



# Source/Note Cards

Ashlyn Szabo



How to Manage an Outburst





## Source Card



Interview

1

Messick, Nicole

Interview with Ashlyn Szabo

Dates Accessed:

13 December 2022

14 December 2022

15 December 2022

16 December 2022

21 December 2022

22 December 2022

23 December 2022



## Note Card



### Rules

1

- \* There are a lot of rules when it comes to restraining a student
- \* Any issues need to be reported by anyone who witnessed or was involved in the event
- \* Teachers have to follow different protocols for each student's behavior



## Note Card



### Restrains

1

- \* Try not to restrain or touch the student if possible (last resort)
- \* Use alternate ways to stop the conflict
- \* Try to calm the student down



## Source Card



Print

2

*U.S. Department of Education*

“Students with Disabilities and the Use of Restraint  
and Seclusion in K-12 Public Schools”

Date accessed: 31 January 23

<https://www2.ed.gov/about/offices/list/ocr/docs/20190725-students-with-disabilities-and-use-of-rs.pdf>



## Note Card



### Types of Restraint

2

Physical restraint - personal restriction that reduces the student's ability to move any given body part

Mechanical restraint- restricting a student's ability to move through the use of any device or equipment



## Note Card



Section 504

2

Section 504 - prohibits disability discrimination

- \* Enforces FAPE

- \* Requires school to evaluate student who they believe has a disability or may need special education



## Note Card



### Different Treatment

2

Different treatment - when a school restrains a student for behavior that their peers would not be restrained for

\* Restraining a student inappropriately is a violation of Section 504



## Source Card



Web

3

Andrew M.I. Lee, JD

*Understood*

“What is and isn’t covered under FAPE”

Date accessed: 31 January 23

<https://www.understood.org/en/articles/what-is-and-isnt-covered-under-fape>



## Note Card



FAPE

3

FAPE - "Free Appropriate Public Education" requires schools to provide proper special education to meet the needs of students with disabilities

\* IEP (individualized education program)

LRE - "Least Restrictive Environment"  
Student should be placed in least restrictive environment (1. general education 2. half general, half special 3. full special classes 4. At home education)



## Source Card



Print

4

*U.S. Department of Education*

*“Restraint and Seclusion: Resource Document”*

Date Accessed: 3 February 2023

<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>



## Note Card



GAO/OCR

4

GAO - Government Accountability Office

- \* reviewed state laws/created new laws about restraint and seclusion

OCR - Office for Civil Rights

- \* collect data on use of seclusion and restraint



## Note Card



### Seclusion

4

Seclusion - confinement of a student (involuntary) in a room where they cannot exit

- \* Not including "timeout" in classroom
- \* Room with no lock/opening is okay to help student calm down



## Note Card



### Restraint/Seclusion

4

- \* Restraint/seclusion should not be used as routine safety measures
- \* Should only be used if there is danger of harm to oneself or others



## Note Card



### 15 Principles

4

15 principles - provide protection for students from restraint and seclusion

Summary of 15 principles:

1. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion.
2. Schools should never use mechanical restraints or drugs/medication as a form of restriction



## Note Card



### 15 Principles (continued)

4

3. Restraint/seclusion should not be used unless if there is possible danger. Once danger is no longer a concern, restraint/seclusion should stop immediately

4. Policies restricting the use of restraint and seclusion should not just apply to all children with disabilities, but rather all children

5. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse



## Note Card



### 15 Principles (continued)

4

6. Restraint/seclusion should not be used as punishment or discipline

7. Restraint/seclusion should not be used in a way that restricts a child's breathing or causes harm to child

8. Use of restraint/seclusion, when repeatedly used for an individual child, should be reviewed and revision strategies should take place; good idea to create positive behavioral strategies



## Note Card



### 15 Principles (continued)

4

9. Behavioral strategies using restraint/seclusion should address the underlying cause of behavior

10. Teachers should be trained on the appropriate use of effective alternatives to physical restraint/seclusion

11. When restraint/seclusion is used should be carefully and constantly monitored to ensure the appropriateness of its use and safety of the child



## Note Card



### 15 Principles (continued)

4

12. Parents should be informed of policies on restraint/seclusion at their child's school

13. Parents should be notified as soon as possible after an instance in where restraint/seclusion is used

14. Policies about use of restraint/seclusion should be reviewed regularly and updated

15. Incidents involving use of restraint/seclusion should be documented in writing for collection of specific data



## Source Card



Web

5

Bob Dones

*Love Blankets*

“Calming Down an Autistic Child”

Last Updated: 30 July 2018

Date Accessed: 1 February 2023

[https://loveblankets.co/blogs/learn/calming-down-an-autistic-child?\\_pos=1&\\_sid=8c6db8970&\\_ss=r](https://loveblankets.co/blogs/learn/calming-down-an-autistic-child?_pos=1&_sid=8c6db8970&_ss=r)



## Note Card



Picture

5





## Source Card



Web

6

*Autism Awareness Centre Inc.*

“Free From Restraints: Gentle Ways To Help an Autistic Child Manage Meltdowns”

Date Accessed: 3 February 2023

<https://autismawarenesscentre.com/how-the-low-arousal-approach-helps-your-child-with-autism-manage-overload/>



## Note Card



### Preventing Outburst

6

- Avoid eye contact with student or touch
  - \* Can elevate the situation
- Try not to elevate the situation by getting involved when not necessary



## Source Card



Web

7

Hunsaker, Michael Ryan

*Why Haven't They Done That Yet?*

*"On Restraint...and How it is Used Incorrectly."*

Last Updated: 13 June 2018

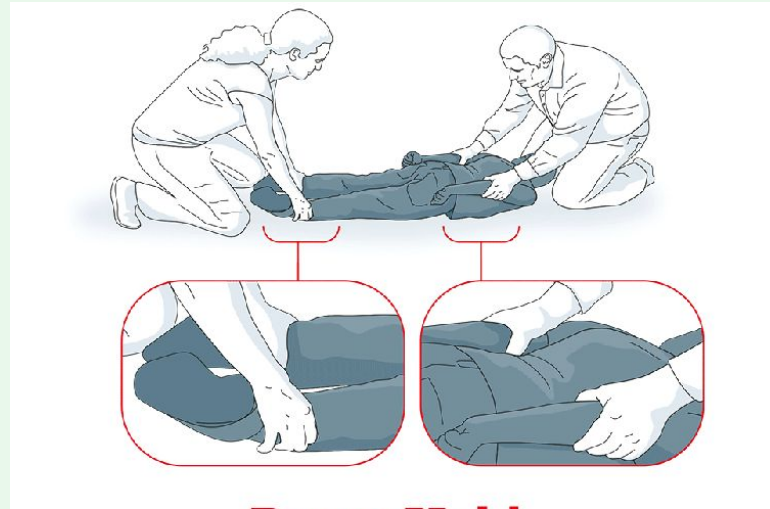
Date Accessed: 6 February 2023

[.https://whyhaventtheydonethatyet.wordpress.com/2018/06/13/on-restraint-and-how-it-is-used-incorrectly/](https://whyhaventtheydonethatyet.wordpress.com/2018/06/13/on-restraint-and-how-it-is-used-incorrectly/)

## Prone Hold

7

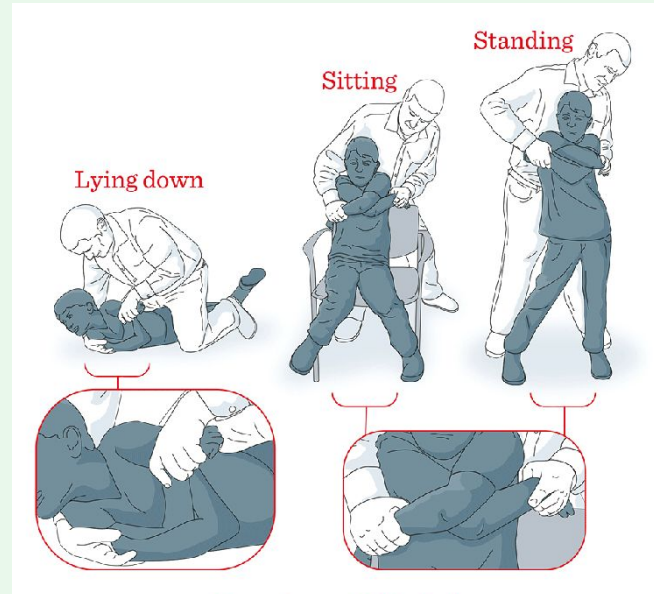
- \* Student face down
- \* Pressure on ankles
- \* Arms pinned to side



## Basket Hold

7

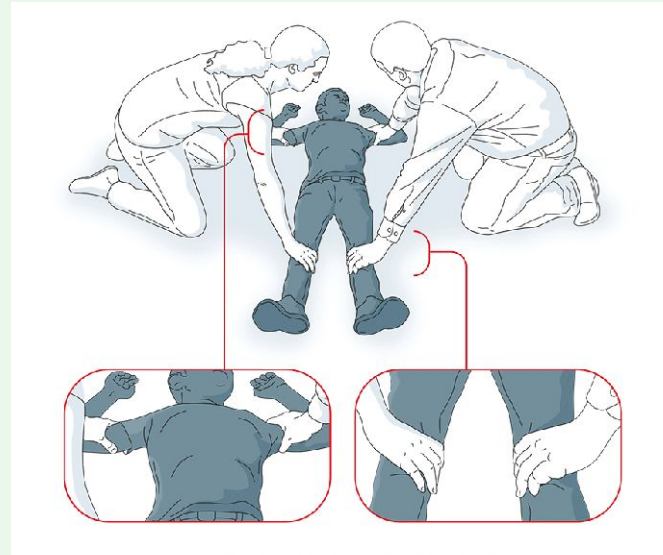
- \* Student faced away
- \* Arms held behind back at wrists



## Supine Hold

7

- \* Student faced forward
- \* Pressure on biceps
- \* Pressure on knees





## Source Card



Web

8

Fleharty, Rodney

YouTube

“Basket Hold”

Last Updated: 24 May 2011

Date Accessed: 6 February 2023

<https://www.youtube.com/watch?v=68b3b91kQfQ&t=2s>



## Note Card



Video

8



Basket Hold



youtu.be



Basket Hold