



Karen B. Salmon, Ph.D.
State Superintendent of Schools

December 1, 2019

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
H-107, State House
100 State Circle
Annapolis, MD 21401

The Honorable Adrienne A. Jones
H-101, State House
100 State Circle
Annapolis, MD 21401

Re: Annual Report on Restraint and Seclusion in Public Schools (MSAR #11125)

Dear Governor Hogan, President Miller, and Speaker Jones:

Section 7-1102.1 of the Education Article of the Annotated Code of Maryland requires the Maryland State Department of Education (MSDE) to report to the General Assembly annually on the findings and recommendations reported to the MSDE by local school systems, other public agencies, and nonpublic schools on restraint and seclusion.

Data were collected using an online survey on the following:

- (1) Number of physical restraints and seclusion incidents, disaggregated by the student's jurisdiction, disability, race, gender, age, and type of placement; and
- (2) Professional development provided to designated school personnel related to positive behavioral interventions, strategies, supports, and trauma-informed interventions.

The data are presented in the attached report, along with findings and recommendations.

If you have any questions or need additional information, please contact Tiffany Clark, Director, Office of Government Relations, by email at tiffany.clark@maryland.gov or by phone at (410) 767-0090. Thank you for your continued support and interest in maintaining the highest quality of education for all students in Maryland public schools.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

cc: Sarah Albert, Department of Legislative Services (5 copies)



**Restraint and Seclusion:
Data Collection, Findings, and Recommendations**

**Presented by the
Maryland State Department of Education**

December 1, 2019

**Larry Hogan
Governor**

**Karen B. Salmon, Ph.D.
State Superintendent of Schools**



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Introduction

The Annotated Code of Maryland Education Article § 7-1102.1 requires the Maryland State Department of Education (MSDE) to report to the General Assembly annually (on or before December 1 each year) on the findings and recommendations reported to the MSDE by local school systems (LSSs), other public agencies, and nonpublic schools on restraint and seclusion. The legislation specifically requires the collection of the following data:

- (1) Number of physical restraints and seclusion incidents, disaggregated by the student's jurisdiction, disability, race, gender, age, and type of placement; and
- (2) Professional development provided to designated school personnel related to positive behavioral interventions, strategies, supports, and trauma-informed interventions.

On December 1, 2018, the MSDE submitted its first *Restraint and Seclusion: Data Collection, Findings, and Recommendations* report, as mandated by Education Article § 7-1102.1, based on 2017-2018 school year data. The 2019 *Restraint and Seclusion: Data Collection, Findings, and Recommendations* report builds on the previous year's report and draws on 2018-2019 school year data. As with last year's report, the 2019 report describes the data collection process, provides summary data for the 2018-2019 school year based on LSSs, other public agency, and nonpublic school responses, and outlines findings and recommendations based on an analysis of the data.

Background

The Code of Maryland Regulations (COMAR) 13A.08.04.02 defines *physical restraint* as, “a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. Physical restraint does not include: (1) briefly holding a student to calm or comfort the student; (2) a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location; (3) moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or (4) intervening in a fight in accordance with Education Article §7-307, Annotated Code of Maryland.”

COMAR Regulation 13A.08.04.02 defines *seclusion* as, “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program that involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.”

Under COMAR Regulation 13A.08.04.05 - *Student Behavior Interventions*, the use of physical restraint or seclusion is prohibited in Maryland public agencies and nonpublic schools until there is an emergency situation and physical restraint or seclusion, “is necessary to protect a student or other person from imminent serious physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.”

Restraint and Seclusion Data Collection

To obtain the specific data required under the Annotated Code of Maryland Education Article §7-1102.1 for the 2019 *Restraint and Seclusion: Data Collection, Findings, and Recommendations* report, covering the 2018-2019 school year, the MSDE employed, with minor revisions, the survey developed for the prior year's 2017-2018 data collection (see Appendix A).

For the 2019 data collection, the MSDE disseminated the survey to public agencies (all 24 LSSs and other public agencies) and nonpublic schools in the summer of 2019. A training webinar posted to on MSDE website explained the data collection requirements and provided examples of how the data should be collected.

The survey requested the following data:

- The local education agency (i.e. Maryland's 24 LSSs or other public agencies) or reporting agency (i.e., nonpublic school).
- Name, title, email address, and telephone number of the person completing the survey.
- Restraint data for the 2018-2019 school year:
 - Total number of students who were physically restrained;
 - Total number of physical restraint incidents for students;
 - Number of physical restraint incidents for students with an Individualized Education Program (IEP);
 - Number of physical restraint incidents for special education students disaggregated by disability type;
 - Number of physical restraint incidents for students disaggregated by educational placement type;
 - Number of physical restraint incidents for students with a 504 Plan;
 - Number of physical restraint incidents for students with a 504 Plan disaggregated by area;
 - Number of physical restraint incidents for students by race/ethnicity;
 - Number of physical restraint incidents for students by gender; and
 - Number of physical restraint incidents for students by age.
- Seclusion data for the 2018-2019 school year:
 - Total number students who were secluded;
 - Total number of seclusion incidents;
 - Number of seclusion incidents for students with an Individualized Education Program (IEP);
 - Number of seclusion incidents for special education students disaggregated by disability type;
 - Number of seclusion incidents for students disaggregated by educational placement type;
 - Number of seclusion incidents for students with a 504 Plan;

- Number of seclusion incidents for students with a 504 Plan disaggregated by area;
- Number of seclusion incidents for students by race/ethnicity;
- Number of seclusion incidents for students by gender; and
- Number of seclusion incidents for students by age.
- Identification of professional development provided to school staff on content related to restraint and seclusion based on the following categories:
 - Positive behavior interventions, strategies, and supports;
 - Training in the use of seclusion;
 - Trauma-informed interventions;
 - Training in CPR/first aid;
 - Evidence-based crisis prevention and intervention training programs; and
 - Other.
- Certification indicating that a member of the LSS, other public agency, or nonpublic school has:
 - Observed seclusion rooms; and
 - Reviewed training plans for seclusion.
- Name and title of the individual:
 - Who conducted the observation of seclusion rooms; and
 - Reviewed training plans for seclusion.
- Findings from observations of:
 - Seclusion rooms; and
 - Training plans for seclusion.
- Additional comments.

All 24 LSSs in Maryland responded, along with 25 other public agencies and nonpublic schools, for a total of 49 survey respondents. Excluding the total enrollment data displayed in Tables 1 and 2, which MSDE generated, all the restraint and seclusion data in the tables presented below are self-reported by the respondents. The data for each of the 24 LSSs are disaggregated by the individual school system, whereas the data for the other public agencies and nonpublic schools that responded have been combined to produce overall response totals.

Total Number of Physical Restraint and Seclusion Incidents by Local School System and Other Public Agencies/Nonpublic Schools

Table 1 shows the number of reported physical restraint incidents, which for the 2018-2019 school year in Maryland totaled 19,713. Table 2 shows the number of reported seclusion incidents, which for the 2018-2019 school year in Maryland totaled 9,532.

Table 1. Reported Number of Physical Restraint Incidents for 2018-2019

Respondent	Total Enrollment	Number of Physical Restraint Incidents
Allegany County	8,539	26
Anne Arundel County	83,300	1002
Baltimore City	79,297	143
Baltimore County	113,814	1,053
Calvert County	15,936	750
Caroline County	5,829	42
Carroll County	25,179	508
Cecil County	15,307	157
Charles County	27,108	757
Dorchester County	4,785	16
Frederick County	42,713	1,996
Garrett County	3,842	4
Harford County	37,826	486
Howard County	57,907	889
Kent County	1,912	2
Montgomery County	162,680	1,356
Prince George's County	132,667	104
Queen Anne's County	7,749	23
Somerset County	2,930	21
St. Mary's County	17,999	102
Talbot County	4,674	20
Washington County	22,681	545
Wicomico County	14,949	48
Worcester County	6,810	0
Other Public Agencies/Maryland Nonpublic Schools (N=25)	N/A	9,663
TOTAL		19,713

Note: The reported number of incidents for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 2. Reported Number of Seclusion Incidents for 2018-2019

Respondent	Total Enrollment	Number of Seclusion Incidents
Allegany County	8,539	13
Anne Arundel County	83,300	0
Baltimore City	79,297	15
Baltimore County	113,814	218
Calvert County	15,936	386
Caroline County	5,829	7
Carroll County	25,179	177
Cecil County	15,307	195
Charles County	27,108	391
Dorchester County	4,785	0
Frederick County	42,713	1,604
Garrett County	3,842	92
Harford County	37,826	1,153
Howard County	57,907	215
Kent County	1,912	0
Montgomery County	162,680	602
Prince George's County	132,667	0

Respondent	Total Enrollment	Number of Seclusion Incidents
Queen Anne's County	7,749	0
Somerset County	2,930	0
St. Mary's County	17,999	78
Talbot County	4,674	45
Washington County	22,681	125
Wicomico County	14,949	0
Worcester County	6,810	1
Other Public Agencies/Maryland Nonpublic Schools (N=25)	N/A	4,215
TOTAL		9,532

Note: The reported number of incidents for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Physical Restraint and Seclusion for Students by Disability

Tables 3 and 4 show the number of reported physical restraint and seclusion incidents for students during the 2018-2019 school year, disaggregated by disability category.

Table 3. Reported Number of Physical Restraint Incidents for Students by Disability Category for 2018-2019

Disability Category	Total Number of Physical Restraint Incidents (LSSs)	Total Number of Physical Restraint Incidents (Other Public Agencies/Maryland Nonpublic Schools) (N=25)
Autism	2,053	6,016
Hearing Impairment	0	0
Deaf/Blind	0	1
Developmental Delay	663	80
Emotional Disturbance	2,537	1,326
Intellectual Disability	256	353
Multiple Disability	1,349	1,007
Orthopedic Impairment	0	0
Other Health Impaired	1,624	470
Specific Learning Disability	183	7
Speech/Language Impairment	114	0
Traumatic Brain Injury	21	242
Visual Impairment	1	3
Deaf	1	0

Note: The reported number of incidents for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 4. Reported Number of Seclusion Incidents for Students by Disability Category for 2018-2019

Disability Category	Total Number of Seclusion Incidents (LSSs)	Total Number of Seclusion Incidents (Other Public Agencies/Maryland Nonpublic Schools) (N=25)
Autism	1,182	2,047
Hearing Impairment	1	0
Deaf/Blind	1	19

Disability Category	Total Number of Seclusion Incidents (LSSs)	Total Number of Seclusion Incidents (Other Public Agencies/Maryland Nonpublic Schools) (N=25)
Developmental Delay	165	72
Emotional Disturbance	1,749	766
Intellectual Disability	48	154
Multiple Disability	980	897
Orthopedic Impairment	0	0
Other Health Impaired	816	273
Specific Learning Disability	45	13
Speech/Language Impairment	18	0
Traumatic Brain Injury	10	0
Visual Impairment	1	90
Deaf	1	0

Note: The reported number of incidents for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Physical Restraint and Seclusion by Race/Ethnicity

Tables 5 and 6 show the number of reported physical restraint and seclusion incidents for students during the 2018-2019 school year, disaggregated by race/ethnicity.

Table 5. Reported Number of Physical Restraint Incidents for Students by Race/Ethnicity for 2018-2019

Respondent	White	Hispanic	African American	Asian	American Indian/Alaskan	Native Hawaiian/Pacific Islander	Two or More Races
Allegany County	22	0	3	0	0	0	1
Anne Arundel County	356	100	418	18	2	0	108
Baltimore City	7	0	136	0	0	0	0
Baltimore County	270	1	680	17	9	0	76
Calvert County	299	149	197	0	1	0	104
Caroline County	22	0	15	0	0	0	5
Carroll County	427	15	43	4	0	0	19
Cecil County	135	3	17	0	0	0	2
Charles County	141	1	483	1	0	0	129
Dorchester County	3	0	1	0	0	0	0
Frederick County	907	0	743	5	2	2	337
Garrett County	3	0	0	0	0	0	0
Harford County	192	31	244	11	0	0	8
Howard County	118	38	620	56	0	0	57
Kent County	2	0	0	0	0	0	0
Montgomery County	255	198	719	61	1	0	122
Prince George's County	5	25	73	0	0	1	0
Queen Anne's County	15	2	0	3	0	0	3
Somerset County	3	1	17	0	0	0	0

Respondent	White	Hispanic	African American	Asian	American Indian/Alaskan	Native Hawaiian/Pacific Islander	Two or More Races
St. Mary's County	41	12	33	0	0	0	16
Talbot County	14	0	5	0	0	0	1
Washington County	208	29	157	120	14	0	17
Wicomico County	13	6	23	0	0	0	6
Worcester County	0	0	0	0	0	0	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	4,906	478	3,496	139	7	0	373

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 6. Reported Number of Seclusion Incidents for Students by Race/Ethnicity for 2018-2019

Respondent	White	Hispanic	African American	Asian	American Indian/Alaskan	Native Hawaiian/Pacific Islander	Two or More Races
Allegany County	7	0	6	0	0	0	0
Anne Arundel County	0	0	0	0	0	0	0
Baltimore City	0	0	15	0	0	0	0
Baltimore County	92	0	117	0	0	0	9
Calvert County	157	43	166	0	0	0	20
Caroline County	5	0	2	0	0	0	0
Carroll County	153	11	13	0	0	0	0
Cecil County	152	0	43	0	0	0	0
Charles County	86	0	269	0	0	0	36
Dorchester County	0	0	0	0	0	0	0
Frederick County	877	0	519	2	0	0	206
Garrett County	9	0	1	0	0	0	0
Harford County	846	2	264	28	1	1	11
Howard County	14	1	160	5	0	0	35
Kent County	0	0	0	0	0	0	0
Montgomery County	94	122	320	22	0	0	44
Prince George's County	0	0	0	0	0	0	0
Queen Anne's County	0	0	0	0	0	0	0
Somerset County	0	0	0	0	0	0	0
St. Mary's County	32	0	30	0	0	0	16
Talbot County	34	0	9	0	0	0	2
Washington County	29	14	62	0	7	0	13
Wicomico County	0	0	0	0	0	0	0
Worcester County	0	0	1	0	0	0	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	2,551	110	2,281	250	15	0	80

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Physical Restraint and Seclusion by Gender

Tables 7 and 8 show the number of reported physical restraint and seclusion incidents for students during the 2018-2019 school year, disaggregated by gender.

Table 7. Reported Number of Physical Restraint Incidents for Students by Gender for 2018-2019

Respondent	Male	Female
Allegany County	19	7
Anne Arundel County	948	54
Baltimore City	118	18
Baltimore County	871	182
Calvert County	726	24
Caroline County	41	1
Carroll County	416	92
Cecil County	121	36
Charles County	651	104
Dorchester County	4	0
Frederick County	1,569	427
Garrett County	3	0
Harford County	402	84
Howard County	781	108
Kent County	2	0
Montgomery County	1,194	162
Prince George's County	80	24
Queen Anne's County	23	0
Somerset County	16	5
St. Mary's County	58	44
Talbot County	19	1
Washington County	493	52
Wicomico County	35	13
Worcester County	0	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	8,698	932

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 8. Reported Number of Seclusion Incidents for Students by Gender for 2018-2019

Respondent	Male	Female
Allegany County	7	6
Anne Arundel County	0	0
Baltimore City	15	0
Baltimore County	204	14
Calvert County	369	17
Caroline County	5	2
Carroll County	163	14
Cecil County	153	43
Charles County	362	29
Dorchester County	0	0
Frederick County	1,322	282

Respondent	Male	Female
Garrett County	8	2
Harford County	908	245
Howard County	175	40
Kent County	0	0
Montgomery County	517	85
Prince George's County	0	0
Queen Anne's County	0	0
Somerset County	0	0
St. Mary's County	64	14
Talbot County	43	2
Washington County	120	5
Wicomico County	0	0
Worcester County	1	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	3,595	611

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Physical Restraint and Seclusion by Age/Grade Band

Tables 9 and 10 show the number of reported physical restraint and seclusion incidents for students during the 2018-2019 school year, disaggregated by age/grade band.

Table 9. Reported Number of Physical Restraint Incidents for Students by Age/Grade Band for 2018-2019

Respondent	Pre Kindergarten (3-4 years of age)	Elementary School (5-10 years of age)	Middle School (11-13 years of age)	High School (14-18 years of age)	Transition (19-21 years of age)
Allegany County	0	24	1	1	0
Anne Arundel County	46	873	61	17	5
Baltimore City	0	95	38	2	0
Baltimore County	2	861	170	17	3
Calvert County	1	644	72	25	8
Caroline County	0	7	30	5	0
Carroll County	2	452	50	4	0
Cecil County	0	133	4	20	0
Charles County	5	685	61	4	0
Dorchester County	0	3	1	0	0
Frederick County	19	1,655	319	3	0
Garrett County	0	3	0	0	0
Harford County	12	431	41	2	0
Howard County	0	745	83	58	3
Kent County	0	1	1	0	0
Montgomery County	6	960	221	143	26
Prince George's County	0	81	15	8	0
Queen Anne's County	0	6	17	0	0
Somerset County	0	18	2	1	0
St. Mary's County	0	49	37	16	0
Talbot County	0	9	10	1	0
Washington County	3	340	52	33	117

Respondent	Pre Kindergarten (3-4 years of age)	Elementary School (5-10 years of age)	Middle School (11-13 years of age)	High School (14-18 years of age)	Transition (19-21 years of age)
Wicomico County	0	40	4	4	0
Worcester County	0	0	0	0	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	0	3,764	2,319	2,875	341

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 10. Reported Number of Seclusion Incidents for Students by Age/Grade Band for 2018-2019

Respondent	Pre Kindergarten (3-4 years of age)	Elementary School (5-10 years of age)	Middle School (11-13 years of age)	High School (14-18 years of age)	Transition (19-21 years of age)
Allegany County	0	12	1	0	0
Anne Arundel County	0	0	0	0	0
Baltimore City	0	0	13	2	0
Baltimore County	0	198	20	0	0
Calvert County	0	351	28	9	3
Caroline County	0	5	2	0	0
Carroll County	0	156	21	0	0
Cecil County	0	191	4	0	0
Charles County	0	369	22	0	0
Dorchester County	0	0	0	0	0
Frederick County	1	1,213	328	31	31
Garrett County	4	5	0	1	0
Harford County	0	1,017	129	7	0
Howard County	0	212	3	0	0
Kent County	0	0	0	0	0
Montgomery County	0	445	91	58	8
Prince George's County	0	0	0	0	0
Queen Anne's County	0	0	0	0	0
Somerset County	0	0	0	0	0
St. Mary's County	0	66	8	4	0
Talbot County	0	5	40	0	0
Washington County	0	125	0	0	0
Wicomico County	0	0	0	0	0
Worcester County	0	0	0	1	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	0	1,767	1,299	1,073	216

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Physical Restraint and Seclusion by Placement Type

Tables 11 and 12 show the number of reported physical restraint and seclusion incidents for students during the 2018-2019 school year, disaggregated by placement type (general education

or special education). The special education category includes incidents that occurred with students placed in separate classes, separate public/private day schools, and public/private residential settings.

Table 11. Reported Number of Physical Restraint Incidents for Students by Placement Type for 2018-2019

Respondent	General Education	Special Education (includes separate classes, public/private separate day school, public/private residential settings)
Allegany County	20	6
Anne Arundel County	142	860
Baltimore City	0	143
Baltimore County	409	592
Calvert County	33	717
Caroline County	5	37
Carroll County	0	336
Cecil County	44	74
Charles County	66	689
Dorchester County	0	3
Frederick County	73	1,877
Garrett County	2	1
Harford County	13	54
Howard County	119	664
Kent County	1	1
Montgomery County	210	1,002
Prince George's County	40	64
Queen Anne's County	3	20
Somerset County	11	10
St. Mary's County	8	94
Talbot County	10	10
Washington County	140	405
Wicomico County	33	15
Worcester County	0	0
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	0	9,663

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Table 12. Reported Number of Seclusion Incidents for Students by Placement Type for 2018-2019

Respondent	General Education	Special Education (includes separate classes, public/private separate day school, public/private residential settings)
Allegany County	0	13
Anne Arundel County	0	0
Baltimore City	0	15
Baltimore County	3	208
Calvert County	19	367
Caroline County	0	7

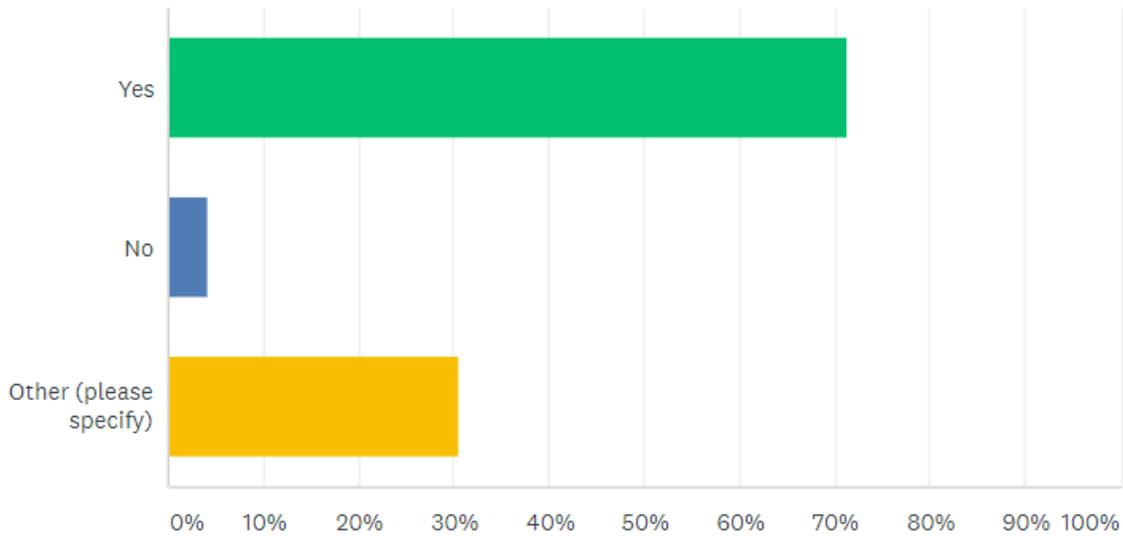
Respondent	General Education	Special Education (includes separate classes, public/private separate day school, public/private residential settings)
Carroll County	0	171
Cecil County	20	143
Charles County	2	389
Dorchester County	0	0
Frederick County	8	1,596
Garrett County	6	4
Harford County	No data available	No data available
Howard County	8	200
Kent County	0	0
Montgomery County	43	530
Prince George's County	0	0
Queen Anne's County	0	0
Somerset County	0	0
St. Mary's County	24	54
Talbot County	3	42
Washington County	46	79
Wicomico County	0	0
Worcester County	0	1
Other Public Agencies/ Maryland Nonpublic Schools (N=25)	0	4,215

Note: The reported number of students for all other public agencies and nonpublic schools who responded is combined (N=total number of nonpublic schools/other public agencies who responded).

Observations of Seclusion Rooms

Survey respondents were asked to report on whether someone from the LSS, other public agency, or nonpublic school had observed their system's or school's seclusion room(s). Many respondents indicated that their LSS, other public agency, or nonpublic school does not employ seclusion as a practice and, therefore, does not use seclusion rooms. There were 17 respondents who checked either "No" or "Other" to this survey question and 35 respondents (19 LSSs and 16 other public agencies or nonpublic schools) who checked "Yes" to this question.

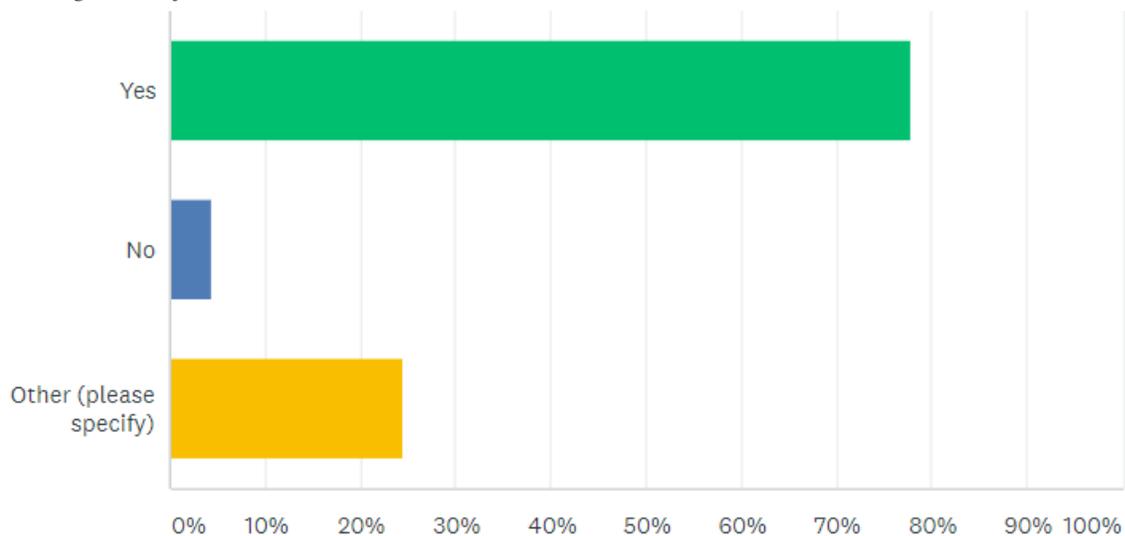
Chart 1. Percentage of LSSs, Other Public Agencies, and Nonpublic Schools that Observed Seclusion Rooms



Training Plans for Seclusion

Survey respondents were asked to report on whether someone from the LSS, other public agency, or nonpublic school had reviewed their system’s or school’s training plans for seclusion. Many respondents indicated that their LSS, other public agency, or nonpublic school does not employ seclusion as a practice and, therefore, had not developed training plans for seclusion. There were 17 respondents who checked either “No” or “Other” to this survey question and 35 respondents (19 LSSs and 16 other public agencies or nonpublic schools) who checked “Yes” to this question.

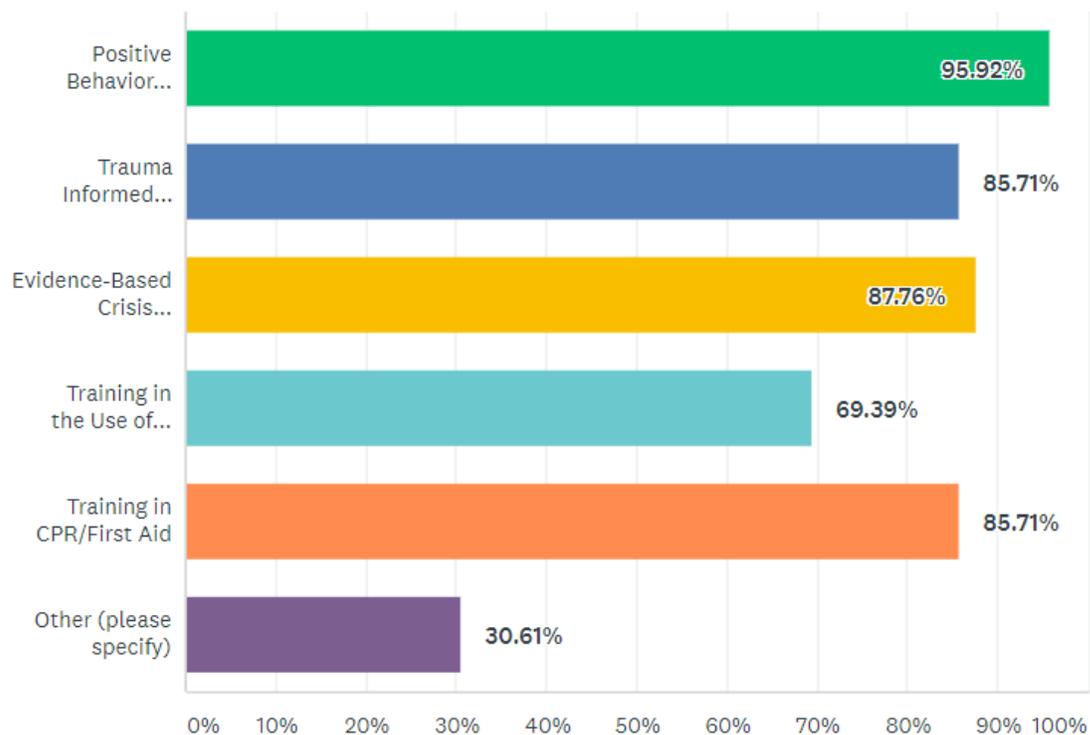
Chart 2. Percentage of LSSs, Other Public Agencies, and Nonpublic Schools Reporting that Training Plans for Seclusion Had Been Reviewed



Professional Development Provided to Staff

Survey respondents were asked to report on the professional development relating to restraint and seclusion provided to LSS, other public agency, or nonpublic school staff during the 2018-2019 school year. Drawing on the areas of professional development identified in the governing statute, Chart 3 provides an illustration of the professional development activities identified by respondents.

Chart 3. Percentage of LSSs, Other Public Agencies, and Nonpublic Schools who Provided Professional Development to Staff Related to Restraint and Seclusion in 2018-2019 by Area



Training identified as part of the “Other” category included the following:

- Principals of applied behavior analysis;
- Functional behavior assessment;
- CPR and first aid;
- Positional asphyxiation;
- Conflict resolution and mediation skills;
- Restorative practices;
- Safety care;
- Therapeutic crisis intervention;
- Ukeru systems training;
- Seclusion versus exclusion; and

- Therapeutic Aggression Control Techniques (TACT) 2 training.

Recommendations

This report presents data collected on restraint and seclusion for Maryland public and nonpublic schools for the 2018-2019 academic school year. After a review of the data, the following recommendations are provided for consideration.

- LSSs and nonpublic schools should follow guidance provided in *Student Behavior Interventions: Restraint and Seclusion* and *Student Behavior Interventions: Physical Restraint and Seclusion Supplement on Student with Disabilities* published by the MSDE in July 2019. These guidance documents include a detailed explanation of the updated COMAR regulations and best practices.
- The MSDE should continue to provide support and technical assistance to Directors of Student Services and other key central office personnel and nonpublic schools as needed on restraint and seclusion based on the guidance published by the MSDE.
- The MSDE should complete the development of a database of evidence-based practices in the area of restraint and seclusion to facilitate the training and technical assistance provided to schools.

Appendix A

Restraint and Seclusion Data Collection Survey for 2018-2019



**Division of Student Support, Academic Enrichment, and Educational Policy
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201**



Survey Background, Instructions, and Definitions

Chapter 611 (*Restraint and Seclusion-Consideration and Reporting*) requires that each public agency, public school system, and nonpublic special education school in Maryland submit annual data on restraint and seclusion to the Maryland State Department of Education. These data are then compiled into a report that will be shared with the General Assembly.

The requested data include the following: (1) Incidents of Restraint and Seclusion; (2) Professional Development; (3) Observation of Seclusion Rooms; and (4) Review of Training Plans for the Use of Seclusion.

Please complete the survey items based upon the data that have been collected from July 1, 2018 to June 1, 2019. The survey will be open for data entry from June 13, 2019 to July 16, 2019.

Contact: For any questions about the data collection or survey, please contact Deborah Nelson by email at deborah.nelson@maryland.gov or by phone at 410-767-0294.

Definitions

NONPUBLIC SCHOOL: a school that receives funds from the Maryland State Department of Education for the purpose of providing special education and related services to students with disabilities.

PUBLIC AGENCY: A local school system, the Maryland School for the Deaf, the Maryland School for the Blind.

SECLUSION: The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program that involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

PHYSICAL RESTRAINT: Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. Physical restraint does not include a physical escort, which is the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location; moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been unsuccessful; or intervening in a fight.

(Definitions used for restraint and seclusion are from the Code of Maryland Regulations 13A.08.04)

NOTE: The local superintendent is also required to sign and submit the Restraint and Seclusion Data Collection Certification Statement, along with a copy of the local school system policy on

restraint and seclusion, no later than July 16, 2019.

1. Identify your Local Education Agency (LEA) or Reporting Agency:

- | | |
|---|---|
| <input type="radio"/> Allegany County | <input type="radio"/> Kent County |
| <input type="radio"/> Anne Arundel County | <input type="radio"/> Maryland School for the Blind |
| <input type="radio"/> Baltimore City | <input type="radio"/> Maryland School for the Deaf |
| <input type="radio"/> Baltimore County | <input type="radio"/> Montgomery County |
| <input type="radio"/> Calvert County | <input type="radio"/> Prince George's County |
| <input type="radio"/> Caroline County | <input type="radio"/> Queen Anne's County |
| <input type="radio"/> Carroll County | <input type="radio"/> SEED School |
| <input type="radio"/> Cecil County | <input type="radio"/> Somerset County |
| <input type="radio"/> Charles County | <input type="radio"/> St. Mary's County |
| <input type="radio"/> Dorchester County | <input type="radio"/> Talbot County |
| <input type="radio"/> Frederick County | <input type="radio"/> Washington County |
| <input type="radio"/> Garrett County | <input type="radio"/> Wicomico County |
| <input type="radio"/> Harford County | <input type="radio"/> Worcester County |
| <input type="radio"/> Howard County | |
| <input type="radio"/> Maryland Nonpublic School (Insert Name) | |

2. Respondent Information:

Name:	<input type="text"/>
Title:	<input type="text"/>
Email Address:	<input type="text"/>
Phone:	<input type="text"/>

RESTRAINT

(Note: Please respond to all questions below regarding restraint for your school system, public agency, or nonpublic school for the 2018-2019 school year.)

*** 3. Please provide the total number of students who were physically restrained:**

* 4. Provide the total number of physical restraint incidents for students (Note: There may be multiple incidents per student.)

5. Provide the number of physical restraint incidents that included students with and Individualized Educational Program (IEP):

6. Provide the number of physical restraint incidents that included students with the following special education disabilities:

Autism:

Hearing Impairment:

Deaf/Blind:

Developmental Delay:

Emotional Disturbance:

Intellectual Disability:

Multiple Disability:

Orthopedic Impairment:

Other Health Impairment:

Specific Learning Disability:

Speech/Language Impairment:

Traumatic Brain Injury:

Visual Impairment:

Deaf:

7. Provide the number of physical restraint incidents for students with the following placements:

General Education:	<input type="text"/>
Mixed General Education/Outside General Education:	<input type="text"/>
Separate Class:	<input type="text"/>
Public Separate Day School:	<input type="text"/>
Private Separate Day School:	<input type="text"/>
Public Residential:	<input type="text"/>
Private Residential:	<input type="text"/>
Other:	<input type="text"/>

8. Provide the number of physical restraint incidents for students with a 504 plan:

9. Provide the number of physical restraint incidents for students with 504 plans that address the following areas:

Emotional (e.g., depression, anxiety):	<input type="text"/>
Behavioral (e.g., ADHD):	<input type="text"/>
Physical (e.g., chronic health condition):	<input type="text"/>
Other:	<input type="text"/>

10. Provide the number of physical restraint incidents for students by race/ethnicity:

White:	<input type="text"/>
African American:	<input type="text"/>
Asian:	<input type="text"/>
American Indian/Alaskan:	<input type="text"/>
Native Hawaiian/Pacific Islander:	<input type="text"/>
Hispanic	<input type="text"/>
Two or More Races:	<input type="text"/>

11. Provide the number of physical restraint incidents for students by gender:

Male:

Female:

Transgender:

12. Provide the number of physical restraint incidents for students by age:

4 years old:

5 years old:

6 years old:

7 years old:

8 years old:

9 years old:

10 years old:

11 years old:

12 years old:

13 years old:

14 years old:

15 years old:

16 years old:

17 years old:

18 years old:

19 years old:

20 years old:

21 years old:

Other:

SECLUSION

(Note: Please respond to all questions below regarding seclusion for your school system, public agency, or nonpublic school for the 2018-2019 school year)

13. Provide the total number of students who were secluded:

14. Provide the total number of seclusion incidents (Note: There may be multiple incidents per student.)

15. Provide the number of seclusion incidents for students with an Individualized Education Program (IEP):

16. Provide the number seclusion incidents for students with the following special education disabilities:

Autism:

Hearing Impairment:

Deaf/Blind:

Developmental Delay:

Emotional Disturbance:

Intellectual Disability:

Multiple Disability:

Orthopedic Impairment:

Other Health Impairment:

Specific Learning Disability:

Speech/Language Impairment:

Traumatic Brain Injury:

Visual Impairment:

Deaf:

17. Provide the number of seclusion incidents for students with a 504 plan:

18. Provide the number of seclusion incidents for students with 504 plans that addressed the following areas:

Emotional (e.g., depression, anxiety):	<input type="text"/>
Behavioral (e.g., ADHD):	<input type="text"/>
Physical (e.g., chronic health condition):	<input type="text"/>
Other:	<input type="text"/>

19. Provide the number of seclusion incidents for students with the following placements:

General Education:	<input type="text"/>
Mixed General Education/Outside General Education:	<input type="text"/>
Separate Class:	<input type="text"/>
Public Separate Day School:	<input type="text"/>
Private Separate Day School:	<input type="text"/>
Public Residential:	<input type="text"/>
Private Residential:	<input type="text"/>
Other:	<input type="text"/>

20. Provide the number of seclusion incidents by race/ethnicity:

White:	<input type="text"/>
African American:	<input type="text"/>
Asian:	<input type="text"/>
American Indian/Alaskan:	<input type="text"/>
Hawaiian/Pacific Islander:	<input type="text"/>
Hispanic	<input type="text"/>
Two or More Races:	<input type="text"/>

21. Provide the number of seclusion incidents for students by gender:

Male:

Female:

Transgender:

22. Provide the number of seclusion incidents for students by age:

4 years old:

5 years old:

6 years old:

7 years old:

8 years old:

9 years old:

10 years old:

11 years old:

12 years old:

13 years old:

14 years old:

15 years old:

16 years old:

17 years old:

18 years old:

19 years old:

20 years old:

21 years old:

Other:

PROFESSIONAL DEVELOPMENT

23. Identify the professional development provided to school staff authorized to perform as school-wide resources or authorized to perform restraint and/or seclusion on content related to **restraint and seclusion** during the 2018-2019 school year (check all that apply).

- Positive Behavior Interventions, Strategies, and Supports
- Training in the Use of Seclusion
- Trauma Informed Interventions
- Training in CPR/First Aid
- Evidence-Based Crisis Prevention and Intervention Training (i.e., CPI) Program
- Other (please specify)

CERTIFICATION FOR OBSERVATION OF SECLUSION ROOMS

(For current COMAR Guidelines on Seclusion Rooms, refer to 13a.08.04.05 which can be accessed at the following link: <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.08.04.05.htm>)

24. A member of the local school system, public agency, or nonpublic school has observed seclusion rooms.

- Yes
- No
- Other (please specify)

25. Please provide the name and title of Individual who conducted the observation of seclusion rooms:

26. A member of the local school system, public agency, or nonpublic school has reviewed training plans for seclusion.

- Yes
- No
- Other (please specify)

27. Please provide the name and title of Individual who reviewed training plans for seclusion:

28. Findings from observations of seclusion rooms:

29. Findings from observations of training plans for seclusion:

30. Additional Comments: