tomorrow—if we are not careful. Without engaging in definitive preventative action(s), we, as a society, are allowing traumatized students to continue to suffer, and we will allow this to retroactively affect our society in a negative manner!

*“Treat people as if they were what they ought to be, and help them become what they are capable of being.”*

- Goethe



# Get it On the Schedule!!

- **Yes—training takes time.** But, like any other effort to improve an environment (or behavior), it is paramount that effort be entered into the system—preferably, at the beginning of each academic/school year
- **It is important to have ongoing trainings** with teachers (and staff), as it is natural for people to forget lessons learned within training(s) over time. Refreshing one's knowledge, and skills (skill-sets), is of *utmost importance*
- We are always **competing with other topics of interest**, but student and staff safety are the ones that have (the) utmost impact & importance within any one district.  
(Evening news)

# Seclusions and Corporal Punishment

- Be sure to move (other) students out of the affected area if a crisis occurs
- Avoid physically touching students (if at all possible)
- Eliminate all seclusions by using non-coercive methods: Such as—using dialogue(s), calling parents, and utilizing specific staff to support these endeavors. Use comfort rooms as they are intended—**not** as (a) means of seclusion, primarily.
- Don't use school Resource Officers as a form of/to enforce corporal punishment (CP). (Corporal punishment remains legal within 21 US states and within 4,000 US schools.)