

From Crisis to Care: How Schools Support Students with Dignity

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Learning Target



Analyze the role of seclusion within the continuum of care, emphasizing prevention, de-escalation, and recovery as priorities.



Background



Frequency of ACE categories

In the past year: 3.1%
More than a year ago:
40.6%

Mental illness in household

41.9%

Parental incarceration

43.8%

Verbal abuse

15.6%

Physical abuse

9.4%

Alcohol in household

16.1%

Sexual abuse

9.4%

Domestic abuse

6.3%

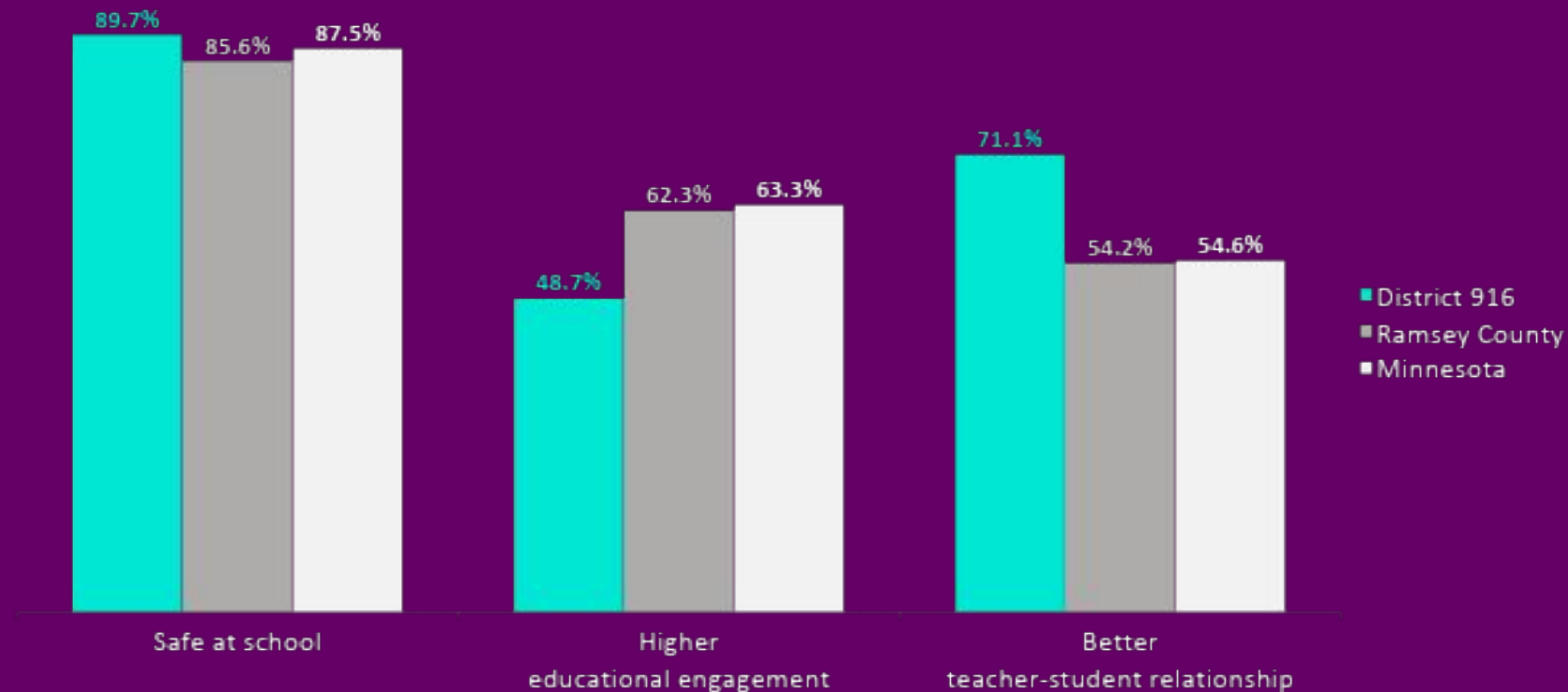
Drugs in household

9.4%

■ Dist 916
■ Ramsey Co
■ Minnesota

Experiencing homelessness
With parents: 12.9% vs. 3.0%
Alone: 3.2% vs. 0.6%

School climate indicators



Minnesota's 13 Categorical Disability Areas

- Severely Multiply Impaired (SMI)
- Autism Spectrum Disorders (ASD)
- Blind-Visually Impaired (BVI)
- Deaf-Blind
- Deaf and Hard of Hearing (DHH)
- Developmental Cognitive Disabilities (DCD)
- Developmental Delay (DD)
- Emotional or Behavioral Disorders (EBD)
- Other Health Disabilities (OHD)
- Physically Impaired (PI)
- Specific Learning Disabilities (SLD)
- Speech or Language Impairments (SLI)
- Traumatic Brain Injury (TBI)

MDE Criteria Checklists (all areas): [Minnesota Department of Education – Special Education Program Criteria Checklists](#)



When Used In Alignment with Statute and Best Practices

- Prevention strategies are used daily
- De-Escalation Strategies are used to help the student calm down
- An emergency situation
 - Intensity
 - Duration
 - Risk of harm
- Highly trained staff
- Determining when seclusion ends
- Reintegration
- Parent/guardian communication
- Seclusion provides an alternative to other intervention strategies



Emergency Situations



NORTHEAST METRO
Intermediate School District

916



Prevention

Foundational Practices- Trauma Informed, SEL,
Restorative, Non-exclusionary Discipline

Relationships

Consistency

MTSS Tier 1 Supports

Building Design

Expectations: PBIS or Level System

Predictable Rules and Consequences

Environment considerations for noise level, visual
distractions, and general structure

Visuals

Unconditional positive regard

Crisis

Personal Safety

Ukeru Pad Blocking

Transportation

Restraint

Seclusion

Student & Family
Voice

De-escalation & Recovery

Co-regulation

Nurturance

Restorative Processing

Find something to praise

Relational repair- Forgiveness/Grace, Welcome kids back

Relationships

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Visuals

Unconditional positive regard

Student & Family Voice

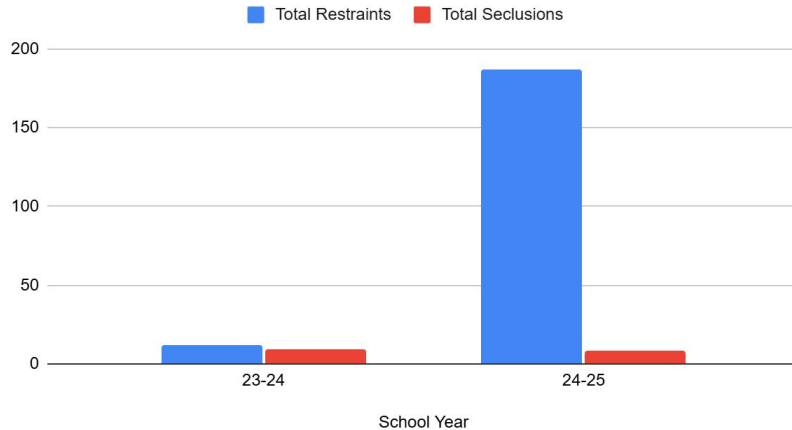
Stays in School

Student Examples

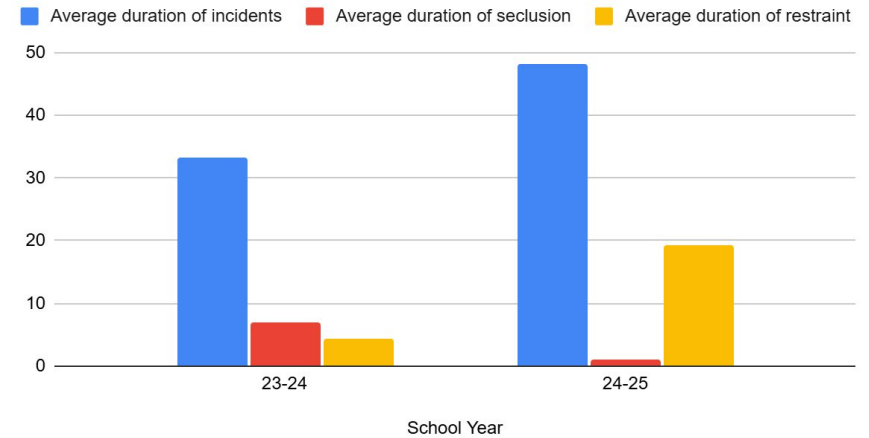


What Seclusion Looks Like: Student A

Student A: Restraints and Seclusions per School Year



Student A: Average Duration of Incidents and Restrictive Procedures per School Year

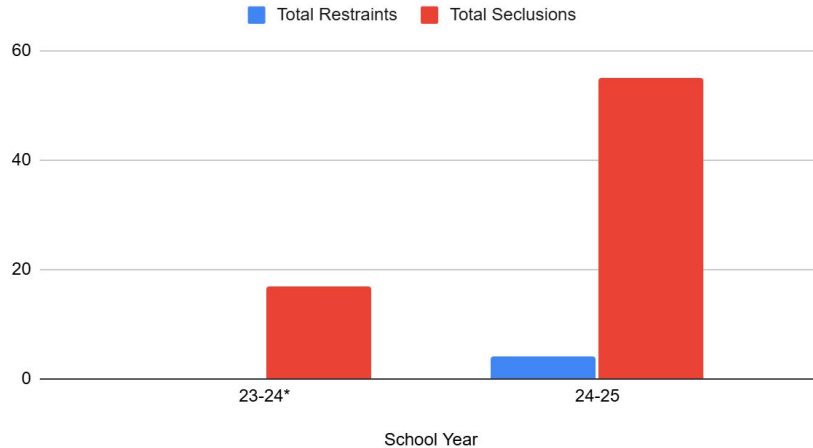


Student Profile, Additional Context, Data/Behavioral Intensity, Key Considerations

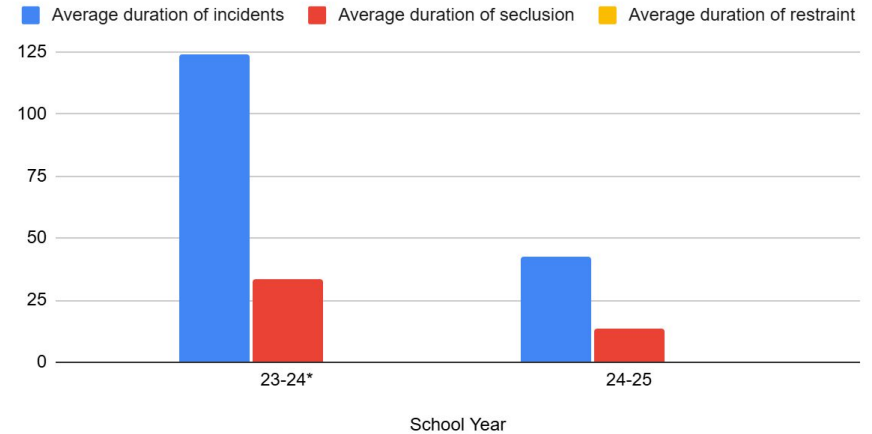


What Seclusion Looks Like: Student B

Student B Restraints and Seclusions per School Year



Student B: Average Duration of Incidents and Restrictive Procedures per School Year



Student Profile, Additional Context, Data/Behavioral Intensity, Key Considerations



Debriefing - Reflecting and Training



Prevention

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Restorative, Non-exclusionary Discipline

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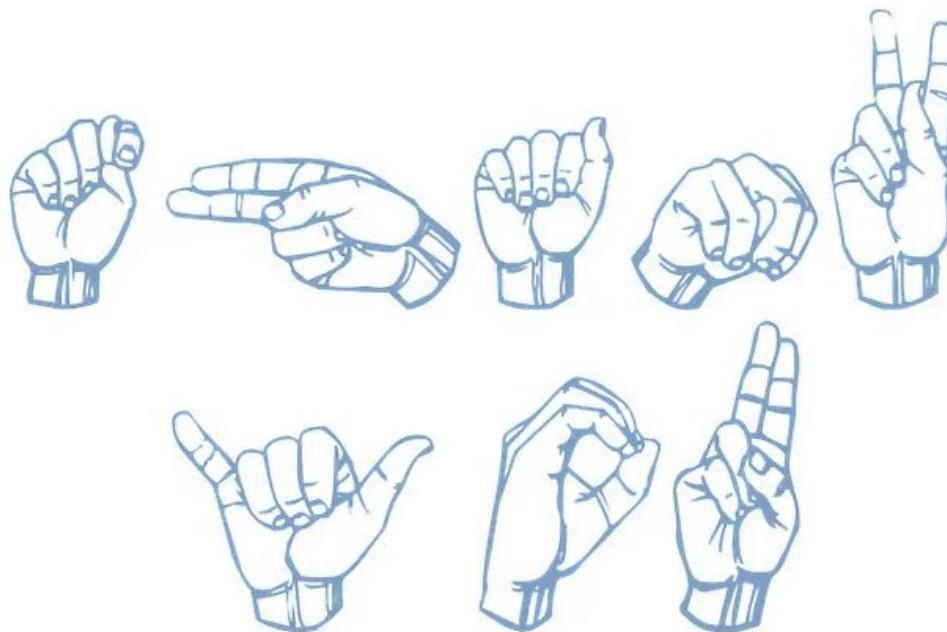
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THANK YOU

