



**STATE OF CONNECTICUT**  
*STATE BOARD OF EDUCATION*



**TO:** Clerk of the Senate  
Clerk of the House of Representatives

**FROM:** Stefan Pryor   
Commissioner of Education

**DATE:** February 1, 2014

**SUBJECT:** Annual Report on the Use of Physical Restraint and Seclusion

In accordance with Section 46a-153 of the Connecticut General Statutes (C.G.S.), enclosed is the Annual Report on the Use of Physical Restraint and Seclusion in Connecticut for the 2012-13 school year. Also, please note that by copy of this letter, I am distributing this report in accordance with C.G.S. Section 11-4a.

If you have any questions or require additional copies, please contact Sarah Hemingway at 860-713-6493. Thank you.

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Enclosure



# **Annual Report on the Use of Physical Restraint and Seclusion in Connecticut**

*School Year 2012-13*

### **Note to the Reader**

Connecticut's 2012-13 restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of duration or injury, all incidents of emergency restraint, emergency seclusion and seclusion via an IEP are reported for students with disabilities. Collecting this incident level data allows the Connecticut State Department of Education (CSDE) to obtain an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Inquiries are underway to further examine the policies, procedures and practices of districts reporting low numbers (including no reports) of R/S incidents and districts where data differed substantially from what was reported in 2011-2012. Appendix B summarizes the feedback collected from 90 organizations. The continued examination and analysis of these data will assist in informing the direction of future guidance regarding best practices in reducing R/S incidents, as well as targeted technical assistance and trainings in scenarios involving potential underreporting (if in fact determined to be applicable in any cases). Such technical assistance and trainings will promote the use of positive behavioral supports and interventions and contribute to a reduction in the use of R/S for Connecticut's students with disabilities.

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEA) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Conversely, other LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed in an approved private special education program (APSEP) or regional educational service center (RESC) special education programs. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count. However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements and out-of-state placements and must be recognized when examining the organization level data.

## Background and Overview

Connecticut General Statutes (C.G.S.) Section 46a-153 requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that:

- identifies the frequency of use of physical restraint and seclusion (R/S); and
- specifies whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency.

R/S incidents were reported for two types of students: students with an IEP and students for whom parental consent to evaluate for special education had been obtained. General education students were not reported in these data, unless they were in the evaluation process for special education services at the time of the restraint or seclusion. Additionally, the C.G.S. requires the CSDE to report on R/S incidents that result in physical injury to the student.

Data regarding restraints and seclusions for 2012-13 were collected from:

- local education agencies (LEAs) including regional school districts, the Department of Mental Health and Addiction Services (DMHAS), Unified School District (USD) #2 and the Connecticut Technical High School System (CTHSS);
- endowed and incorporated academies (Academies);
- public charter schools;
- regional educational service centers (RESCs); and
- approved private special education programs (APSEPs).

Table 1 below is provided in an effort to contextualize the results and discussion section of the report. It is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that their behavior requires an environment with greater supports than can be provided within the LEA.

Table 1  
*Number of Organizations and October 1, 2012 Count of Students with IEPs by Facility Type*

Facility Type	Organizations	Students	
		N	%
Academies	3	400	0.6%
APSEPs	58	2,518	3.6%
Charter Schools	17	524	0.8%
LEAs	169	63,394	91.7%
RESCs	6	2,317	3.4%
<b>TOTAL</b>	<b>253</b>	<b>69,153</b>	<b>100.0%</b>

*Note:* Students attending other non-public or out-of-state schools are included in the LEA count.

The results and discussion section focuses on state level data. Organization-level data for the 2012-13 school year are presented in Appendix A.

## Definitions and Concepts

### Major Categories of R/S

1. **Emergency Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.<sup>1</sup>

Restraint does *not* include:

- briefly holding a child in order to calm or comfort the child;
- actions involving the minimum contact necessary to safely escort a child from one area to another;
- medication devices, including supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a child from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means to prevent self-injury.

2. **Emergency Seclusion** means the confinement of a child in a room, whether alone or with staff supervision, in a manner that prevents the child from leaving.

Seclusion does *not* include:

- time outs in the back of the classroom or in the hallway, meant to allow the student to pull him or herself together; or
- in-school suspensions.

3. **Seclusion via an IEP** means seclusion as a behavior intervention that is documented in the IEP. Seclusion is a strategy that can be developed by the PPT to address a child's behavior which may interfere with the child's learning or the learning of others. Seclusion is only written into an IEP when other, less restrictive, positive behavior interventions were tried, but found to be ineffective. Appropriate assessment data and other relevant information supporting the use of seclusion as a behavior intervention must be included in the child's IEP under "Present Levels of Academic Achievement and Functional Performance."

### Subcategories of Injuries

1. **Nonserious Injuries** include red marks, bruises or scrapes requiring application of basic first aid, for example a Band-Aid or ice pack.
2. **Serious Injuries** include any injury requiring medical attention beyond basic first aid. Examples of such medical attention include sutures, diagnostic x-rays to determine fractures, placement in casts, etc.

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<sup>1</sup> It is important to note that all restraints are reported regardless of duration.

## Methodology

For the 2012-13 school year, the CSDE Performance Division collected and analyzed data at the incident level for each student with an IEP or for whom parental consent to evaluate for special education had been obtained. This represented a major shift from the aggregate data collected in 2011-12, where only total incident counts were obtained. This shift allowed for a count of incidents, as well as an unduplicated count of students with disabilities who were restrained and/or secluded. Collecting incident level data is vital to obtaining an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Instances of R/S for 2012-13 school year were collected at the incident level from all institutions and facilities (henceforth referred to as "Organizations") that provide direct care, education or supervision to students with disabilities. Organizations were asked to report incident level information on all restraints and seclusions that occurred within their buildings and programs or during transportation provided by their organization. Additionally, organizations were instructed to include any restraints or seclusions of their students that occurred in out-of-state facilities, nonpublic transition programs, and other nonpublic schools or during an extended day program offered by their organization. LEAs did not report incidents of restraint and seclusion of their students attending RESCs, charter schools, academies, or APSEPs because each of these facilities was responsible for separately reporting their R/S data.

The mechanism for collection in 2012-13 also represents a major change from 2011-12. For the first time, data were collected from all LEAs, RESCs, charter schools, and academies via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy. APSEPs were unable to access the online application in 2012-13 and instead submitted R/S data through a secure upload site.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others, or seclusion via the IEP), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details.

Given the changes in both the type of data collected and the mechanism of reporting, the CSDE provided support to organizations through multiple trainings and targeted technical assistance. Trainings were provided at the Bureau of Data Collection, Research and Evaluation's annual Data Summit as well as at the Bureau of Special Education's annual Back to School Meeting. Webinars were provided to APSEPs on the use of the secure upload site. Continued targeted technical assistance was provided to organizations when a need was demonstrated.

Multiple edit checks were applied to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Comparison reports were sent to organizations where data reported for 2012-13 indicated a substantial departure from those in 2011-12. In some cases, data reporting errors were discovered for one or both years of reporting. Identified errors for 2012-13 were corrected. Organizations whose data changed substantially across the two years provided written feedback explaining the contributing factors. A summary

of those responses are included Appendix B. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through either completion of an online certification process or submission of a signed certification document. Each of these attestations regarding the accuracy of 2012-13 R/S data is on file with the CSDE.

**Results and Discussion**

In total, 33,743 incidents of restraint and seclusion were reported to the CSDE in 2012-13. This represents a nine percent decrease from the previous year (2011-12). See page 11 for further discussion of this trend. Of the 33,743 incidents, 77.1 percent (26,002) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 22.9 percent (7,741) were seclusions in accordance with an IEP. A total of 2,455 students (unduplicated count) accounted for these 33,743 incidents. The gender, grade and race/ethnicity of these students are examined in Tables 2 and 3 and Figure 1 below. Statewide counts and percentages for all students with IEPs are included to allow for comparison.

Table 2  
*Gender of Students Restrained and/or Secluded (unduplicated count)*

Gender	Students Restrained and/or Secluded		All Students with IEPs	
	N	%	N	%
Female	445	18.1%	21,738	31.4%
Male	2,010	81.9%	47,415	68.6%
<b>TOTAL</b>	<b>2,455</b>	<b>100.0%</b>	<b>69,153</b>	<b>100.0%</b>

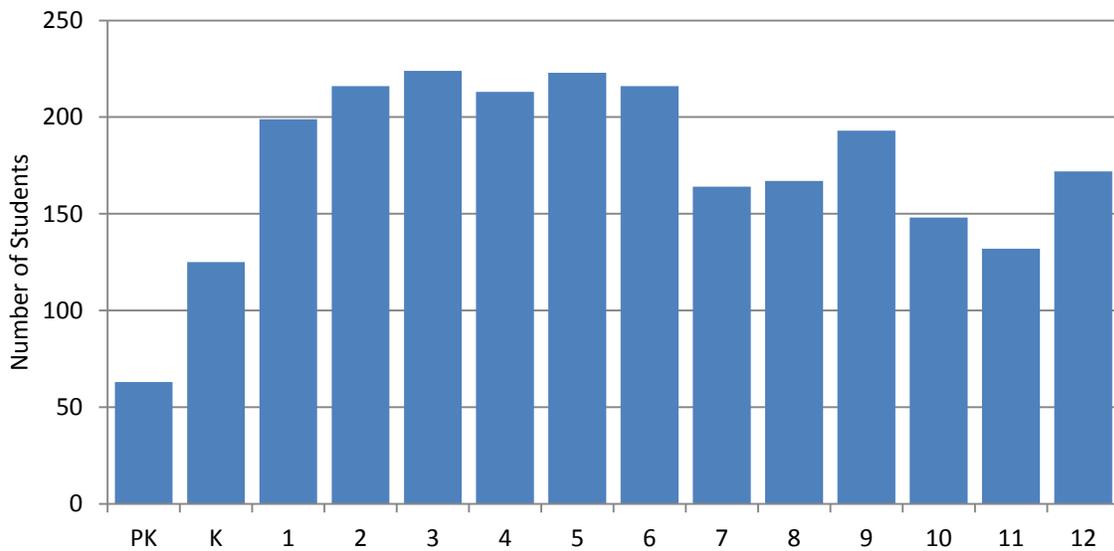


Figure 1. Bar chart illustrating grades of students restrained and/or secluded (unduplicated count).

Table 3

*Race/Ethnicity of Students Restrained and/or Secluded (unduplicated count)*

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs	
	N	%	N	%
American Indian or Alaska Native	9	0.4%	269	0.4%
Asian	24	1.0%	1,517	2.2%
Black or African American	596	24.3%	10,905	15.8%
Hispanic/Latino of any race	707	28.8%	16,707	24.2%
Native Hawaiian or Other Pacific Islander	1	0.0%	53	0.1%
Two or More Races	64	2.6%	1,439	2.1%
White	1,054	42.9%	38,263	55.3%
<b>TOTAL</b>	<b>2,455</b>	<b>100.0%</b>	<b>69,153</b>	<b>100.0%</b>

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. Many R/S incidents are for students with significant self-injurious and aggressive behaviors. These students often have multiple incidents and in many cases account for the majority of incidents reported by an organization. For example, in one LEA a single student accounted for 96 percent of the total R/S incidents. If the total R/S incident and student count for this LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by this organization. Table 4 examines the range in the number of incidents reported for students at the state level. Nearly three quarters (72.6%) of students had 10 or fewer R/S incidents, while five percent of students had more than 50.

Table 4

*Count of Students by Total Number of R/S Incidents*

Number of Incidents	Emergency Restraint		Emergency Seclusion		Seclusion via an IEP		TOTAL R/S Incidents	
	N	%	N	%	N	%	N	%
1	680	35.9%	356	31.7%	110	20.8%	655	26.7%
2-5	683	36.1%	352	31.4%	155	29.3%	774	31.5%
6-10	223	11.8%	175	15.6%	91	17.2%	353	14.4%
11-50	262	13.8%	214	19.1%	150	28.4%	551	22.4%
51-100	25	1.3%	20	1.8%	15	2.8%	82	3.3%
Over 100	19	1.0%	5	0.4%	8	1.5%	40	1.6%
<b>TOTAL</b>	<b>1,892</b>	<b>100.0%</b>	<b>1,122</b>	<b>100.0%</b>	<b>529</b>	<b>100.0%</b>	<b>2,455</b>	<b>100.0%</b>

*Note:* If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column.

## Emergency R/S Incidents

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities. In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

There were a total of 378 incidents resulting in injuries, nonserious and serious, during the 2012-13 school year. Tables 5 and 6 include counts of nonserious and serious injuries. There was a 55.0 percent decrease in injuries from the 2011-12 school year.

Of the 378 incidents resulting in injury, 10 met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. Five serious injuries occurred during an emergency restraint, three occurred during an emergency seclusion, and two occurred during a seclusion via an IEP. Injuries occurring as a result of emergency R/S appear in Table 5, while injuries occurring as a result of seclusion via an IEP are reflected in Table 6. All ten incidents in 2012-13 that resulted in serious injury were reported to the director of the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

Table 5  
*All Emergency R/S Incidents by Facility Type*

Facility Type	Emergency Restraints				Emergency Seclusions			
	Incident Count	Student Count	Non-serious Injuries	Serious Injuries	Incident Count	Student Count	Non-serious Injuries	Serious Injuries
Academies	0	0	0	0	0	0	0	0
APSEPs	7,504	766	104	3	6,136	527	33	1
Charter Schools	32	9	0	0	5	5	0	0
LEAs	4,612	897	76	2	2,274	346	27	0
RESCs	3,559	269	87	0	1,880	258	20	2
<b>STATEWIDE</b>	<b>15,707</b>	<b>1,892</b>	<b>267</b>	<b>5</b>	<b>10,295</b>	<b>1,122</b>	<b>80</b>	<b>3</b>

*Note:* If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count.

## Seclusions via an IEP

Seclusions via an IEP occurred far less than the previously discussed emergency responses. Again, seclusion is only written into an IEP when all other less restrictive interventions have been exhausted and a functional behavior assessment (FBA) has been conducted. Table 6 examines all seclusions via an IEP that occurred during the 2012-13 school year, again providing

a total incident count as well as an unduplicated student count. Counts of incidents resulting in serious and nonserious injuries are also included in this table.

Table 6  
*All Seclusions via an IEP by Facility Type*

Facility Type	Incident Count	Student Count	Non-serious Injuries	Serious Injuries
Academies	0	0	0	0
APSEPs	4,525	225	14	2
Charter Schools	0	0	0	0
LEAs	2,041	274	6	0
RESCs	1,175	34	1	0
<b>STATEWIDE</b>	<b>7,741</b>	<b>529</b>	<b>21</b>	<b>2</b>

*Note:* If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count.

### Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 7, 8 and 9 provide data on the duration of emergency restraints, emergency seclusions and seclusions via an IEP respectively.

Table 7 shows that the vast majority of emergency restraints (90.0%) lasted 20 minutes or less, with just over half (51.1%) lasting five minutes or less. Slightly more than one percent (1.2%) of emergency restraints lasted over one hour.

Table 7  
*Duration of Emergency Restraints by Facility Type*

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints
Academies	0	0	0	0	0	0	0
APSEPs	1,630	1,801	3,101	645	189	138	7,504
Charter Schools	6	12	14	0	0	0	32
LEAs	1,099	1,329	1,794	292	62	36	4,612
RESCs	830	1,313	1,213	166	20	17	3,559
<b>STATEWIDE</b>	N 3,565	4,455	6,122	1,103	271	191	15,707
	% 22.7%	28.4%	39.0%	7.0%	1.7%	1.2%	100.0%

Table 8 shows that the majority of emergency seclusions (69.9%) lasted 20 minutes or less, with a little over a quarter (26.5%) lasting five minutes or less. Five percent of emergency seclusions lasted over one hour.

Table 8  
*Duration of Emergency Seclusions by Facility Type*

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions	
Academies	0	0	0	0	0	0	0	
APSEPs	888	676	2,477	1,228	474	393	6,136	
Charter Schools	0	0	2	3	0	0	5	
LEAs	76	575	1,007	368	139	109	2,274	
RESCs	112	402	980	311	59	16	1,880	
<b>STATEWIDE</b>	N	1,076	1,653	4,466	1,910	672	518	10,295
	%	10.5%	16.1%	43.4%	18.6%	6.5%	5.0%	100.0%

Analysis of duration of seclusions via an IEP yielded results similar to that of emergency seclusions. Again, the majority of seclusions via an IEP (77.4%) lasted 20 minutes or less with a little over a quarter (26.3%) lasting five minutes or less. Slightly over two percent (2.8%) of seclusions via an IEP lasted over one hour.

Table 9  
*Duration of Seclusions via an IEP by Facility Type*

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Seclusions via an IEP	
Academies	0	0	0	0	0	0	0	
APSEPs	517	1,028	1,817	735	265	163	4,525	
Charter Schools	0	0	0	0	0	0	0	
LEAs	38	157	1,431	273	97	45	2,041	
RESCs	89	205	709	134	26	12	1,175	
<b>STATEWIDE</b>	N	644	1,390	3,957	1,142	388	220	7,741
	%	8.3%	18.0%	51.1%	14.8%	5.0%	2.8%	100.0%

### **Circumstances Necessitating the Use of R/S**

The circumstances necessitating use of emergency R/S were investigated. When combined, a little over 10 percent (10.6%) of emergency responses occurred solely as a result of risk of injury to self and slightly less than half (43.1%) occurred solely as a result of risk of injury to others. The remaining incidents occurred as a result of risk of injury to self and others. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than emergency seclusions. Emergency seclusions were more likely to occur due to incidents where students were at risk of injury to both self and others.

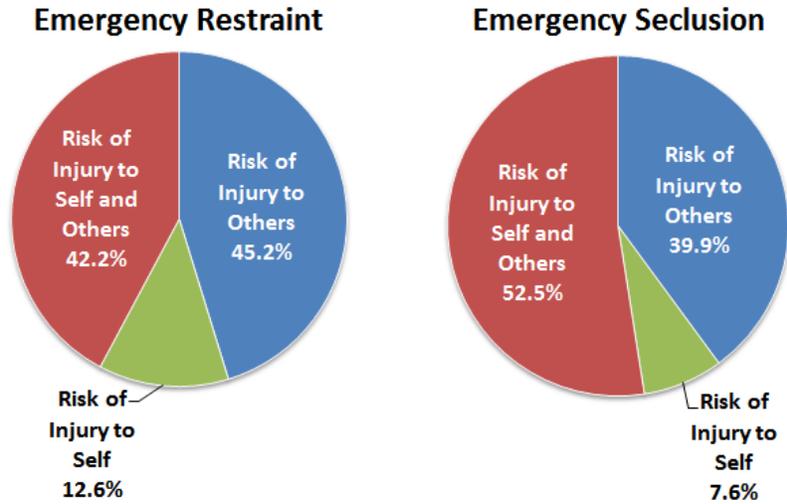


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion (2012-13 School Year).

### Primary Disability

Organizations were required to report a student’s primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for more than 85% of the incidents in each incident type. Figure 3 shows a breakdown of incidents by primary disability. The primary disability category of other includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

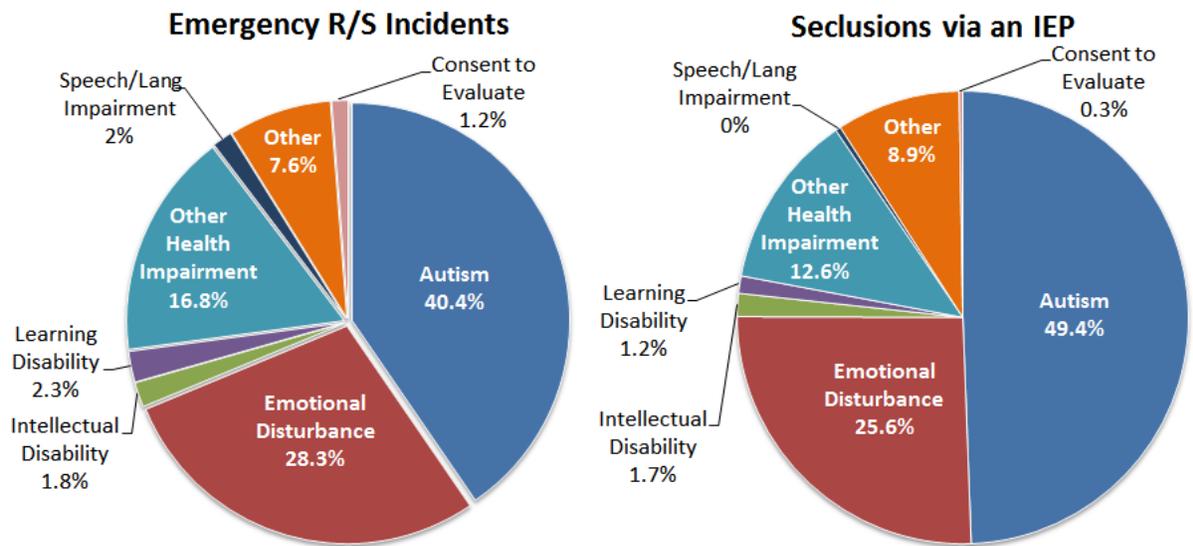


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2012-13 School Year).

## Year-to-Year Comparison

While the total number of R/S incidents in 2012-13 demonstrates a decrease of 3,320 or nine percent from 2011-12 (37,063 in 2011-12 and 33,743 in 2012-13), it is also important to examine the differences by incident type (emergency restraint, emergency seclusion, and seclusion via an IEP). Figure 4 presents a year-to-year comparison of total incidents by incident type.

Overall, the number of emergency restraints reported in 2012-13 increased by 14.2 percent from 2011-12. The number of emergency seclusions nearly doubled (+99.5%), and the number of seclusions via an IEP decreased by over half (-57.3%).

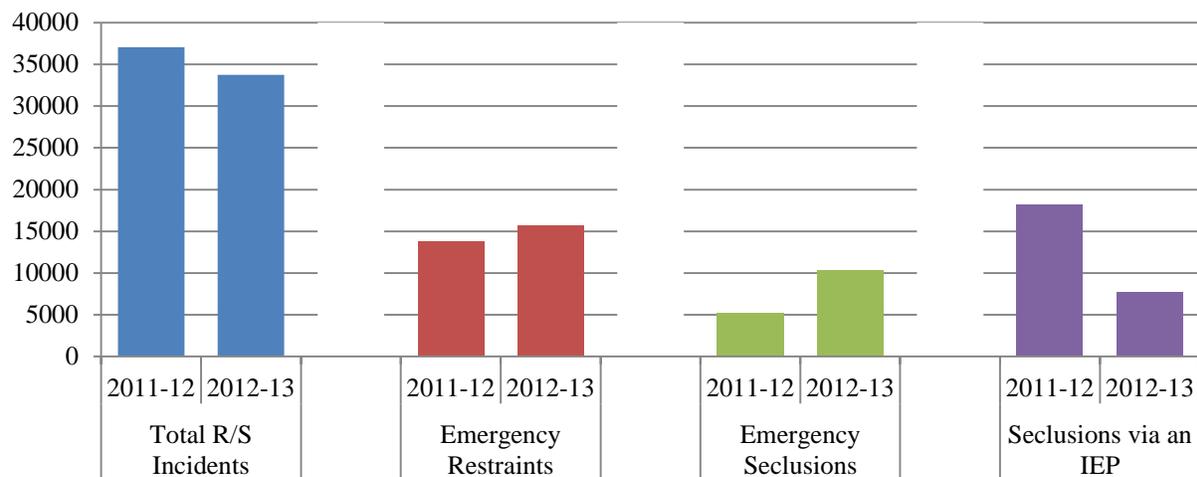


Figure 4. Bar graph comparing incidents reported in 2011-12 and 2012-13 by incident type.

### Summary of Key Findings

- The total number of R/S incidents decreased by nine percent from 2011-12 (37,063 in 2011-12, 33,743 in 2012-13).
- The total number of seclusions via an IEP decreased by 57.3 percent from 2011-12 (18,147 in 2011-12, 7,741 in 2012-13).
- The number of injuries reported in 2012-13 decreased by 55 percent from 2011-12 (840 injuries in 2011-12, 378 in 2012-13). While the number of serious injuries increased by two from 2011-12, the number of nonserious injuries decreased by 464.
- While the majority of students had less than five R/S incidents during the 2012-13 school year, there were 40 students with greater than 100 R/S incidents, and 11 of those were restrained and/or secluded between 300 and 900 times.
- Ninety percent of emergency restraints lasted less than 20 minutes; however, 30 emergency restraints lasted over two hours.
- Over 70 percent of seclusions lasted less than 20 minutes; however, 119 seclusions lasted over two hours. Seventy-eight percent of the 119 were emergency seclusions.
- Students with Autism represented the largest proportion of incidents for all emergency R/S incidents as well as seclusions via an IEP.

## Appendix A

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1	Andover	0	0	0	0	0	0	0	0	0	0	0
2	Ansonia	0	0	0	0	0	0	0	0	0	0	0
3	Ashford	1	1	1	1	0	0	0	0	0	0	0
4	Avon	9	5	4	3	0	5	3	0	0	0	0
5	Barkhamsted	0	0	0	0	0	0	0	0	0	0	0
7	Berlin	58	5	37	5	3	19	3	6	2	2	0
8	Bethany	20	3	20	3	0	0	0	0	0	0	0
9	Bethel	3	2	3	2	0	0	0	0	0	0	0
11	Bloomfield	56	7	49	7	0	7	3	0	0	0	0
12	Bolton	14	4	11	3	0	3	2	0	0	0	0
13	Bozrah	1	1	1	1	0	0	0	0	0	0	0
14	Branford	0	0	0	0	0	0	0	0	0	0	0
15	Bridgeport	28	28	2	2	0	26	26	0	0	0	0
17	Bristol	228	40	156	31	1	5	5	0	67	13	1
18	Brookfield	9	1	0	0	0	9	1	0	0	0	0
19	Brooklyn	4	1	4	1	2	0	0	0	0	0	0
21	Canaan	0	0	0	0	0	0	0	0	0	0	0
22	Canterbury	0	0	0	0	0	0	0	0	0	0	0
23	Canton	6	1	6	1	0	0	0	0	0	0	0
24	Chaplin	0	0	0	0	0	0	0	0	0	0	0
25	Cheshire	0	0	0	0	0	0	0	0	0	0	0
26	Chester	0	0	0	0	0	0	0	0	0	0	0
27	Clinton	114	6	104	6	0	9	1	0	1	1	0
28	Colchester	0	0	0	0	0	0	0	0	0	0	0
29	Colebrook	0	0	0	0	0	0	0	0	0	0	0
30	Columbia	0	0	0	0	0	0	0	0	0	0	0

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
31	Cornwall	0	0	0	0	0	0	0	0	0	0	0
32	Coventry	2	1	2	1	0	0	0	0	0	0	0
33	Cromwell	9	2	9	2	0	0	0	0	0	0	0
34	Danbury	0	0	0	0	0	0	0	0	0	0	0
35	Darien	895	10	439	9	0	446	4	0	10	3	0
36	Deep River	0	0	0	0	0	0	0	0	0	0	0
37	Derby	39	4	10	4	0	9	1	0	20	3	0
39	Eastford	0	0	0	0	0	0	0	0	0	0	0
40	East Granby	0	0	0	0	0	0	0	0	0	0	0
41	East Haddam	7	3	7	3	0	0	0	0	0	0	0
42	East Hampton	56	7	17	6	2	37	5	2	2	2	0
43	East Hartford	1644	165	544	100	1	1	1	0	1099	145	0
44	East Haven	30	2	13	1	0	17	2	2	0	0	0
45	East Lyme	53	4	8	4	0	45	1	0	0	0	0
46	Easton	0	0	0	0	0	0	0	0	0	0	0
47	East Windsor	29	8	29	8	0	0	0	0	0	0	0
48	Ellington	26	3	10	3	1	15	3	1	1	1	0
49	Enfield	60	10	19	7	0	8	5	0	33	4	0
50	Essex	0	0	0	0	0	0	0	0	0	0	0
51	Fairfield	157	22	80	18	2	77	12	0	0	0	0
52	Farmington	245	12	56	12	0	182	7	1	7	2	0
53	Franklin	0	0	0	0	0	0	0	0	0	0	0
54	Glastonbury	14	3	14	3	0	0	0	0	0	0	0
56	Granby	17	6	3	3	0	14	6	0	0	0	0
57	Greenwich	23	11	16	8	0	7	5	0	0	0	0
58	Griswold	15	5	13	5	0	2	1	0	0	0	0
59	Groton	224	28	179	26	0	45	10	0	0	0	0
60	Guilford	9	5	8	5	0	1	1	0	0	0	0

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
62	Hamden	151	11	51	9	1	5	3	0	95	7	0
63	Hampton	0	0	0	0	0	0	0	0	0	0	0
64	Hartford	0	0	0	0	0	0	0	0	0	0	0
65	Hartland	0	0	0	0	0	0	0	0	0	0	0
67	Hebron	135	7	61	7	0	10	2	0	64	4	0
68	Kent	3	2	3	2	0	0	0	0	0	0	0
69	Killingly	4	4	3	3	0	1	1	0	0	0	0
71	Lebanon	0	0	0	0	0	0	0	0	0	0	0
72	Ledyard	34	7	32	7	0	2	2	0	0	0	0
73	Lisbon	3	1	3	1	0	0	0	0	0	0	0
74	Litchfield	8	1	6	1	0	2	1	0	0	0	0
76	Madison	3	2	3	2	0	0	0	0	0	0	0
77	Manchester	236	27	63	22	1	172	12	2	1	1	0
78	Mansfield	4	1	4	1	0	0	0	0	0	0	0
79	Marlborough	3	1	0	0	0	2	1	0	1	1	0
80	Meriden	269	24	131	17	6	28	10	0	110	18	0
83	Middletown	193	19	115	17	3	77	12	2	1	1	0
84	Milford	106	14	23	13	0	43	5	0	40	4	0
85	Monroe	30	4	28	3	0	2	2	0	0	0	0
86	Montville	21	8	21	8	0	0	0	0	0	0	0
88	Naugatuck	11	4	5	3	0	3	2	0	3	2	0
89	New Britain	271	63	149	56	9	55	16	1	67	11	0
90	New Canaan	1	1	1	1	0	0	0	0	0	0	0
91	New Fairfield	25	3	24	3	2	1	1	0	0	0	0
92	New Hartford	1	1	0	0	0	1	1	0	0	0	0
93	New Haven	54	13	54	13	0	0	0	0	0	0	0
94	Newington	18	4	17	4	2	0	0	0	1	1	0
95	New London	34	14	32	13	0	2	2	0	0	0	0

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
96	New Milford	113	13	49	11	0	8	5	0	56	6	0
97	Newtown	44	5	44	5	0	0	0	0	0	0	0
98	Norfolk	3	1	3	1	0	0	0	0	0	0	0
99	North Branford	8	3	4	3	0	4	2	0	0	0	0
100	North Canaan	11	1	11	1	0	0	0	0	0	0	0
101	North Haven	68	3	40	3	1	26	2	0	2	1	0
102	North Stonington	0	0	0	0	0	0	0	0	0	0	0
103	Norwalk	3	2	3	2	0	0	0	0	0	0	0
104	Norwich	138	23	136	23	0	2	1	0	0	0	0
106	Old Saybrook	9	3	3	2	0	6	2	0	0	0	0
107	Orange	10	3	10	3	0	0	0	0	0	0	0
108	Oxford	11	3	7	3	1	4	2	0	0	0	0
109	Plainfield	71	9	54	8	1	5	1	0	12	1	0
110	Plainville	90	10	6	5	1	33	7	0	51	4	0
111	Plymouth	41	9	20	6	0	21	5	0	0	0	0
112	Pomfret	0	0	0	0	0	0	0	0	0	0	0
113	Portland	0	0	0	0	0	0	0	0	0	0	0
114	Preston	4	1	2	1	0	2	1	0	0	0	0
116	Putnam	37	6	34	5	0	3	2	0	0	0	0
117	Redding	57	6	17	5	1	40	5	0	0	0	0
118	Ridgefield	46	6	46	6	0	0	0	0	0	0	0
119	Rocky Hill	4	2	3	2	0	1	1	0	0	0	0
121	Salem	0	0	0	0	0	0	0	0	0	0	0
122	Salisbury	2	1	2	1	1	0	0	0	0	0	0
123	Scotland	0	0	0	0	0	0	0	0	0	0	0
124	Seymour	17	5	17	5	0	0	0	0	0	0	0
125	Sharon	1	1	1	1	0	0	0	0	0	0	0
126	Shelton	43	12	39	12	4	4	3	0	0	0	0

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
127	Sherman	0	0	0	0	0	0	0	0	0	0	0
128	Simsbury	150	15	116	15	1	5	2	0	29	2	0
129	Somers	11	2	11	2	0	0	0	0	0	0	0
131	Southington	63	11	13	5	0	29	9	0	21	6	0
132	South Windsor	17	5	15	4	0	2	2	0	0	0	0
133	Sprague	32	5	4	3	1	12	4	1	16	1	0
134	Stafford	25	5	10	4	0	11	4	0	4	1	0
135	Stamford	14	7	14	7	0	0	0	0	0	0	0
136	Sterling	54	7	23	5	1	31	4	0	0	0	0
137	Stonington	139	9	113	7	6	26	7	2	0	0	0
138	Stratford	116	17	116	17	0	0	0	0	0	0	0
139	Suffield	19	4	19	4	0	0	0	0	0	0	0
140	Thomaston	6	3	5	2	1	1	1	0	0	0	0
141	Thompson	73	3	26	3	0	47	2	0	0	0	0
142	Tolland	5	3	3	1	0	2	2	0	0	0	0
143	Torrington	59	10	57	9	0	2	2	0	0	0	0
144	Trumbull	73	13	61	13	1	11	3	1	1	1	0
145	Union	0	0	0	0	0	0	0	0	0	0	0
146	Vernon	357	24	161	20	2	114	15	0	82	9	0
147	Voluntown	5	2	5	2	0	0	0	0	0	0	0
148	Wallingford	45	7	40	7	0	5	1	0	0	0	0
151	Waterbury	225	46	86	30	2	86	25	4	53	3	0
152	Waterford	2	2	1	1	0	1	1	0	0	0	0
153	Watertown	18	3	10	3	0	8	2	0	0	0	0
154	Westbrook	64	4	8	3	0	12	2	0	44	2	1
155	West Hartford	200	16	70	13	1	114	9	0	16	3	0
156	West Haven	9	7	9	7	0	0	0	0	0	0	0
157	Weston	3	2	3	2	1	0	0	0	0	0	0

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		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
158	Westport	20	7	20	7	1	0	0	0	0	0	0
159	Wethersfield	1	1	0	0	0	1	1	0	0	0	0
160	Willington	0	0	0	0	0	0	0	0	0	0	0
161	Wilton	11	5	9	5	0	2	1	0	0	0	0
162	Winchester	17	7	17	7	0	0	0	0	0	0	0
163	Windham	67	19	29	13	0	22	8	0	16	9	2
164	Windsor	298	19	138	16	0	160	13	0	0	0	0
165	Windsor Locks	1	1	0	0	0	1	1	0	0	0	0
166	Wolcott	19	5	18	5	0	1	1	0	0	0	0
167	Woodbridge	34	2	25	2	0	9	1	0	0	0	0
169	Woodstock	0	0	0	0	0	0	0	0	0	0	0
201	Regional SD#1	0	0	0	0	0	0	0	0	0	0	0
204	Regional SD#4	0	0	0	0	0	0	0	0	0	0	0
205	Regional SD#5	0	0	0	0	0	0	0	0	0	0	0
206	Regional SD#6	1	1	1	1	0	0	0	0	0	0	0
207	Regional SD#7	0	0	0	0	0	0	0	0	0	0	0
208	Regional SD#8	1	1	1	1	0	0	0	0	0	0	0
209	Regional SD#9	0	0	0	0	0	0	0	0	0	0	0
210	Regional SD#10	6	5	6	5	2	0	0	0	0	0	0
211	Regional SD#11	0	0	0	0	0	0	0	0	0	0	0
212	Regional SD#12	0	0	0	0	0	0	0	0	0	0	0
213	Regional SD#13	0	0	0	0	0	0	0	0	0	0	0
214	Regional SD#14	1	1	1	1	0	0	0	0	0	0	0
215	Regional SD#15	9	3	9	3	0	0	0	0	0	0	0
216	Regional SD#16	6	2	6	2	0	0	0	0	0	0	0
217	Regional SD#17	63	6	45	5	5	5	4	2	13	1	2
218	Regional SD#18	0	0	0	0	0	0	0	0	0	0	0
219	Regional SD#19	0	0	0	0	0	0	0	0	0	0	0

LEA #	LEA Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
337	DMHAS	0	0	0	0	0	0	0	0	0	0	0
347	USD #2	34	28	34	28	7	0	0	0	0	0	0
900	CTHSS	0	0	0	0	0	0	0	0	0	0	0
STATEWIDE: LEAs		8927	1116	4612	897	78	2274	346	27	2041	274	6

RESC #	RESC Name	RESC Type	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
			Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
241	CREC	Magnet	36	13	25	10	0	11	5	0	0	0	0
		Special Ed	3860	89	2355	65	34	330	36	2	1175	34	1
242	ED Connection	Special Ed	213	14	188	14	0	25	5	0	0	0	0
243	CES	Magnet	38	1	35	1	0	3	1	0	0	0	0
		Special Ed	568	81	189	56	2	379	53	2	0	0	0
244	ACES	Magnet	2	1	1	1	0	1	1	0	0	0	0
		Special Ed	1179	157	481	85	47	698	117	15	0	0	0
245	LEARN	Magnet	17	5	17	5	2	0	0	0	0	0	0
		Special Ed	70	8	70	8	1	0	0	0	0	0	0
253	EASTCONN	Magnet	0	0	0	0	0	0	0	0	0	0	0
		Special Ed	631	46	198	24	1	433	41	3	0	0	0
STATEWIDE: RESCs			6614	414	3559	269	87	1880	258	22	1175	34	1

APSEP Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Adelbrook	920	60	801	54	0	108	33	0	11	7	0
American School for the Deaf	15	3	7	3	0	8	2	0	0	0	0
American School for the Deaf - PACES	111	4	66	3	0	45	4	0	0	0	0
Arch Bridge School	31	3	28	3	0	0	0	0	3	1	0
Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
Benhaven Academy	0	0	0	0	0	0	0	0	0	0	0
Benhaven School	2162	30	968	29	23	2	2	0	1192	27	10
CCMC (Connecticut Children's Medical Center) School - New Britain	1920	94	1081	89	8	0	0	0	839	85	4
CCMC (Connecticut Children's Medical Center) School - Wethersfield	245	23	108	19	0	0	0	0	137	19	0
Cedarhurst School	0	0	0	0	0	0	0	0	0	0	0
Center of Progressive Education	0	0	0	0	0	0	0	0	0	0	0
Chapel Haven, Inc.	0	0	0	0	0	0	0	0	0	0	0
Charles F. Hayden School at Boys & Girls Village	16	8	16	8	1	0	0	0	0	0	0
Community Child Guidance Clinic School	738	42	20	9	0	718	42	0	0	0	0
Connecticut Center for Child Development (CCCD)	707	10	423	10	0	133	9	0	151	6	0
Connecticut Center for Child Development (Site 2)	2476	25	442	13	0	792	8	0	1242	17	1

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	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Connecticut College Children's Program	0	0	0	0	0	0	0	0	0	0	0
Connecticut Junior Republic	1	1	1	1	0	0	0	0	0	0	0
Devereux Glenholme	4	2	2	2	0	2	2	0	0	0	0
Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
Eagle House Education Program	26	12	26	12	0	0	0	0	0	0	0
Elizabeth Ives School for Special Children	2	1	2	1	0	0	0	0	0	0	0
Futures School	0	0	0	0	0	0	0	0	0	0	0
Giant Steps	42	6	42	6	0	0	0	0	0	0	0
Grove School	0	0	0	0	0	0	0	0	0	0	0
High Road Academy	358	46	57	19	4	301	44	10	0	0	0
High Road School of Norwalk	489	29	57	16	3	432	29	3	0	0	0
High Road School of Norwalk (Waterbury Site)	115	15	27	9	1	88	14	0	0	0	0
High Road School Of Wallingford	740	65	275	46	5	465	61	0	0	0	0
High Road School of Wallingford/Hartford	1153	64	68	27	3	1085	64	2	0	0	0
High Road School of Wallingford/Hartford(Site 2)	653	36	332	30	1	321	34	0	0	0	0
Hope Academy	3	1	3	1	0	0	0	0	0	0	0
Intensive Education Academy, Inc.	62	13	46	8	0	16	7	0	0	0	0
Lighthouse Voc-Ed Center	0	0	0	0	0	0	0	0	0	0	0

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	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Lighthouse Voc-Ed Center (Site 2)	10	5	10	5	0	0	0	0	0	0	0
Lighthouse Voc-Ed Center (Site 3)	37	6	31	6	0	6	2	0	0	0	0
Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
Manchester Memorial Clinical Day School	2	2	2	2	0	0	0	0	0	0	0
Meliora Academy	278	6	268	6	0	7	1	0	3	1	0
Mount Saint John	1	1	1	1	0	0	0	0	0	0	0
Natchaug Hospital Clinical Day Treatment Joshua Center - Old Saybrook	0	0	0	0	0	0	0	0	0	0	0
Natchaug Hospital Inpatient School-Mansfield	0	0	0	0	0	0	0	0	0	0	0
Natchaug Hospital Journey School	6	5	5	5	0	1	1	0	0	0	0
Natchaug Hospital School Clinical Day Treatment at Mansfield	98	10	98	10	2	0	0	0	0	0	0
Natchaug Hospital School Clinical Day Treatment-Willimantic	0	0	0	0	0	0	0	0	0	0	0
Natchaug Hospital School Joshua Center (Enfield)	0	0	0	0	0	0	0	0	0	0	0
Natchaug Hospital School Joshua Center NE	0	0	0	0	0	0	0	0	0	0	0

APSEP Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Natchaug Hospital School Joshua Center Southeast- Montville	0	0	0	0	0	0	0	0	0	0	0
Natchaug Hospital: Thames Valley Clinical Day Treatment - Norwich	0	0	0	0	0	0	0	0	0	0	0
Oak Hill School at Ann Antolini-New Hartford	0	0	0	0	0	0	0	0	0	0	0
Oak Hill School at Bristol (Site 2)	2	1	2	1	0	0	0	0	0	0	0
Oak Hill School at MS of Plainville	5	3	5	3	0	0	0	0	0	0	0
Oak Hill School at New Britain	1	1	1	1	0	0	0	0	0	0	0
Oak Hill School at Plainville High School	8	5	8	5	1	0	0	0	0	0	0
Oak Hill School at Pulaski Middle School	11	1	11	1	0	0	0	0	0	0	0
Oak Hill School at Rubin E. Thalberg School	0	0	0	0	0	0	0	0	0	0	0
Oak Hill School at Toffolon	3	1	3	1	0	0	0	0	0	0	0
OPTIONS Educational Services	0	0	0	0	0	0	0	0	0	0	0
Raymond Hill School	245	51	165	47	1	80	32	0	0	0	0
Rushford Academy	0	0	0	0	0	0	0	0	0	0	0
Saint Catherine Academy	12	1	3	1	0	9	1	0	0	0	0
Saint Vincent's Special Needs Center	0	0	0	0	0	0	0	0	0	0	0
Seton Academy	0	0	0	0	0	0	0	0	0	0	0

APSEP Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Stepping Stone School	3	2	3	2	0	0	0	0	0	0	0
Summit School/New Hope Manor	7	5	7	5	1	0	0	0	0	0	0
Susan Wayne Center of Excellence	60	17	39	16	0	21	8	0	0	0	0
The Foundation School at Milford	5	2	1	1	0	4	1	0	0	0	0
The Foundation School at Orange	5	2	4	1	0	1	1	0	0	0	0
The Gengras Center/St. Joseph College	102	12	51	12	0	51	9	0	0	0	0
The Learning Clinic	19	4	19	4	0	0	0	0	0	0	0
The Speech Academy	0	0	0	0	0	0	0	0	0	0	0
The Webb School at Cheshire	732	32	235	21	2	1	1	0	496	30	1
The Webb School at Hartford	675	59	224	42	0	0	0	0	451	52	0
Touchstone School	30	12	30	12	0	0	0	0	0	0	0
Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
Waterford Country School, Inc.	224	24	224	24	0	0	0	0	0	0	0
Wheeler Clinic: Northwest Village School	2474	138	1035	117	40	1439	122	19	0	0	0
Wheeler Clinic: The Academy of Wheeler Clinic	0	0	0	0	0	0	0	0	0	0	0
Whitney Hall School/The Children's Center	121	38	121	38	11	0	0	0	0	0	0
Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0

APSEP Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
<b>STATEWIDE: APSEPs</b>	<b>18165</b>	<b>984</b>	<b>7504</b>	<b>766</b>	<b>107</b>	<b>6136</b>	<b>527</b>	<b>34</b>	<b>4525</b>	<b>225</b>	<b>16</b>

Academy #	Academy Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
901	Norwich Free Academy	0	0	0	0	0	0	0	0	0	0	
902	The Gilbert School	0	0	0	0	0	0	0	0	0	0	
903	Woodstock Academy	0	0	0	0	0	0	0	0	0	0	
<b>STATEWIDE: Academies</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

Charter #	Charter Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
261	Jumoke Academy	0	0	0	0	0	0	0	0	0	0	
263	Odyssey Community School	0	0	0	0	0	0	0	0	0	0	
264	Integrated Day Charter School	0	0	0	0	0	0	0	0	0	0	
265	Interdistrict School for Arts and Comm	0	0	0	0	0	0	0	0	0	0	

Charter #	Charter Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusion via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
268	Common Ground High School	0	0	0	0	0	0	0	0	0	0	0
269	The Bridge Academy	0	0	0	0	0	0	0	0	0	0	0
270	Side By Side Charter School	0	0	0	0	0	0	0	0	0	0	0
272	Explorations	0	0	0	0	0	0	0	0	0	0	0
278	Trailblazers Academy	0	0	0	0	0	0	0	0	0	0	0
279	Amistad Academy	8	7	3	3	0	5	5	0	0	0	0
280	New Beginnings Inc., Family Academy	0	0	0	0	0	0	0	0	0	0	0
282	Stamford Academy	0	0	0	0	0	0	0	0	0	0	0
283	Park City Prep Charter School	0	0	0	0	0	0	0	0	0	0	0
285	Bridgeport Achievement First	2	1	2	1	0	0	0	0	0	0	0
286	Highville Charter School	0	0	0	0	0	0	0	0	0	0	0
288	Achievement First Hartford Academy	5	4	5	4	0	0	0	0	0	0	0
289	Elm City College Preparatory School	22	1	22	1	0	0	0	0	0	0	0
STATEWIDE: Charter Schools		37	13	32	9	0	5	5	0	0	0	0

Org. Type	All R/S Incidents		Emergency Restraint			Emergency Seclusion			Seclusion via an IEP		
	Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
APSEPs	18165	984	7504	766	107	6136	527	34	4525	225	16
Charter Schools	37	13	32	9	0	5	5	0	0	0	0
LEAs	8927	1116	4612	897	78	2274	346	27	2041	274	6
RESCs	6614	414	3559	269	87	1880	258	22	1175	34	1
STATEWIDE	33743	2455	15707	1892	272	10295	1122	83	7741	529	23

## Appendix B

Comparison reports were sent to organizations where data reported for 2012-13 indicated a substantial departure from those in 2011-12. Ninety comparison reports were sent in all, 49 to organizations reporting a reduction in R/S incidents and 41 to organizations reporting an increase. All organizations provided written feedback explaining the contributing factors. Below is a summary of those responses.

### *Reasons Stated by Organizations that Evidenced Reduction in Reported R/S Incidents*

- (1) Many incidents of R/S reported in the previous year were for students with significant self-injurious and aggressive behaviors. These students each had multiple incidents and in many cases accounted for the majority of reported incidents. PPT decisions have since resulted in these students being placed in more restrictive settings outside the LEA to better accommodate their specific behavioral and educational needs. LEAs reported that despite efforts to develop and implement appropriate interventions based on functional behavior assessments (FBAs), some students representing frequent R/S were placed in alternative settings. (Partial Hospital Programs (PHPs), APSEPs, Clinical Day settings, RESC programs, etc.)
- (2) New organization procedures for documenting and reporting R/S incidents have been implemented to improve the accuracy of the organization R/S compilation. Organization staff members have been trained in the new procedures to improve the validity and reliability of the data.
- (3) Organizations have expanded training of staff in de-escalation procedures and using applicable professional development options including but not limited to: Crisis Intervention Process; Physical and Psychological Management Training; Strengths-Based Approaches to De-Escalation. Additional professional development and training noted included training in quality trauma informed care, building healthy relationships and positive behavior supports. Provision of additional sensory environments and availability of sensory supports and interventions.
- (4) The use or expanded use of Board Certified Behavior Analysts (BCBAs) to design student-specific targeted interventions and provide staff support and training as well as support and training to families was identified by multiple LEAs. Increases in other staff and reduction in class size of self-contained classrooms was also noted.
- (5) Several LEAs attested to the change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as an LEA commitment to redesign supports for students within the general education setting through the implementation of Positive Behavioral Interventions and Supports (PBIS) as reason for significant reductions in the use of R/S.
- (6) Several LEAs have reported that students with multiple incidents in the 2011-12 school year have benefited from the introduction of or the expansion of specialized programs now available in the LEA. Students are experiencing increased success based on the conduct of FBAs and the development of individualized behavior intervention plans (BIP).
- (7) Some LEAs have also partnered with RESCs and are utilizing resources available through consultation in order to build the capacity of the LEA to develop intensive programming to address the needs of students and better serve students in the LEA. The

consultative model has increased the capacity of LEA staff's ability to utilize best practice interventions to support students with challenging behaviors.

- (8) A few organizations over reported R/S in the 2011-2012 collection, either duplicating reports of incidents occurring within other settings or not accurately defining a restraint or seclusion in line with definitions outlined in the regulations.

*Reasons Stated by Organizations that Evidenced Increases in Reported R/S Incidents*

- (1) Organizations saw dramatic increases in their reported R/S incidents due to one or a handful of students with significant self-injurious and aggressive behaviors. These students had multiple incidents each. For example, in one organization, 717 reported restraints were for one student. At the time, this student was engaging in self-injurious behavior and restraint was used to protect the student from self-injury. A large number of organizations reported a similar type of explanation for significant increases in incidents. These incidents were typically of short duration and due to student's self-injurious behavior.
- (2) Some of the discrepancy seen across organizations also relates to how each organization counted multiple events in a sequence in previous collections. For example, a student demonstrates a behavior that results in a 5 minute restraint; as the staff member begins to release the student, the student immediately resumes the prior aggressive behavior and is restrained once again by staff. Under R/S reporting guidance, each restraint/release should be considered a new incident. Follow-up with organizations clarified that previous reporting (2011-2012) had not been aligned with this guidance. Therefore organizations now following the reporting rules would appear to have dramatically more incidents of R/S as compared to the previous year when, in fact, it is likely the result of more appropriate reporting.