



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Survey Background, Instructions, and Definitions

The Annotated Code of Maryland Education Article 7-1102.1 requires that each public agency, public school system, and nonpublic special education school in Maryland submit annual data on physical 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 Physical 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 for the 2019-2020 school year, from July 1, 2019, until the early closure due to COVID 19. The survey will be open for data entry from **June 26, 2020**, to **August 7, 2020**.

Contact: For any questions about the data collection or survey, please contact Kimberly Buckheit at kimberly.buckheit@maryland.gov or 410-767-4420.

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: 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 physical 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 Physical Restraint and Seclusion Data Collection Certification Statement, along with a copy of current policies and/or guidelines on physical restraint and seclusion, no later than August 7, 2020. This survey allows for documents to be uploaded at the end of the survey.

OK

1 Identify your Local School System (LSS) 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 of School) | |

2 Respondent Information:

Name:	Caroline Walker
Title:	Executive Director Program Innovation and Student Well-bein
Department or Division:	Division of Academics
Email Address:	caroline_walker@hcpss.org
Phone:	410-313-7136

NEXT ▶

Powered by



See how easy it is to [create a survey](#).

[Privacy & Cookie Policy](#)



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Physical Restraint

Please respond to all questions below regarding physical restraint for your school system, public agency, or nonpublic school for the 2019-2020 school year.

- 3 Provide the total number of physical restraint incidents (**Note: There may be multiple incidents per student**):

- 4 Provide the total number of students (**unduplicated count**) who were physically restrained:

- 5 Provide the number of physical restraint incidents for students with an Individualized Educational Program (IEP):

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

Autism:

Hearing Impairment:

Deaf/Blind:

Developmental Delay:

Emotional Disturbance:	<input type="text" value="75"/>
Intellectual Disability:	<input type="text" value="16"/>
Multiple Disability:	<input type="text" value="40"/>
Orthopedic Impairment:	<input type="text" value="0"/>
Other Health Impairment:	<input type="text" value="132"/>
Specific Learning Disability:	<input type="text" value="10"/>
Speech/Language Impairment:	<input type="text" value="5"/>
Traumatic Brain Injury:	<input type="text" value="0"/>
Visual Impairment:	<input type="text" value="0"/>
Deaf:	<input type="text" value="0"/>

7 Provide the number of physical restraint incidents that involved students in the following placements:

General Education:	<input type="text" value="286"/>
Special Education:	<input type="text" value="330"/>

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

White:	<input type="text" value="101"/>
African American:	<input type="text" value="428"/>
Asian:	<input type="text" value="55"/>
American Indian/Alaskan:	<input type="text" value="0"/>
Native Hawaiian/Pacific Islander:	<input type="text" value="0"/>
Hispanic:	<input type="text" value="25"/>
Two or More Races:	<input type="text" value="7"/>

9) Provide the number of physical restraint incidents for students by gender:

Male:

Female:

Transgender:

10) Provide the number of physical restraint incidents for students by the age bands provided (**these are the age bands used in the annual report**):

3 years - 4 years old:

5 years - 10 years old:

11 years - 13 years old:

14 years - 18 years old:

19 years - 21 years old:

◀ PREV

NEXT ▶

Powered by



See how easy it is to [create a survey](#).



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Seclusion

Please respond below regarding seclusion for your school system, public agency, or nonpublic school for the 2019-2020 school year.

OK

* 11 Does your local school system, public agency, or nonpublic school allow for the use of seclusion as a practice?

Yes

No

◀ PREV

NEXT ▶

Powered by



See how easy it is to [create a survey](#).



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Seclusion

- 12 Provide the total number of seclusion incidents (**Note: There may be multiple incidents per student**):

- 13 Provide the total number of students (**unduplicated count**) who were secluded:

- 14 Provide the number of seclusion incidents involving students with an Individualized Education Program (IEP):

- 15 Provide the number seclusion incidents involving students with the following special education disabilities:

Autism:	<input type="text" value="10"/>
Hearing Impairment:	<input type="text" value="0"/>
Deaf/Blind:	<input type="text" value="0"/>
Developmental Delay:	<input type="text" value="27"/>
Emotional Disturbance:	<input type="text" value="19"/>
Intellectual Disability:	<input type="text" value="0"/>
Multiple Disability:	<input type="text" value="13"/>

Orthopedic Impairment:	<input type="text" value="0"/>
Other Health Impairment:	<input type="text" value="60"/>
Specific Learning Disability:	<input type="text" value="0"/>
Speech/Language Impairment:	<input type="text" value="0"/>
Traumatic Brain Injury:	<input type="text" value="0"/>
Visual Impairment:	<input type="text" value="0"/>
Deaf:	<input type="text" value="0"/>

16 Provide the number of seclusion incidents involving students in the following placements:

General Education:	<input type="text" value="42"/>
Special Education	<input type="text" value="88"/>

17 Provide the number of seclusion incidents for students by race/ethnicity:

White:	<input type="text" value="16"/>
African American:	<input type="text" value="103"/>
Asian:	<input type="text" value="9"/>
American Indian/Alaskan:	<input type="text" value="0"/>
Hawaiian/Pacific Islander:	<input type="text" value="0"/>
Hispanic	<input type="text" value="3"/>
Two or More Races:	<input type="text" value="1"/>

18 Provide the number of seclusion incidents for students by gender:

Male:	<input type="text" value="120"/>
Female:	<input type="text" value="12"/>
Transgender:	<input type="text" value="0"/>

- 19 Provide the number of seclusion incidents for students by age (**these are the age bands used in the annual report**):

3 years - 4 years old:	<input type="text" value="0"/>
5 years - 10 years old:	<input type="text" value="125"/>
11 years - 13 years old:	<input type="text" value="7"/>
14 years - 18 years old:	<input type="text" value="0"/>
19 years - 21 years old:	<input type="text" value="0"/>

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>)

- 20 Has an individual from the local school system, public agency or nonpublic school observed each seclusion room during the 2019-2020 school year?

- Yes
 No

- 21 Provide the name(s) and title(s) of the individual(s) who conducted the observation of the seclusion room(s):

Name:	<input type="text" value="N/A"/>
Title:	<input type="text" value="N/A"/>
Email:	<input type="text" value="N/A"/>

- 22 Please describe findings as a result of the observation of the seclusion room(s) during the 2019-2020 school year:

- 23 Has an individual from the local school system, public agency, or nonpublic school reviewed the training plan(s) for seclusion in the 2019-2020 school year?

- Yes
 No

- 24 Provide the name and title of the individual who reviewed the training plan(s) for seclusion during the 2019-2020 school year:

Name:

Title:

Email:

- 25 Please describe findings as a result of the review of the training plan(s) for seclusion during the 2019-2020 school year:

- 26 If your local school system, public agency, or nonpublic school did not observe seclusion room(s) and/or review training plan(s) for the 2019-2020 school year, explain why.

◀ PREV

NEXT ▶

Powered by



See how easy it is to [create a survey](#).



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Professional Development Report

Chapter 611 (*Restraint and Seclusion-Considerations and Reporting*) requires that each public agency, public school system, and nonpublic special education school in Maryland shall "submit to the Department a report for the prior school year on the professional development provided to designated school personnel related to positive behavior interventions, strategies, and supports and trauma-informed interventions."

OK

- 27) How many hours of training were required for personnel to be considered authorized to perform as a school-wide resource, or to be authorized to perform physical restraint and/or seclusion in the 2019-2020 school year? Please elaborate upon different hourly requirements (first time trained personnel, annual updates for previously trained personnel) within the comment box.

20 hours (new staff); 15 hours (annual refresher for previously trained staff) + Behavioral Intervention Plan (BIP) trainings - times vary based on student need

- 28) Indicate what content related to physical restraint and/or seclusion was included in professional development provided to school personnel who are considered authorized to perform as a school-wide resource, or who are authorized to perform physical restraint and/or seclusion in the 2019-2020 school year **(check all that apply)**:

- | | |
|------------------------------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Positive Behavior Interventions, Strategies, and Supports | <input type="checkbox"/> CPR/First Aid |
| | <input type="checkbox"/> Life Space Crisis Intervention |
| | <input type="checkbox"/> Ukeru Training |

- System Level Policy and Procedures Related to the Use of Physical Restraint and Seclusion
- Applied Behavior Analysis
- Functional Behavior Assessment
- Trauma Informed Intervention
- Evidence-Based Crisis Prevention and Intervention Training (e.g., CPI) Program
- Use of Seclusion
- Therapeutic Aggression Control Techniques (TACT2)

Other (please specify)

Safety Care Behavioral Safety Training and Student Behavior.

29 On average, how many unique professional development events related to physical restraint and/or seclusion were personnel required to participate in during the 2019-2020 school year?

- 1 event
- 2 events
- 3 events
- 4 events
- 5 events
- 6 or more events

30 On average, what was the duration for each professional development event that occurred in the 2019-2020 school year?

- 1 hour per event
- 2 hours per event
- 3 hours per event
- 4 hours per event
- 5 hours per event
- 6 or more hours per event

31 Indicate the position(s) held by those who **conducted** the professional development event(s) in the 2019-2020 school year:

- School Administrator
- System Administrator
- Special Education Teacher
- General Education Teacher
- School Counselor
- School Psychologist
- Behavior Therapist
- School Based Social Worker
- Mental Health Support Person
- Consultant (e.g., from an External Agency/Organization)

Other (please specify)

Behavior Specialists, BCBAs, Resource Teachers, Behavior s

- 32 Enter the number of individuals in your local school system, public agency, or nonpublic school who received professional development related to physical restraint and/or seclusion in the 2019-2020 school year:

1500

- 33 Indicate what types of positions were held by the individuals that received training during the 2019-2020 school year:

- | | |
|----------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> School Administrator | <input type="checkbox"/> Teaching Assistant |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> School Resource Officer |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> Behavior Therapist |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Mental Health Support Person |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> School Based Social Worker |
| <input type="checkbox"/> Other (please specify) | |

Alternative Education Teachers, Nurses

- 34 Please upload artifacts as evidence of professional development content from the 2019-2020 school year.

Files may be uploaded as a PDF or Word Document

Replace File

HCPSS Artifacts.docx

Remove File

- 35 Additional artifacts, if needed

Choose File

No file chosen

- 36 Additional artifacts, if needed

Choose File

No file chosen

◀ PREV

NEXT ▶

Powered by



See how easy it is to [create a survey](#).



Maryland State Department of Education Physical Restraint and Seclusion Data Collection SY 2019-2020

Certification Documents

Document Uploads

OK

37 Upload your current Physical Restraint and Seclusion Policies and/or Guidelines.

Document must be either a PDF or Word Document

Replace File

Policy 9400 - Student Behavior Intervention - HCPSS.pdf

Remove File

38 Upload the signed **Physical Restraint and Seclusion Data Collection Certification Statement** here (public school systems only).

Document must be either a PDF or Word Document

Choose File

No file chosen

◀ PREV DONE ▶

See how easy it is to [create a survey](#).