

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use restraint or seclusion. LEAs should ensure that local guidelines and policies outline the following:

- Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel
- No student should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint
- No student should be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care provider in a written statement provide to the school in which the student is enrolled
- No student should be subjected to mechanical restraints to restrict a student's freedom of movement

Physical restraint must be used only:

- when a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others;
- only to the degree necessary to stop the dangerous behavior;
- in a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or that causes asphyxia; and
- in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

A Seclusion Room or other confined area must:

- be free of any object that poses a danger to the student who is placed there;
- have an observation window;
- have a ceiling height and heating, cooling, ventilation, and lighting system comparable to operating classroom in the school; and
- be of a size that is appropriate of the student's size, behavior, and chronological and developmental age.

It is recommended that these guidelines apply to all students, not just those with disabilities and outline that the use of seclusion and/or restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the student, other students, or school or program staff and other interventions are ineffective;
- Should not be used except to protect the student and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings (e.g., hallways, cafeteria, playground, sports field);
- Only should be used by trained personnel;
- Never involve mechanical restraints to restrict a student's freedom of movement;

- Never involve a drug or medication to control behavior or restrict freedom of movement (except as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law; and administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law).

In the event that such measures are needed, local guidelines and procedures must describe how seclusion and restraint will be used in the LEA. It must describe when behavior management plans must be reviewed and revised. Additionally each LEA must outline how all school employees are trained on appropriate behavior management techniques including the use of seclusion and restraint techniques.