

Scenario Learning/SafeSchools Restraint and Seclusion Training

Maine's Chapter 33 Law states that "annually each covered entity shall provide overview and awareness information to all staff related to the use of physical restraint and seclusion." SafeSchools' Restraint and Seclusion Training is a 22 minute, web-based course.

Overview

- Teachers and other school staff members will receive an overview and awareness information on the use of restraint and seclusion in emergency situations.

Goals

- Staff will learn what they should know about restraint and seclusion.
- Staff will learn about alternatives to restraint and seclusion.
- Staff will learn how to effectively use restraints.
- Staff will be aware of unacceptable restraints.
- Staff will learn that the use of seclusion, seldom the best choice, is only used in certain instances.
- Staff will learn the requirements for proper seclusion environments.
- Staff will learn that restraint and seclusion should be viewed as emergency procedures only.
- Staff will learn that all School Administrative Units should have policies in place and you should follow your school board's policy.

Outcomes

- Restraint and Seclusion should be viewed as emergency procedures. Staff members should only use these tools until the emergency has passed.
- De-escalation, Verbal cues, Non-verbal cues and alternatives to seclusion are all helpful techniques.
- Restraint and Seclusion should not be used as a punishment or consequence. The goal is to allow the student to calm down in order to prevent injury, knowing that when restraint and seclusion is done improperly it make the situation worse.

Instructor Biography

Reece Peterson, Ph.D. (Author)

Reece L. Peterson is a professor specializing in the education of students with emotional or behavioral disorders. He teaches undergraduate and graduate courses related to student behavior alongside special education administration. His interests include identification of and interventions for students with emotional and behavioral disorders, student discipline in school, and school violence. Recently, his focus has been on the use of seclusion and restraint procedures in schools, and he is also interested in legal and policy issues related to special education. He has served as President and Governmental Relations Chair for the Council for Children with Behavioral Disorders, and he is an affiliated faculty member of UNL's Center on Children, Families and the Law. He has directed a federal violence prevention project, "Safe & Responsive Schools" and a project on helper schools to diminish the use of exclusionary discipline and reduce school dropout. He has also published articles in these areas, is co-author of a book on multicultural issues in behavioral disorders, and has served as an editor and reviewer for many journals.

Reference

Glenburn Schools (Former Customer)

Sharon Soucie

207-942-4405 ext.301

soucies@glenburnschool.us