



## Virgin Islands Developmental Disabilities Council, Inc.

[Adopted from the National Association on  
Councils on Developmental Disabilities]

### **Policy Statement on Seclusion and Restraints in Schools**

The use of aversive, restraint and seclusion (ARS) in residential treatment facilities and schools has resulted in hundreds of deaths and thousands of injuries among students with developmental disabilities.

**The Virgin Islands Developmental Disabilities Council, Inc. in accord with the National Association of Council on Developmental Disabilities (NACDD) believes that aversive, restraint and seclusion procedures are not consistent with proactive approaches or best practices in addressing the behavior needs of students with developmental disabilities. Behavioral supports should be person-centered, individually designed, positive, culturally appropriate, and allow for modifying or replacing the environment.**

#### **Policy Recommendations**

- Ban the use of prone restraint. Hundreds of children nationwide have died and or have been seriously injured using this dangerous technique.
- Ban the use of aversive interventions in public schools because they directly contradict IDEA's clear preference for positive behavioral interventions.
- Recognize that the practice of seclusion in school settings is unsafe, potentially traumatizing, and of questionable value in an emergency. Seclusion should not be confused with the practice of providing a quiet, comfortable, accessible, unlocked space where a child may be supported to calm down and self-regulate.
- Provide incentive for schools across the country to implement Positive Behavioral Intervention and Supports (PBIS) programs that reduce and demonstrate effective strategies to eliminate the inappropriate use of restraints, seclusion, and aversive interventions. Under the 1997 Reauthorization of the IDEA, a child's Individualized Education Plan (IEP) team is required to consider positive interventions.
  - Allocate adequate funding for training all personnel, including administrators and support staff, which emphasizes positive behavior, supports and includes crisis reduction and de-escalation techniques.
  - Require timely review of the Individualized Education Program (IEP) and 504 Plan and require that children whose behavior impedes their learning or that of others receive appropriate Functional Behavioral Assessments and Positive Behavioral Intervention Plans as part of their IEP or 504 Plan.
- Require the gathering and reporting of data to the applicable territory or state agency on each restraint, seclusion, and aversive intervention.
- Adopt a comprehensive national mechanism to monitor data, recognize trends, and enforce the requirement for positive behavioral and de-escalation interventions.

*Adopted XX/XX/XXXX*

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