

Rethinking the Toolbox



What the data show about the disproportionate use of restraint and seclusion with children of color

Research has demonstrated time and again that restraint and seclusion are harmful and dangerous for the children who are subjected to these techniques, and the adults who are utilizing them. We also know there are many effective alternatives to aversive techniques: Trauma Informed Practices, Positive Behavior Interventions and Supports, and other evidence-based practices. This is particularly important when we examine the use of restraint and seclusion within the context of children of color. Every professional deserves multiple, highly effective, culturally responsive tools to support the behavioral needs of the children in their classrooms. It is critically important to consider that restraint and seclusion, and other aversive practices, are not effective and not culturally responsive.

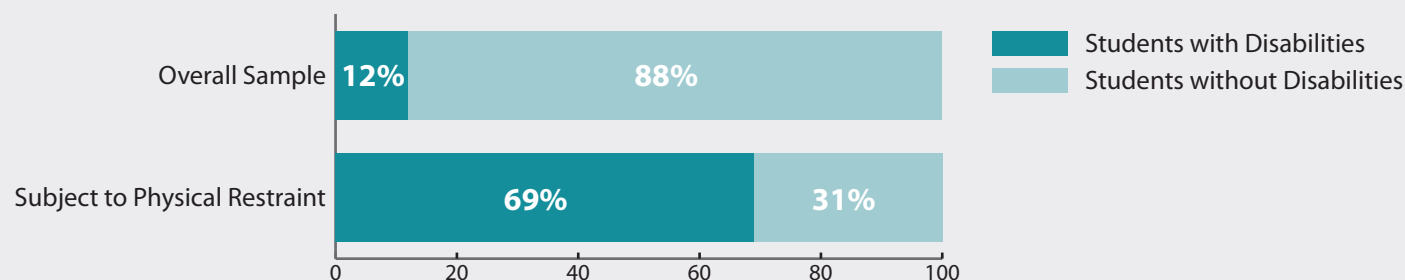
TASH promotes safe, appropriate and inclusive education opportunities for students with disabilities, and works to eliminate disparities and social injustices among people of diverse racial and ethnic backgrounds with disabilities. Learn more at <http://tash.org>.

Complete data can be found at the Civil Rights Data Collection <http://ocrdata.ed.gov/>

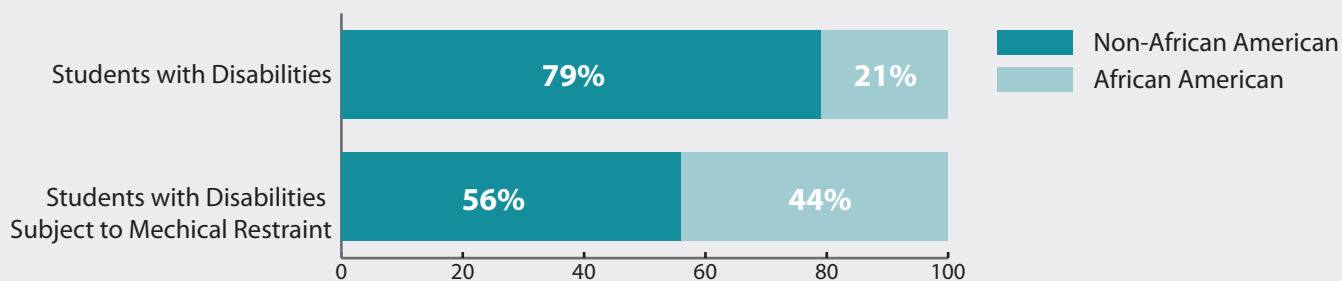
“No other issue holds greater promise for equality than education.” Those were the words of U.S. Department of Education Secretary Arne Duncan, who, along with Assistant Secretary for Civil Rights, Russlynn Ali, spoke during a special conference on civil rights and education in March 2012 in Washington, D.C. The conference was called to unveil the Civil Rights Data Collection, and was attended by TASH and other groups working tirelessly to eliminate disparities facing minority students in U.S. schools.

The Office of Civil Rights is expected to announce new data in the spring of 2013, as we anticipate that announcement we are mindful of the educational disparities students with disabilities face. We also continue to be aware that, for children of diverse racial and cultural backgrounds who have disabilities, these disparities can be compounded. While new revelations will come with the release of new data, it is important to be aware that there are significant lessons to be learned from the 2012 data, here are some highlights:

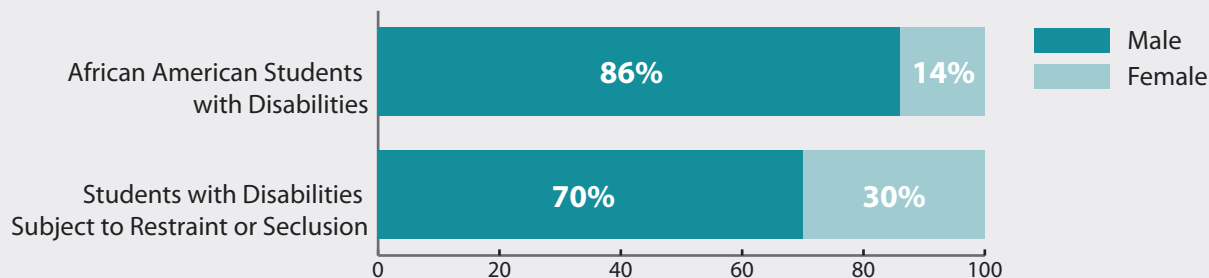
Students with disabilities make up one out of every eight students (12 percent); however, students with disabilities comprise nearly 70 percent of students physically restrained by adults in their schools.



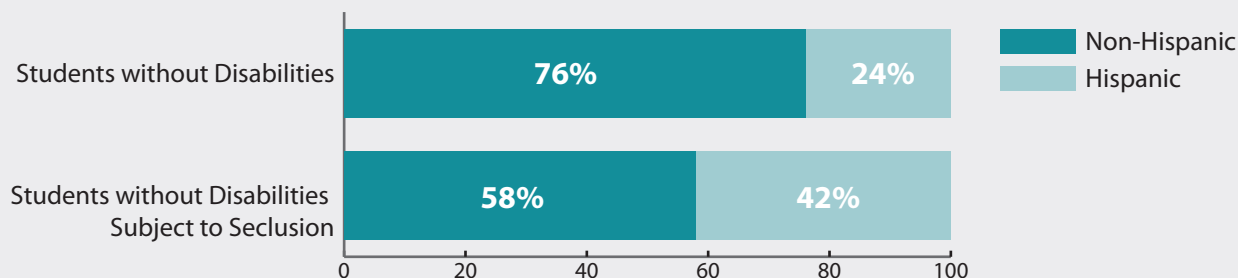
African American students comprise 21 percent of all students with disabilities, although they make up 44 percent of students with disabilities subjected to mechanical restraint.



Of the 21 percent of students with disabilities who are African American, the clear majority is male (86 percent). And though males represent roughly half of all students with disabilities, they comprise 70 percent of students subjected to restraint or seclusion.



Data on restraint and seclusion show that, while Hispanic students represent 24 percent of students without disabilities, they are a full 42 percent of students without disabilities who are subject to seclusion.



The Department of Education has issued guidance on the use of restraint and seclusion in schools. To read more about these “15 Principles” from OSEP, please visit <http://www2.ed.gov/policy/seclusion/index.html>.

In 2004, the Alliance to Prevent Restraint, Aversive Interventions and Seclusion (APRAIS) was established by leading education, research and advocacy organizations to protect children with significant disabilities who exhibit challenging behaviors from abuse in schools, treatment programs and residential facilities. Led by TASH, APRAIS is comprised of leading disability advocacy organizations. Learn more at <http://tash.org/aprais>.

About TASH

A 501(c)(3) non-profit organization, TASH is an international grassroots leader in advancing inclusive communities through research, education and advocacy. Founded in 1975, we are a volunteer-driven organization that advocates for human rights and inclusion for people with the most significant disabilities and support needs – those most vulnerable to segregation, abuse, neglect and institutionalization. The inclusive practices we validate through research have been shown to improve outcomes for all people. More information about TASH can be found at www.tash.org.

