



## **Keeping All Students Safe Act of 2014 (S. 2036, H.R. 1893)**

### **Talking Points on Restraint and Seclusion**

#### **The Human Cost**

- Students are subjected to traumatic, dangerous, and dehumanizing procedures for challenging behaviors.
- These practices can result in lasting emotional and physical trauma, serious injury and even death.

#### **Violation of Civil Rights**

##### **Disproportionately used on minority students**

- Black students represent 19% of student with disabilities, but 36% of those who are mechanically restrained.

##### **Disproportionately used on students with disabilities**

- Students with disabilities are 12% of the student population but 58% of those secluded and 75% of those physically restrained at school.

#### **Used mostly for non-threatening situations**

- Most often used for convenience or punishment – and not as a response to an emergency.
- A published study on teacher reports found that students' physical aggression triggered restraint in only 3.8% of the cases; physical aggression triggered seclusion in only 2.8% of the cases.
- Mostly small, younger children are being restrained or secluded. One study reported that 69% of children restrained were students 6-10 years old.

#### **Ineffectual/Counterproductive**

- There is no evidence of the therapeutic or educational value of restraint and seclusion.
- In fact, research shows that restraint and seclusion can be physically and psychologically harmful.
- Restraint and seclusion can escalate a student's agitation.
- Experts generally view restraint and seclusion as a "treatment failure"

#### **Proven Alternatives**

- There are many alternatives, including positive behavioral interventions and supports and other de-escalation techniques.
- They have been shown to reduce problem behaviors and increase classroom learning.