



Annual Report on the Use of Physical Restraint and Seclusion in Connecticut

School Year 2014-15

Note to the Reader

Connecticut's restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of duration or injury, all incidents of emergency restraint, emergency seclusion and seclusion via an individualized education program (IEP) are reported for students with disabilities. Collecting this incident level data allows the Connecticut State Department of Education (CSDE) to obtain an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Inquiries were made to examine the policies, procedures and practices of organizations reporting low numbers (including no reports) of R/S incidents and organizations where data differed substantially from what was reported in 2013-2014. Appendix B summarizes the feedback collected from 86 organizations. Districts identified as potential under-reporters received targeted in-district technical assistance regarding the definitions of restraint and seclusion and reporting requirements.

The examination and analysis of the R/S data has also informed guidance and professional development associated with best practices to reduce the use of restraint and seclusion. The revised *Guidelines to Identify and Educate Students with Emotional Disturbance* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate conduct of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs). The State Personnel Development Grant (SPDG), which also supports SRBI, is currently being implemented in 77 schools (K-12). Professional development has been provided to multiple audiences related to the regulations around the use of restraint and seclusion in schools and interventions impacting the reduction of restraint and seclusion in early childhood settings. Additionally, data were used to identify "spotlight" districts to present on effective practices to support positive student behavior and reduce the use of restraint and seclusion in schools during the *12th Annual Special Education Back to School Meeting*. The CSDE continues to engage with other state agencies through the Restraint and Seclusion Prevention Interagency Partnership, which provides information and resources and highlights best practices to reduce restraint and seclusion through conferences and other targeted trainings.

Please note that Connecticut General Statute 10-23b as amended effective July 1, 2015, is **not** reflected in this report summary as this data was collected prior to its passage. However, updated (2015) guidance and forms reflecting the laws governing the use of restraint and seclusion in schools are available on the CSDE website. A new document, "Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools" is also provided. All guidance and professional development promote the use of evidence-based practices in addressing students' social, emotional and behavioral needs.

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Conversely, other LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed in an approved private special education program (APSEP) or regional educational service center (RESC) special education programs. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count. However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements and out-of-state placements and must be recognized when examining the organization level data.

Background and Overview

Connecticut General Statutes (C.G.S.) Section 46a-153 requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that:

- identifies the frequency of use of physical restraint and seclusion (R/S); and
- specifies whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency.

R/S incidents were reported for two types of students: students with an IEP and students for whom parental consent to evaluate for special education had been obtained. General education students were not reported in these data, unless they were in the evaluation process for special education services at the time of the restraint or seclusion. Additionally, the C.G.S. requires the CSDE to report on R/S incidents that result in physical injury to the student.

Data regarding restraints and seclusions for 2014-15 were collected from:

- local education agencies (LEAs) including regional school districts, the Department of Mental Health and Addiction Services (DMHAS), Unified School District (USD) #2 and the Connecticut Technical High School System (CTHSS);
- endowed and incorporated academies (Academies);
- public charter schools;
- regional educational service centers (RESCs); and
- approved private special education programs (APSEPs).

Table 1 below is provided in an effort to contextualize the results and discussion section of the report. It is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that their behavior requires an environment with greater supports than can be provided within the LEA.

Table 1
Number of Organizations and October 1, 2014 Count of Students with IEPs by Facility Type

Facility Type	Organizations	Students	
		N	%
Academies	3	440	0.6%
APSEPs	81	2,780	3.8%
Charter Schools	22	729	1.0%
LEAs	170	67,391	92.6%
RESCs	6	1,405	1.9%
TOTAL	282	72,745	100.0%

Note: Students attending other non-public or out-of-state schools are included in the LEA count.

The results and discussion section focuses on state level data. Organization-level data for the 2014-15 school year are presented in Appendix A.

Definitions and Concepts

Major Categories of R/S

1. **Emergency Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.¹

Restraint does *not* include:

- briefly holding a child in order to calm or comfort the child;
- actions involving the minimum contact necessary to safely escort a child from one area to another;
- medication devices, including supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a child from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means to prevent self-injury.

2. **Emergency Seclusion** means the confinement of a child in a room, whether alone or with staff supervision, in a manner that prevents the child from leaving.

Seclusion does *not* include:

- time outs in the back of the classroom or in the hallway, meant to allow the student to pull him or herself together; or
- in-school suspensions.

3. **Seclusion via an IEP** means seclusion as a behavior intervention that is documented in the IEP. Seclusion is a strategy that can be developed by the PPT to address a child's behavior which may interfere with the child's learning or the learning of others. Seclusion is only written into an IEP when other, less restrictive, positive behavior interventions were tried, but found to be ineffective. Appropriate assessment data and other relevant information supporting the use of seclusion as a behavior intervention must be included in the child's IEP under "Present Levels of Academic Achievement and Functional Performance."

Subcategories of Injuries

1. **Nonserious Injuries** include red marks, bruises or scrapes requiring application of basic first aid, for example a Band-Aid or ice pack.
2. **Serious Injuries** include any injury requiring medical attention beyond basic first aid. Examples of such medical attention include sutures, diagnostic x-rays to determine fractures, placement in casts, etc.

¹ It is important to note that all restraints are reported regardless of duration.

Methodology

For the 2014-15 school year, the CSDE Performance Office collected and analyzed data at the incident level for each student with an IEP or for whom parental consent to evaluate for special education had been obtained. This incident-level collection allowed for a count of incidents, as well as an unduplicated count of students with disabilities who were restrained and/or secluded. Collecting incident level data is vital to obtaining an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Instances of R/S for 2014-15 school year were collected at the incident level from all institutions and facilities (henceforth referred to as "Organizations") that provide direct care, education or supervision to students with disabilities. Organizations were asked to report incident level information on all restraints and seclusions that occurred within their buildings and programs or during transportation provided by their organization. Additionally, organizations were instructed to include any restraints or seclusions of their students that occurred in out-of-state facilities, nonpublic transition programs, and other nonpublic schools or during an extended day program offered by their organization. LEAs did not report incidents of restraint and seclusion of their students attending RESCs, charter schools, academies or APSEPs because each of these facilities was responsible for separately reporting their R/S data.

The mechanism for collection in 2014-15 was comparable to that of 2013-14. Data were collected from all LEAs, RESCs, charter schools, academies, and APSEPs via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others, or seclusion via the IEP), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details.

The CSDE provided support to organizations through targeted technical assistance. Such technical assistance included the creation of a help desk for all organizations and provision of additional supports to all new reporting organizations. The data collection system was also enhanced with multiple edit checks to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Comparison reports were sent to organizations where data reported for 2014-15 indicated a substantial departure from those in 2013-14. Organizations whose data changed substantially across the two years provided written feedback explaining the contributing factors. A summary of those responses is included in Appendix B. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through completion of an online certification process. Each of these attestations regarding the accuracy of 2014-15 R/S data is on file with the CSDE.

Results and Discussion

In total, 40,042 incidents of restraint and seclusion were reported to the CSDE in 2014-15. This represents an increase of 4,150 incidents (11.6%) from 2013-14.

A total of 2,718 students (unduplicated count) accounted for the 40,042 R/S incidents in 2014-15. This represents an increase of 258 students from 2013-14. The percentage of all students with disabilities restrained and/or secluded increased slightly in 2014-15 (3.5% in 2013-14; 3.7% in 2014-15).

Of the 40,042 R/S incidents, 84.0 percent (33,639) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 16.0 percent (6,403) were seclusions in accordance with an IEP. The gender, grade and race/ethnicity of students restrained and/or secluded in 2014-15 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2014-15 data unless otherwise noted. Statewide counts and percentages for all students with IEPs are included to allow for comparison. In accordance with the Family Educational Rights and Protection Act (FERPA), some data have been suppressed to protect the identities of individual students. Suppressed values are marked with an asterisk.

The gender of students restrained and/or secluded in 2014-15 differed significantly from the gender of all students with IEPs ($\chi^2 (1, N = 2,718) = 235.6, p < .0001, \phi=0.29$). Effect size, a statistical measure of practical significance, indicated a moderate association between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

Table 2
Gender of Students Restrained and/or Secluded (unduplicated count)

Gender	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
Female	503	18.5%	23,474	32.3 %	2.1%
Male	2,215	81.5%	49,271	67.7%	4.5%
TOTAL	2,718	100.0%	72,745	100.0%	3.7%

Figure 1 provides the proportion of students who were restrained and/or secluded by grade. While there was support for differences in grade distribution from 2013-14 and 2014-15 ($\chi^2 (13, N = 2,718) = 38.5, p < .01$), effect size, a statistical measure of practical significance, indicated only a weak association ($\phi=0.12$). Grades prekindergarten, first grade and tenth grade contributed to this result.

**Students Restrained and/or Secluded by Grade
2013-14 to 2014-15**

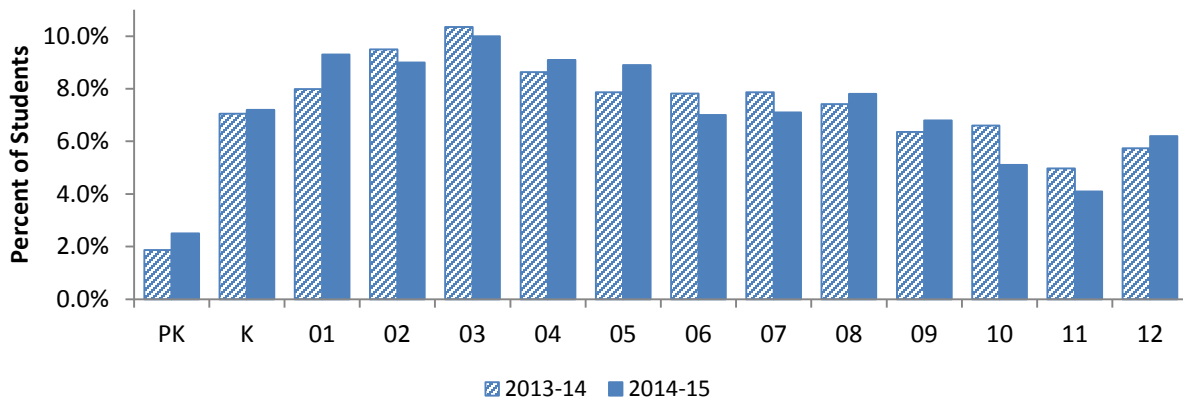


Figure 1. Bar chart illustrating grades of students restrained and/or secluded for 2013-14 and 2014-15 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2014-15 differed significantly from the race/ethnicity of all students with IEPs ($\chi^2 (6, N = 2,718) = 271.2, p < .0001, \phi=0.32$). Effect size, a statistical measure of practical significance, indicated a moderate association between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.

Table 3
Race/Ethnicity of Students Restrained and/or Secluded (unduplicated count)

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
American Indian or Alaska Native	*	*	243	0.3%	*
Asian	39	1.4%	1,659	2.3%	2.4%
Black or African American	658	24.2%	11,644	16.0%	5.7%
Hispanic/Latino of any race	792	29.1%	19,107	26.3%	4.1%
Native Hawaiian or Other Pacific Islander	*	*	50	0.1%	*
Two or More Races	129	4.7%	1,776	2.4%	7.3%
White	1,090	40.1%	38,266	52.6%	2.8%
TOTAL	2,718	100.0%	72,745	100.0%	3.7%

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. Many R/S incidents are for students with significant self-injurious and aggressive behaviors. These students often have multiple incidents and in many cases account for the majority of incidents reported by an organization. For example, in one LEA a single student accounted for 89 percent of the total R/S incidents. If the total R/S

incident and student count for this LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by this organization. Table 4 examines the range in the number of incidents reported for students at the state level. While nearly three quarters (72.1%) of students had 10 or fewer R/S incidents during the 2014-15 school year, there were 63 students with greater than 100 R/S incidents, and eight of those were restrained and/or secluded more than 300 times.

Table 4
Count of Students by Total Number of R/S Incidents

Number of Incidents	Emergency Restraint		Emergency Seclusion		Seclusion via an IEP		TOTAL Students	
	N	%	N	%	N	%	N	%
1	732	32.9%	400	28.6%	101	28.8%	712	26.2%
2-5	817	36.7%	477	34.1%	110	31.3%	886	32.6%
6-10	285	12.8%	186	13.3%	54	15.4%	362	13.3%
11-50	331	14.9%	280	20.0%	57	16.2%	574	21.1%
51-100	42	1.9%	48	3.4%	14	4.0%	121	4.5%
Over 100	21	0.9%	8	0.6%	15	4.3%	63	2.3%
TOTAL	2,228	100.0%	1,399	100.0%	351	100.0%	2,718	100.0%

Note: If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column. A student with one emergency restraint, one emergency seclusion, and no seclusions via an IEP would be counted in the “2-5” row under TOTAL R/S Incidents.

R/S Incidents Resulting in Injury

There were a total of 366 incidents resulting in injuries, non-serious and serious, during the 2014-15 school year. Tables 5 and 6 include counts of total injuries.

Of the 366 incidents resulting in injury, fewer than six met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. No serious injuries occurred during seclusion via an IEP. Injuries occurring as a result of emergency R/S appear in Table 5, while injuries occurring as a result of seclusion via an IEP are reflected in Table 6. All incidents in 2014-15 that resulted in serious injury were reported to the director of the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

Emergency R/S Incidents

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities. In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Table 5
All Emergency R/S Incidents by Facility Type

Facility Type	Emergency Restraints			Emergency Seclusions		
	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries
Academies	0	0	0	0	0	0
APSEPs	9,869	843	157	7,690	672	30
Charter Schools	29	10	0	*	*	0
LEAs	6,716	1,127	81	4,017	500	23
RESCs	2,774	332	45	2,543	272	15
STATEWIDE	19,388	2,228	283	14,251	1,399	68

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Seclusions via an IEP

Seclusions via an IEP occurred far less than the previously discussed emergency responses. Again, seclusion is only written into an IEP when all other less restrictive interventions have been exhausted, a functional behavior assessment (FBA) has been conducted, and the PPT has determined that the use of seclusion is an appropriate intervention. Table 6 examines all seclusions via an IEP that occurred during the 2014-15 school year, again providing a total incident count as well as an unduplicated student count and injury count.

Table 6
All Seclusions via an IEP by Facility Type

Facility Type	Incident Count	Student Count	Total Injuries
Academies	0	0	0
APSEPs	2,129	174	9
Charter Schools	0	0	0
LEAs	840	135	*
RESCs	3,434	43	*
STATEWIDE	6,403	351	15

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 7, 8 and 9 provide data on the duration of emergency restraints, emergency seclusions and seclusions via an IEP respectively.

Table 7 shows that the vast majority of emergency restraints (90.2%) lasted 20 minutes or less, with over half (52.1%) lasting five minutes or less. Slightly more than one percent (1.2%) of emergency restraints lasted over one hour, and 43 emergency restraints lasted over two hours (down from 54 in 2013-14).

Table 7
Duration of Emergency Restraints by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints	
Academies	0	0	0	0	0	0	0	
APSEPs	1,593	2,546	4,295	966	269	200	9,869	
Charter Schools	8	7	9	5	0	0	29	
LEAs	2,096	2,017	2,250	275	55	23	6,716	
RESCs	819	1,007	836	91	13	8	2,774	
STATEWIDE	N	4,516	5,577	7,390	1,337	337	231	19,388
	%	23.3%	28.8%	38.1%	6.9%	1.7%	1.2%	100.0%

Table 8 shows that slightly nearly three quarters of emergency seclusions (71.7%) lasted 20 minutes or less, with 24.3 percent lasting five minutes or less. Slightly under five percent (4.6%) of emergency seclusions lasted over an hour, up from 3.4% in 2013-14 but down from 5.0% in 2012-13.

Table 8
Duration of Emergency Seclusions by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions	
Academies	0	0	0	0	0	0	0	
APSEPs	642	979	3,247	1,673	601	548	7,690	
Charter Schools	0	0	1	0	0	0	1	
LEAs	452	729	1,986	567	185	98	4,017	
RESCs	165	503	1,520	277	65	13	2,543	
STATEWIDE	N	1,259	2,211	6,754	2,517	851	659	14,251
	%	8.8%	15.5%	47.4%	17.7%	6.0%	4.6%	100.0%

Table 9 shows that 87 percent of seclusions via an IEP lasted 20 minutes or less, with over 40 percent (42.6%) lasting five minutes or less. Slightly over one percent (1.1%) of seclusions via an IEP lasted over an hour, down from 2.8 percent in 2012-13 and 1.6% in 2013-14.

Table 9
Duration of Seclusions via an IEP by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Seclusions via an IEP
Academies	0	0	0	0	0	0	0
APSEPs	218	477	1,114	232	60	28	2,129
Charter Schools	0	0	0	0	0	0	0
LEAs	49	128	416	154	70	23	840
RESCs	807	1,049	1,313	197	46	22	3,434
STATEWIDE	N	1,074	1,654	2,843	583	176	6,403
	%	16.8%	25.8%	44.4%	9.1%	2.7%	100.0%

Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than emergency seclusions. Emergency seclusions were more likely to occur due to incidents where there was a risk of injury to others. When combined, 10 percent of emergency responses occurred solely as a result of risk of injury to self and slightly under 40 percent (38.6%) occurred solely as a result of risk of injury to others. About half of emergency responses occurred as a result of risk of injury to self and others (51.4%).

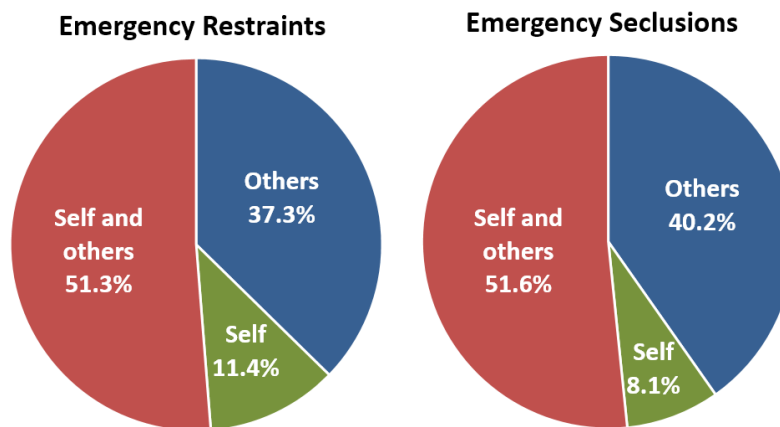


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2014-15 school year).

Primary Disability

Organizations were required to report a student's primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for about 85% of the incidents in each incident type. Figure 3 shows a breakdown of

incidents by primary disability. The primary disability category of *other* includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

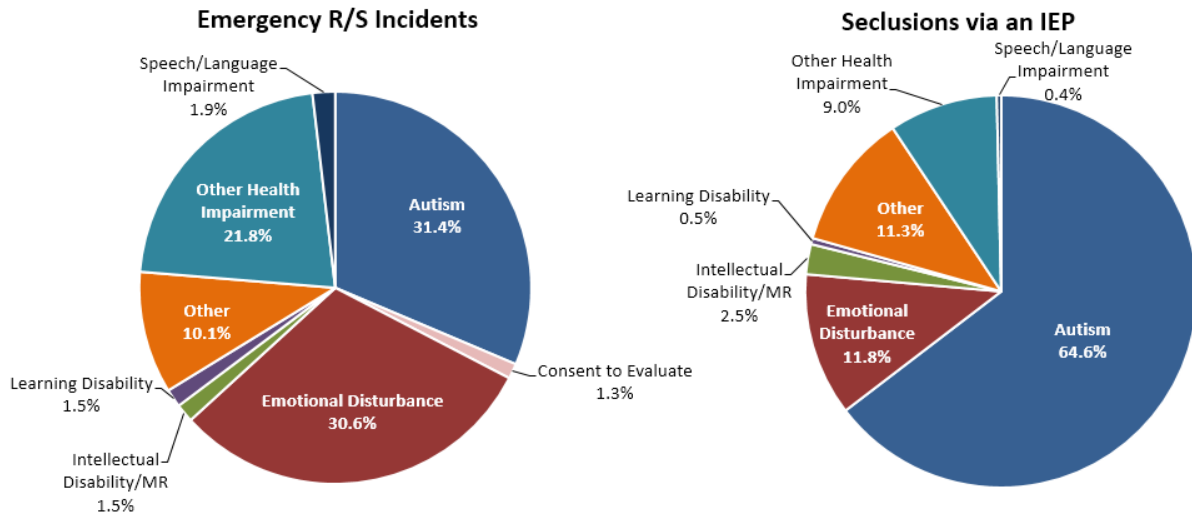


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2014-15 school year).

Year-to-Year Comparison

The total number of R/S incidents in 2014-15 demonstrates an increase of 4,150 or 11.6 percent from 2013-14 (35,892 in 2013-14 and 40,042 in 2014-15). When examining the three-year trend, the total number of incidents in 2014-15 is an increase of 18.7 percent from 2012-13.

It is also important to examine the differences by incident type (emergency restraint, emergency seclusion, and seclusion via an IEP). Figure 4 presents a three-year comparison of total incidents by incident type. The number of emergency restraints have increased over the past three years with an increase of 15.3 percent from 2012-13 to 2013-14 and 7.1 percent from 2013-14 to 2014-15. Important to note is that the rate of increase from 2013-14 to 2014-15 was less than one half of that seen from 2012-13 to 2013-14. The same trend can be seen for emergency seclusions with an increase of 20 percent from 2012-13 to 2013-14 and 15.4 percent from 2013-14 to 2014-15. Contrasting the trends seen for both emergency restraints and seclusions, the number of seclusions via an IEP, while showing a decrease of 29.7 percent from 2012-13 to 2013-14, exhibited an increase of 17.8 percent from 2013-14 to 2014-15.

R/S Incidents 2012-13 through 2014-15

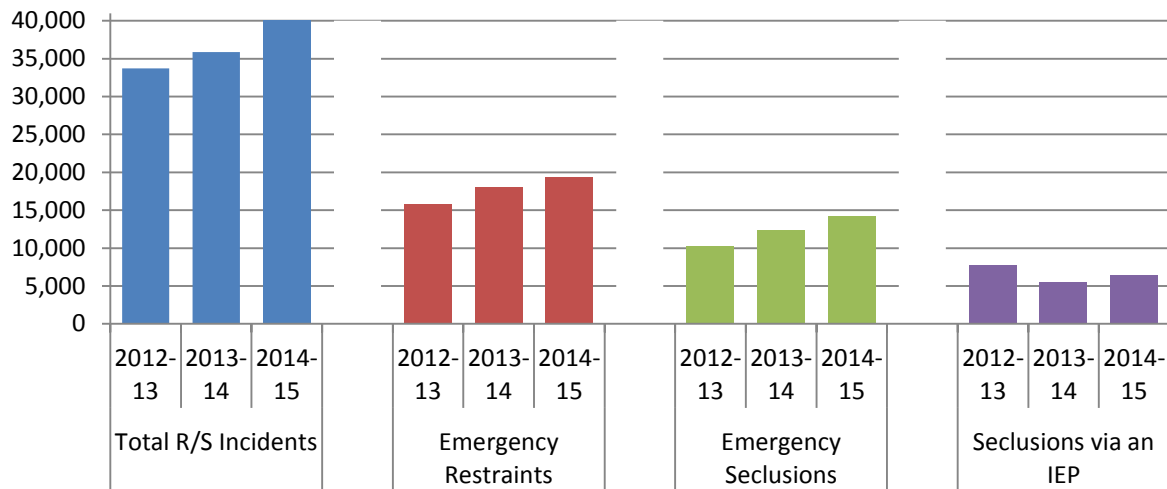


Figure 4. Bar graph comparing incidents reported from 2012-13 through 2014-15 by incident type.

Summary of Key Findings

- The total number of R/S incidents reflects an increase of 11.6 percent from 2013-14, and an increase of 18.7 percent from 2012-13 (33,743 in 2012-13; 35,892 in 2013-14; 40,042 in 2014-15).
- R/S incidents lasting five minutes or less accounted for 45.8 percent of reported R/S incidents in 2013-14 and 40.7 percent of reported incidents in 2014-15.
- A total of 2,718 students (unduplicated count) were restrained and/or secluded in 2014-15. This represents an increase of 258 students from 2013-14. The percentage of all students with disabilities restrained and/or secluded increased slightly in 2014-15 (3.5% in 2013-14; 3.7% in 2014-15).
- The number of injuries reported in 2014-15 decreased from 370 in 2013-14 to 366 in 2014-15.
- While nearly three quarters (72.1%) of students had 10 or fewer R/S incidents during the 2014-15 school year, there were 63 students with greater than 100 R/S incidents, and eight of those were restrained and/or secluded more than 300 times.
- Over 90 percent of emergency restraints lasted less than 20 minutes; however, 43 emergency restraints lasted over two hours (down from 54 in 2013-14).
- Slightly under three quarters of emergency seclusions (71.7%) lasted 20 minutes or less, with 24.3 percent lasting five minutes or less. Slightly under 5 percent (4.6%) of emergency seclusions lasted over an hour.
- Almost 90 percent of seclusions via an IEP (87.0%) lasted 20 minutes or less, with a little over 40 percent (42.6%) lasting five minutes or less (up from 40 percent in 2013-14). Slightly over one percent (1.1%) of seclusions via an IEP lasted over an hour.

- The percentage of seclusions via an IEP lasting over an hour decreased from 2012-13 to 2014-15. In 2013-14, 2.8 percent lasted over an hour in 2012-13. This decreased to 1.6 percent in 2013-14 and decreased again to 1.1 percent in 2014-15.
- For all emergency R/S incidents as well as seclusions via an IEP, students with Autism represented the largest proportion of incidents, followed by students with Emotional Disturbance.
- Statistical analysis indicated that Black or African American students were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.
- The number of seclusions via an IEP, while showing a decrease of 29.7 percent from 2012-13 to 2013-14, but an increase of 17.8 percent from 2013-14 to 2014-15.

Appendix A

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0010011	Andover School District	0	0	0	0	0	0	0	0	0	0	0
0020011	Ansonia School District	0	0	0	0	0	0	0	0	0	0	0
0030011	Ashford School District	*	*	*	*	0	0	0	0	0	0	0
0040011	Avon School District	104	8	48	7	0	56	*	0	0	0	0
0050011	Barkhamsted School District	*	*	*	*	0	*	*	0	0	0	0
0070011	Berlin School District	92	*	38	*	0	51	*	0	*	*	0
0080011	Bethany School District	59	*	59	*	0	0	0	0	0	0	0
0090011	Bethel School District	38	*	*	*	0	34	*	*	0	0	0
0110011	Bloomfield School District	36	8	15	7	0	0	0	0	21	*	0
0120011	Bolton School District	21	*	*	*	0	16	*	0	0	0	0
0130011	Bozrah School District	*	*	*	*	0	0	0	0	0	0	0
0140011	Branford School District	0	0	0	0	0	0	0	0	0	0	0
0150011	Bridgeport School District	35	17	*	*	0	32	17	0	0	0	0
0170011	Bristol School District	270	41	152	35	*	17	7	0	101	21	0
0180011	Brookfield School District	155	*	12	*	*	140	*	0	*	*	0
0190011	Brooklyn School District	21	*	21	*	0	0	0	0	0	0	0
0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0220011	Canterbury School District	67	*	30	*	0	37	*	0	0	0	0
0230011	Canton School District	14	*	11	*	*	*	*	0	0	0	0
0240011	Chaplin School District	0	0	0	0	0	0	0	0	0	0	0
0250011	Cheshire School District	89	10	81	8	0	8	*	0	0	0	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	*	*	*	*	0	0	0	0	0	0	0
0280011	Colchester School District	0	0	0	0	0	0	0	0	0	0	0
0290011	Colebrook School District	*	*	*	*	0	0	0	0	0	0	0
0300011	Columbia School District	*	*	*	*	0	0	0	0	0	0	0
0310011	Cornwall School District	0	0	0	0	0	0	0	0	0	0	0
0320011	Coventry School District	0	0	0	0	0	0	0	0	0	0	0
0330011	Cromwell School District	6	*	6	*	0	0	0	0	0	0	0
0340011	Danbury School District	14	*	9	*	0	*	*	0	0	0	0
0350011	Darien School District	43	*	30	*	0	12	*	0	*	*	0
0360011	Deep River School District	7	*	7	*	0	0	0	0	0	0	0
0370011	Derby School District	234	8	33	6	*	*	*	0	198	*	*
0390011	Eastford School District	0	0	0	0	0	0	0	0	0	0	0
0400011	East Granby School District	0	0	0	0	0	0	0	0	0	0	0
0410011	East Haddam School District	*	*	*	*	0	0	0	0	0	0	0

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0420011	East Hampton School District	11	*	6	*	0	*	*	*	0	0	0
0430011	East Hartford School District	148	42	94	41	0	*	*	0	53	26	0
0440011	East Haven School District	17	6	15	6	0	*	*	0	0	0	0
0450011	East Lyme School District	19	*	*	*	0	17	*	0	0	0	0
0460011	Easton School District	*	*	*	*	0	0	0	0	0	0	0
0470011	East Windsor School District	121	11	120	11	0	*	*	0	0	0	0
0480011	Ellington School District	15	*	*	*	0	14	*	*	0	0	0
0490011	Enfield School District	182	18	68	14	0	*	*	0	111	12	0
0500011	Essex School District	*	*	*	*	0	0	0	0	0	0	0
0510011	Fairfield School District	88	13	75	12	0	13	8	0	0	0	0
0520011	Farmington School District	157	14	66	13	*	91	9	*	0	0	0
0530011	Franklin School District	0	0	0	0	0	0	0	0	0	0	0
0540011	Glastonbury School District	26	9	25	9	0	*	*	0	0	0	0
0560011	Granby School District	0	0	0	0	0	0	0	0	0	0	0
0570011	Greenwich School District	173	18	112	15	0	51	9	0	10	*	0
0580011	Griswold School District	75	11	74	11	0	*	*	0	0	0	0
0590011	Groton School District	237	24	234	24	*	*	*	0	0	0	0
0600011	Guilford School District	180	8	180	8	24	0	0	0	0	0	0
0620011	Hamden School District	156	28	87	25	0	11	6	0	58	9	0
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	232	36	232	36	0	0	0	0	0	0	0
0650011	Hartland School District	0	0	0	0	0	0	0	0	0	0	0
0670011	Hebron School District	34	*	18	*	0	*	*	0	14	*	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	188	16	57	11	0	131	14	0	0	0	0
0710011	Lebanon School District	0	0	0	0	0	0	0	0	0	0	0
0720011	Ledyard School District	53	10	42	10	*	11	*	0	0	0	0
0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
0740011	Litchfield School District	39	*	39	*	0	0	0	0	0	0	0
0760011	Madison School District	*	*	*	*	*	0	0	0	0	0	0
0770011	Manchester School District	605	53	200	41	0	405	26	0	0	0	0
0780011	Mansfield School District	18	7	9	*	0	9	*	0	0	0	0
0790011	Marlborough School District	51	*	10	*	*	40	*	0	*	*	0
0800011	Meriden School District	1047	76	540	66	6	497	46	6	10	*	*
0830011	Middletown School District	183	18	62	11	0	121	17	*	0	0	0
0840011	Milford School District	279	16	79	12	*	189	14	0	11	*	0
0850011	Monroe School District	10	*	9	*	0	*	*	0	0	0	0
0860011	Montville School District	13	8	13	8	*	0	0	0	0	0	0

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0880011	Naugatuck School District	71	17	57	15	*	14	7	0	0	0	0
0890011	New Britain School District	576	76	196	65	11	328	28	0	52	13	0
0900011	New Canaan School District	8	*	0	0	0	8	*	0	0	0	0
0910011	New Fairfield School District	22	6	21	*	0	*	*	0	0	0	0
0920011	New Hartford School District	0	0	0	0	0	0	0	0	0	0	0
0930011	New Haven School District	33	14	32	14	0	*	*	0	0	0	0
0940011	Newington School District	32	11	32	11	0	0	0	0	0	0	0
0950011	New London School District	336	38	69	27	0	267	26	*	0	0	0
0960011	New Milford School District	271	17	116	14	*	154	10	*	*	*	0
0970011	Newtown School District	74	17	50	13	0	22	7	*	*	*	0
0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
0990011	North Branford School District	24	*	16	*	0	8	*	0	0	0	0
1000011	North Canaan School District	*	*	*	*	0	0	0	0	0	0	0
1010011	North Haven School District	48	10	28	8	0	20	9	0	0	0	0
1020011	North Stonington School District	*	*	*	*	0	0	0	0	0	0	0
1030011	Norwalk School District	15	7	14	7	0	*	*	0	0	0	0
1040011	Norwich School District	302	43	270	39	*	32	7	0	0	0	0
1060011	Old Saybrook School District	*	*	*	*	0	0	0	0	0	0	0
1070011	Orange School District	0	0	0	0	0	0	0	0	0	0	0
1080011	Oxford School District	11	*	*	*	0	8	*	0	0	0	0
1090011	Plainfield School District	81	6	80	6	6	*	*	0	0	0	0
1100011	Plainville School District	56	*	11	*	*	24	*	0	21	*	0
1110011	Plymouth School District	143	7	40	*	0	103	6	0	0	0	0
1120011	Pomfret School District	0	0	0	0	0	0	0	0	0	0	0
1130011	Portland School District	0	0	0	0	0	0	0	0	0	0	0
1140011	Preston School District	12	*	12	*	0	0	0	0	0	0	0
1160011	Putnam School District	16	*	13	*	0	*	*	0	0	0	0
1170011	Redding School District	0	0	0	0	0	0	0	0	0	0	0
1180011	Ridgefield School District	115	*	114	*	0	*	*	0	0	0	0
1190011	Rocky Hill School District	14	*	9	*	0	*	*	0	0	0	0
1210011	Salem School District	*	*	*	*	0	0	0	0	0	0	0
1220011	Salisbury School District	0	0	0	0	0	0	0	0	0	0	0
1230011	Scotland School District	8	*	8	*	0	0	0	0	0	0	0
1240011	Seymour School District	70	*	52	*	0	18	*	*	0	0	0
1250011	Sharon School District	0	0	0	0	0	0	0	0	0	0	0
1260011	Shelton School District	164	21	122	20	*	41	6	0	*	*	0
1270011	Sherman School District	0	0	0	0	0	0	0	0	0	0	0
1280011	Simsbury School District	65	12	60	12	*	*	*	0	0	0	0

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1290011	Somers School District	21	*	20	*	0	*	*	0	0	0	0
1310011	Southington School District	114	15	37	8	0	14	*	0	63	8	0
1320011	South Windsor School District	18	8	17	7	0	*	*	0	0	0	0
1330011	Sprague School District	18	6	*	*	0	14	6	0	*	*	0
1340011	Stafford School District	87	13	*	*	0	83	12	0	0	0	0
1350011	Stamford School District	20	6	12	6	0	*	*	0	*	*	0
1360011	Sterling School District	52	*	23	*	0	29	*	0	0	0	0
1370011	Stonington School District	145	10	145	10	*	0	0	0	0	0	0
1380011	Stratford School District	144	17	136	15	0	8	*	0	0	0	0
1390011	Suffield School District	21	*	8	*	0	*	*	0	12	*	0
1400011	Thomaston School District	*	*	*	*	0	0	0	0	0	0	0
1410011	Thompson School District	46	*	28	*	0	18	*	0	0	0	0
1420011	Tolland School District	70	7	28	7	0	42	*	0	0	0	0
1430011	Torrington School District	59	9	45	8	0	14	*	0	0	0	0
1440011	Trumbull School District	47	10	27	8	0	20	*	0	0	0	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	376	42	191	35	*	175	25	*	10	*	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	134	12	98	12	0	35	*	0	*	*	0
1510011	Waterbury School District	164	32	112	26	*	52	12	0	0	0	0
1520011	Waterford School District	413	*	360	*	0	53	*	0	0	0	0
1530011	Watertown School District	20	7	10	6	0	*	*	0	*	*	0
1540011	Westbrook School District	33	*	30	*	0	*	*	0	*	*	0
1550011	West Hartford School District	172	26	137	23	*	35	10	0	0	0	0
1560011	West Haven School District	117	14	117	14	0	0	0	0	0	0	0
1570011	Weston School District	0	0	0	0	0	0	0	0	0	0	0
1580011	Westport School District	14	6	14	6	0	0	0	0	0	0	0
1590011	Wethersfield School District	29	6	24	*	0	*	*	0	0	0	0
1600011	Willington School District	0	0	0	0	0	0	0	0	0	0	0
1610011	Wilton School District	15	*	14	*	*	*	*	0	0	0	0
1620011	Winchester School District	8	*	7	*	*	*	*	0	0	0	0
1630011	Windham School District	312	18	230	17	*	20	9	0	62	7	*
1640011	Windsor School District	290	19	139	15	0	151	17	0	0	0	0
1650011	Windsor Locks School District	30	*	8	*	0	22	*	0	0	0	0
1660011	Wolcott School District	69	9	46	8	0	18	*	0	*	*	0
1670011	Woodbridge School District	*	*	*	*	0	*	*	*	0	0	0
1690011	Woodstock School District	0	0	0	0	0	0	0	0	0	0	0
2010012	Regional School District 01	*	*	*	*	0	0	0	0	0	0	0

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2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
2050012	Regional School District 05	0	0	0	0	0	0	0	0	0	0	0
2060012	Regional School District 06	0	0	0	0	0	0	0	0	0	0	0
2070012	Regional School District 07	0	0	0	0	0	0	0	0	0	0	0
2080012	Regional School District 08	0	0	0	0	0	0	0	0	0	0	0
2090012	Regional School District 09	*	*	*	*	0	0	0	0	0	0	0
2100012	Regional School District 10	0	0	0	0	0	0	0	0	0	0	0
2110012	Regional School District 11	0	0	0	0	0	0	0	0	0	0	0
2120012	Regional School District 12	18	*	*	*	0	10	*	0	*	*	0
2130012	Regional School District 13	7	*	7	*	0	0	0	0	0	0	0
2140012	Regional School District 14	78	*	*	*	0	74	*	0	0	0	0
2150012	Regional School District 15	41	6	38	6	0	*	*	0	0	0	0
2160012	Regional School District 16	12	*	10	*	0	*	*	*	0	0	0
2170012	Regional School District 17	34	*	34	*	0	0	0	0	0	0	0
2180012	Regional School District 18	*	*	0	0	0	*	*	0	0	0	0
2190012	Regional School District 19	0	0	0	0	0	0	0	0	0	0	0
3370015	Department of Mental Health and Addiction Services	0	0	0	0	0	0	0	0	0	0	0
3470015	Unified School District #2	48	37	47	36	*	*	*	0	0	0	0
9000016	Connecticut Technical High School System	0	0	0	0	0	0	0	0	0	0	0
LEA TOTAL		11,573	1,328	6,716	1,127	81	4,017	500	23	840	135	*
2410014	Capitol Region Education Council	4503	124	911	97	*	388	61	0	3204	40	*
2420014	Education Connection	26	*	24	*	*	*	*	0	0	0	0
2430014	Cooperative Educational Services	1346	108	552	67	0	794	77	*	0	0	0
2440014	Area Cooperative Educational Services	1324	150	380	112	25	944	95	13	0	0	0
2450014	Learn	802	21	763	20	16	*	*	0	0	0	0
2530014	EASTCONN	750	47	144	31	*	376	36	*	230	*	0
RESC TOTAL		8,751	454	2,774	332	45	2,543	272	15	3,434	43	*
0360161	Academy at Mount Saint John	0	0	0	0	0	0	0	0	0	0	0
0830561	Academy of Wheeler Clinic	0	0	0	0	0	0	0	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	1878	63	1281	47	11	597	50	7	0	0	0
0430121	Adelbrook-The Learning Center of East Hartford	18	*	11	*	0	7	*	0	0	0	0
0770221	Adelbrook-The Learning Center of Manchester	597	16	580	16	*	17	10	0	0	0	0
1550361	American School for the Deaf	24	*	21	*	0	*	*	0	0	0	0
0100161	Arch Bridge School	42	*	33	*	0	9	*	0	0	0	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
1480461	Benhaven Academy	*	*	*	*	0	0	0	0	0	0	0
1480161	Benhaven School	2059	37	984	31	52	130	21	*	945	33	9
0840461	CCCD-Bridgeport Ave.	425	10	57	6	*	151	6	0	217	*	0

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0840561	CCCD-Wolf Harbor Rd.	1783	29	874	19	0	909	21	0	0	0	0
0890461	CCMC School	1236	85	938	77	*	41	16	*	257	53	0
0620261	Cedarhurst School	*	*	*	*	0	0	0	0	0	0	0
0930661	Chapel Haven	0	0	0	0	0	0	0	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	220	42	220	42	*	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	374	44	35	15	0	339	42	0	0	0	0
0950161	Connecticut College Children's Program	0	0	0	0	0	0	0	0	0	0	0
0740161	Connecticut Junior Republic	0	0	0	0	0	0	0	0	0	0	0
1500161	Devereux Glenholme School	*	*	*	*	0	0	0	0	0	0	0
0570161	Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
0642061	Eagle House Education Program	17	7	17	7	0	0	0	0	0	0	0
1010161	Elizabeth Ives School for Special Children	6	*	0	0	0	6	*	0	0	0	0
0846061	Foundation School-Milford	*	*	*	*	0	0	0	0	0	0	0
1070161	Foundation School-Orange	0	0	0	0	0	0	0	0	0	0	0
0646061	Futures School	0	0	0	0	0	0	0	0	0	0	0
1550161	Gengras Center	209	14	19	7	0	67	10	0	123	6	0
0510261	Giant Steps CT School	10	6	10	6	0	0	0	0	0	0	0
0640261	Grace S. Webb School	305	43	131	33	0	*	*	0	171	36	0
0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
1480261	High Road Academy	486	28	152	18	11	301	28	*	33	*	0
0642161	High Road School of Hartford High	339	42	179	37	*	160	37	0	0	0	0
0642261	High Road School of Hartford-Primary	1363	37	653	31	16	710	37	*	0	0	0
0950421	High Road School of New London Middle/High at Shiloh	268	18	54	13	0	169	18	0	45	*	0
0950821	High Road School of New London Primary at Bennie Dover	760	20	160	17	0	600	20	*	0	0	0
1036261	High Road School of Norwalk	994	50	461	39	*	530	46	*	*	*	0
1485061	High Road School Of Wallingford-Wallingford	1346	47	739	41	14	606	43	0	*	*	0
1075061	Hope Academy	0	0	0	0	0	0	0	0	0	0	0
1550261	Intensive Education Academy	6	*	*	*	0	*	*	*	0	0	0
1380121	IPPI ACADEMY	673	18	13	7	0	405	18	*	255	13	0
0190161	Learning Clinic	8	*	8	*	0	0	0	0	0	0	0
0450161	Light House on Main St	9	*	9	*	0	0	0	0	0	0	0
0450261	Light House on Pennsylvania Ave	27	*	7	*	0	20	*	*	0	0	0
0626161	Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
0770361	Manchester Memorial Hospital Clinical Day School	0	0	0	0	0	0	0	0	0	0	0
0800161	Meliora Academy	242	10	237	10	0	*	*	0	0	0	0
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0
0780361	Natchaug Hospital Journey School	0	0	0	0	0	0	0	0	0	0	0
0780261	Natchaug Hospital School CDT-Mansfield	50	7	50	7	0	0	0	0	0	0	0

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1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
1630661	Natchaug Hospital School CDT-Willimantic	12	*	12	*	*	0	0	0	0	0	0
0690161	Natchaug Hospital School Joshua Center NE-Danielson	*	*	*	*	0	0	0	0	0	0	0
1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	*	*	*	*	0	0	0	0	0	0	0
0490161	Natchaug Hospital School Joshua Center-Enfield	0	0	0	0	0	0	0	0	0	0	0
1100261	Northwest Village School/Wheeler Clinic	1946	133	858	104	14	1088	118	7	0	0	0
0046921	Oak Hill at Farmington Valley Montessori	0	0	0	0	0	0	0	0	0	0	0
0920161	Oak Hill School at Ann Antolini School	0	0	0	0	0	0	0	0	0	0	0
0170221	Oak Hill School at Bristol North	15	*	15	*	0	0	0	0	0	0	0
0170561	Oak Hill School at Bristol South	8	*	8	*	0	0	0	0	0	0	0
1106161	Oak Hill School at Haddam-Killingworth High School	7	*	7	*	0	0	0	0	0	0	0
0895161	Oak Hill School at Hartford	18	7	18	7	*	0	0	0	0	0	0
1105261	Oak Hill School at Middle School of Plainville	24	*	24	*	0	0	0	0	0	0	0
0890261	Oak Hill School at New Britain	8	*	8	*	*	0	0	0	0	0	0
1100361	Oak Hill School at Toffolon	*	*	*	*	0	0	0	0	0	0	0
0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	23	*	22	*	0	*	*	0	0	0	0
1356721	Pinnacle School	43	*	*	*	0	33	*	0	8	*	0
0890361	Raymond Hill School	783	89	443	76	0	338	76	*	*	*	0
0380261	Rushford Academy	0	0	0	0	0	0	0	0	0	0	0
0516061	Saint Catherine Academy	0	0	0	0	0	0	0	0	0	0	0
0460161	Speech Academy	0	0	0	0	0	0	0	0	0	0	0
1440161	St. Vincent's Special Needs School Program	*	*	*	*	*	0	0	0	0	0	0
1410161	Susan Wayne Center of Excellence	31	10	31	10	0	0	0	0	0	0	0
0740461	Touchstone School	7	*	7	*	*	0	0	0	0	0	0
1350161	Villa Maria Education Center	8	*	8	*	*	0	0	0	0	0	0
1520161	Waterford Country School	83	22	83	22	*	0	0	0	0	0	0
0250161	Webb School at Cheshire	527	29	223	20	0	278	27	0	26	11	0
0046821	Webb School in the Valley	46	*	*	*	0	0	0	0	43	*	0
0620361	Whitney Hall School	101	38	101	38	15	0	0	0	0	0	0
0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
APSEP TOTAL		19,688	1,049	9,869	843	157	7,690	672	30	2,129	174	9
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9020022	Gilbert School District	0	0	0	0	0	0	0	0	0	0	0
9030022	Woodstock Academy District	0	0	0	0	0	0	0	0	0	0	0
ACADEMY TOTAL		0	0	0	0	0	0	0	0	0	0	0
2610013	Jumoke Academy District	0	0	0	0	0	0	0	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
2630013	Odyssey Community School District	0	0	0	0	0	0	0	0	0	0	0
2640013	Integrated Day Charter School District	0	0	0	0	0	0	0	0	0	0	0
2650013	Interdistrict School for Arts and Comm District	0	0	0	0	0	0	0	0	0	0	0
2680013	Common Ground High School District	0	0	0	0	0	0	0	0	0	0	0
2690013	Bridge Academy District	0	0	0	0	0	0	0	0	0	0	0
2700013	Side By Side Charter School District	0	0	0	0	0	0	0	0	0	0	0
2720013	Explorations District	0	0	0	0	0	0	0	0	0	0	0
2780013	Trailblazers Academy District	0	0	0	0	0	0	0	0	0	0	0
2790013	Amistad Academy District	16	*	16	*	0	0	0	0	0	0	0
2800013	New Beginnings Inc., Family Academy District	0	0	0	0	0	0	0	0	0	0	0
2820013	Stamford Academy District	0	0	0	0	0	0	0	0	0	0	0
2830013	Park City Prep Charter School District	0	0	0	0	0	0	0	0	0	0	0
2850013	Bridgeport Achievement First District	6	*	*	*	0	0	0	0	0	0	0
2860013	Highville Charter School District	0	0	0	0	0	0	0	0	0	0	0
2880013	Achievement First Hartford Academy Inc. District	6	*	6	*	0	0	0	0	0	0	0
2890013	Elm City College Preparatory School District	0	0	0	0	0	0	0	0	0	0	0
2900013	Brass City Charter School District	0	0	0	0	0	0	0	0	0	0	0
2910013	Elm City Montessori School District	*	*	0	0	0	*	*	0	0	0	0
2930013	Path Academy District	0	0	0	0	0	0	0	0	0	0	0
2940013	Great Oaks Charter School District	0	0	0	0	0	0	0	0	0	0	0
2950013	Booker T. Washington Academy District	*	*	*	*	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		30	11	29	10	0	*	*	0	0	0	0
STATEWIDE		40,042	2,718	19,388	2,228	283	14,251	1,399	68	6,403	351	15

Appendix B

Comparison reports were presented through the online application to all organizations showing change in reported data from 2013-14 to 2014-15. For 86 organizations, data reported in 2014-15 indicated a substantial departure from those reported in 2013-14 (33 reported a reduction in R/S incidents and 53 reported an increase). These 86 organizations provided written feedback explaining factors contributing to the change. Below is a summary of those responses.

Reasons Stated by Organizations that Evidenced Reduction in Reported R/S Incidents

- (1) In some cases, LEAs reported that adjustments made to initial plans or programs, resulted in improved behavioral outcomes.
- (2) Greater administrative oversight and monitoring regarding the use of restraint and seclusion produced increased fidelity in the use of de-escalation strategies.
- (3) Organizations have expanded training of staff beyond Crisis Prevention Intervention; Physical and Psychological Management Training, Handle with Care and other approaches to de-escalation, to include guidance related to the Six Core Strategies for Reducing Seclusion and Restraint Use, district-wide training on effective classroom management, implementation of prevention and intervention strategies (SRBI), and the implementation of de-escalation procedures with fidelity. Organizations report the integration of quality trauma informed care and restorative justice practices, and building healthy relationships and positive behavior supports into a multi-tiered model of supports. Provision of additional sensory environments and availability of sensory supports and interventions was also noted as contributing to reductions.
- (4) LEAs reported that many incidents of R/S reported in the previous year were for students with significant self-injurious and aggressive behaviors. These students each had multiple restraints or seclusions within a single incident and in many cases accounted for the majority of reported incidents. PPT decisions have since resulted in these students being placed in more restrictive settings outside the LEA to better accommodate their specific behavioral and educational needs. LEAs reported that despite efforts to develop and implement appropriate interventions based on functional behavior assessments (FBAs), some students representing frequent R/S were placed in alternative settings. (Partial Hospital Programs (PHPs), APSEPs, Clinical Day settings, RESC programs, out of state residential facilities, etc.)
- (5) Organization staff members have been trained in procedures to improve the validity and reliability of the data and revised procedures for documenting and reporting R/S incidents have been implemented to improve the accuracy of the organization R/S compilation.
- (6) The use or expanded use of Board Certified Behavior Analysts (BCBAs) to design student-specific targeted interventions and provide staff support and training as well as support and training to families was identified by multiple LEAs. Redeployment of or the addition of related service staff or mental health professionals was also identified. Reduction in class size of self-contained classrooms and in a number of situations, increased supervision and support (i.e., 2 or 3 staff to 1 student) was also noted.
- (7) LEAs attested to change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as an LEA commitment to redesign supports for

- students within the general education setting through the implementation of Positive Behavioral Interventions and Supports (PBIS) as reason for significant reductions in the use of R/S.
- (8) Several LEAs have reported that students continue to benefit from the introduction of or the expansion of specialized programs now available in the LEA.
 - (9) LEAs have also partnered with outside public and private agencies and are utilizing resources available through consultation with specialized programs in order to build the capacity of the LEA to develop intensive programming to address the needs of students and better serve students in the LEA. The consultative model has increased the capacity of LEA staff to utilize best practice interventions to support students with challenging behaviors. Students are experiencing increased success based on the conduct of FBAs, the development of individualized behavior intervention plans (BIPs) and frequent monitoring and revision of those plans.
 - (10) A few organizations continue to report that both reductions and increases are impacted by previous year inaccuracies in defining a restraint or seclusion as outlined in the regulations.
 - (11) Some organizations reported that a contributing factor to reduction has been a strict adherence to admissions criteria leading to enrollment of students in specialized settings whose needs are appropriate to the design, scope and support services available through the program.
 - (12) An overall decline in enrollment in some programs was also indicated.
 - (13) Organizations reported that targeted staff training which defined “imminent risk” contributed to the decrease in year to year data.
 - (14) The elimination of point and level systems which focus on consequences and the introduction of PBIS, emotional regulation skill building and a renewed focus on developing and maintaining relationships were also identified as influential factors in reducing the use of restraint and seclusion.
 - (15) Some organizations indicated that substantial decrease was in part due to expanded training to include para professionals, general educators, principals, behavior techs and school security or resource officers.
 - (16) The implementation of a universal screener addressing the social, emotional and behavioral status of students was initiated as were increased intervention options at Tier I, Tier II and Tier III were identified as factors related to year to year decrease on overall use of restraint and seclusion.

Reasons Stated by Organizations that Evidenced Increases in Reported R/S Incidents

- (1) Organizations saw dramatic increases in their reported R/S incidents due to one or a limited number of students that either entered their program or school for the first time or had returned after being previously enrolled in a more restrictive setting. Students were described as demonstrating significant self-injurious and aggressive behaviors through the transition process. These students had multiple incidents each which were typically of short duration and due primarily to a student’s self-injurious behavior.
- (2) Some organizations continue to report that increases were the result of more appropriate reporting related to multiple events in a sequence. For example, a student demonstrates a behavior that results in a five minute restraint; as the staff member

- begins to release the student, the student immediately resumes the prior aggressive behavior and is restrained once again by staff. Under R/S reporting guidance, each restraint/release is considered a new incident. Some organizations report that this has resulted in the appearance of an increase of R/S incidents, when in fact, it is the result of more appropriate reporting.
- (3) Some organizations reported that increases were a reflection of newly established in-district programs initiated to address the needs of students previously placed in more restrictive settings such as RESCs, APSEPs or out of state facilities. Public schools are now servicing and supporting students demonstrating significant behavioral issues that may require emergency procedures to ensure the safety of the student and/or others and allow the LEA to meet the requirement to maintain a safe school.
 - (4) Some organizations reported that an increase in the use of restraint and seclusion may have been impacted by the rate of staff turnover and the hiring of new staff whose skill set around de-escalation is yet to be developed.
 - (5) Some organizations, primarily specialized settings, which reported a substantial increase from the previous year, indicated that the increases aligned with an overall increase in enrollment and that the trend in student behavior is characterized as more dysregulated.