



Fairfax County Special Education PTA
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Rationale for Restraint and Seclusion Resolution:

National PTA's 2015 resolution on Restraint and Seclusion does not call for a full ban of seclusion in schools. In November 2020, National PTA endorsed the Keeping All Students Safe Act (KASSA) funds introduced in the House of Representatives. This would ban seclusion for all schools receiving federal funds. Additionally, in March 2019 Fairfax County Public Schools made national news for their misuse and mis-documentation of restraint and seclusion. This has been a critical point of advocacy for Fairfax County SEPTA ever since. We recently successfully advocated for a timeline for banning seclusion entirely in FCPS, as well as a ban on supine restraints. Given National PTA's KASSA endorsement, Fairfax County SEPTA proposes this update of the National PTA 2015 Resolution on Restraint and Seclusion for Virginia PTA's adoption, with the hope that Virginia PTA would then send this update to National PTA during their next resolution cycle.

Restraint & Seclusion

Whereas, All students need to be educated in environments which are supportive and free from abuse, assault, injury, trauma and risk to life; Severe behaviors are a student's communication of an unmet need; National PTA endorses the Keeping All Students Safe Act (KASSA) introduced in the U.S. House of Representatives in November 2020; and

Whereas, The use of restraint and seclusion has resulted in the assault, injury, trauma and, in some cases, death of children in public schools; and

Whereas, Children at risk, especially students with disabilities, are disproportionately subjected to restraint and seclusion compared to their non-disabled peers;

Be it therefore

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies and programs that prohibit the use of mechanical, chemical, prone and supine restraints in schools; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies and programs that prohibit the use of seclusion in schools; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies, and programs that require school personnel to be trained in the use of evidence-based de-escalation techniques that do not involve physically handling students; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies and programs that result in the creation of safe de-escalation spaces separate from any space used for punitive discipline; that such spaces be in visual and auditory range of staff at all times; that such spaces allow a quiet, calm space to de-escalate; that no student shall be secluded in such a room; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies and programs that require that schools provide mental health supports to both students and staff involved in or witness to restraint or seclusion; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies, and programs providing that the use of physical restraints (excluding prone and supine restraints) shall only be used as a last resort in emergency* situations, not as a substitute for comprehensive school-wide supports and accommodations; that all interventions shall cease as soon as the immediate danger of physical harm ceases to exist; and be it further

Resolved, That Virginia PTA and its constituent associations support legislation, regulations, policies, and programs that ensure the safety of children in emergency cases where physical restraints (excluding prone and supine restraints) are necessary; that require schools to provide written notice of their restraint and seclusion policies to families; that require same-day written notification of any incidents of restraint or seclusion to families; and be it further

Resolved, That Virginia PTA and its constituent associations, will seek, via educational literature, programs and projects, to educate the school community and parents about the risks inherent in the use of restraint and seclusion in schools.

**Emergency is defined as an unanticipated and already occurring event that is placing the individual or others in imminent danger of physical harm.*

FACTS SUMMARY

Each whereas statement of fact, should be substantiated by three different resources that are each no more than 6 years old.

Whereas 1	<ul style="list-style-type: none">● Restraint and Seclusion are abusive and traumatic.● Severe behaviors are the communication of an unmet need.● National PTA endorses the Keeping All Students Safe Act introduced in the U.S. House of Representatives in November 2020.	<ul style="list-style-type: none">● R1, R5, R6● R2● R3
Whereas 2	The use of restraint and seclusion has resulted in the assault, injury, trauma and, in some cases, death of children in public schools	<ul style="list-style-type: none">● R4● R5● R6
Whereas 3	Children at risk, especially students with disabilities, are disproportionately subjected to restraint and seclusion compared to their non-disabled peers	<ul style="list-style-type: none">● R7● R8● R9

REFERENCES

R1	Robert, A. (2020). <i>Children should be protected from unreasonable restraints, seclusion and searches</i> , ABA House says. Retrieved 10 January 2021, from https://www.abajournal.com/news/article/resolution-103-111b
R2	Morin, A. (2019). <i>Understanding Behavior as Communication: A Teacher's Guide</i> . Retrieved 10 January 2021, from https://www.understood.org/en/school-learning/for-educators/classroom-management/understanding-behavior-as-communication-a-teachers-guide
R3	Scott, R. (2020). <i>Keeping All Students Safe Act Fact Sheet</i> . Retrieved 10 January 2021, from https://edlabor.house.gov/imo/media/doc/2020-11-19%20Keeping%20All%20Students%20Safe%20Act%20Fact%20Sheet.pdf
R4	Abamu, J. (2019). <i>Children Are Routinely Isolated In Some Fairfax County Schools. The District Didn't Report It.</i> WAMU. Retrieved 10 January 2021, from https://wamu.org/story/19/03/13/children-are-routinely-isolated-in-some-fairfax-county-schools-the-district-didnt-report-it/
R5	Lynch, C. (2020). <i>Sixteen-year-old Killed by Restraint: It's Time for Connection Over Control</i> » NeuroClastic. Retrieved 10 January 2021, from https://neuroclastic.com/2020/05/07/sixteen-year-old-killed-by-restraint-its-time-for-comfort-over-control/
R6	Cohen, J., Richards, J., & Chavis, L. (2019). <i>Children are being locked away, alone and terrified, in schools across Illinois. Often, it's against the law.</i> Retrieved 10 January 2021, from https://features.propublica.org/illinois-seclusion-rooms/school-students-put-in-isolated-timeouts/
R7	Office for Civil Rights. (2020). <i>The Use of Restraint and Seclusion on Children with Disabilities in Schools</i> . Retrieved 10 January 2021, from https://www2.ed.gov/about/offices/list/ocr/docs/restraint-and-seclusion.pdf
R8	Government Accountability Office. (2020). <i>K-12 Education: Education Needs to Address Significant Quality Issues with its Restraint and Seclusion Data</i> . Retrieved 11 January 2021, from https://www.gao.gov/assets/710/706269.pdf
R9	Stephens, G. (2019). <i>Restraint and Seclusion by the Numbers</i> . Retrieved 10 January 2021, from https://endseclusion.org/2019/11/01/restraint-and-seclusion-by-the-numbers/

ADDITIONAL REFERENCES & SOURCES

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- Abamu, J. (2019). VIDEO: This Is What 'Seclusion' Looks Like At One Fairfax County School | WAMU. Retrieved 10 January 2021, from <https://wamu.org/story/19/03/21/video-this-is-what-seclusion-looks-like-at-one-fairfax-county-school/>
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- Katsiyannis, A., Rapa, L., Gage, N., & MacSuga-Gage, A. (2020). *Exploring the Disproportionate Use of Restraint and Seclusion Among Students with Disabilities, Boys, and Students of Color*. Retrieved 10 January 2021, from https://www.researchgate.net/publication/341253672_Exploring_the_Disproportionate_Use_of_Restraint_and_Seclusion_Among_Students_with_Disabilities_Boys_and_Students_of_Color
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- U.S. Dept. of Health and Human Services. (2010). *Issue Brief #1: Promoting Alternatives to the Use of Seclusion and Restraint*. Retrieved 10 January 2021, from https://www.samhsa.gov/sites/default/files/topics/trauma_and_violence/seclusion-restraints-1.pdf