

Special Services Cooperative of Wamego

USD # 323 Rock Creek

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USD #329 Mill Creek Valley

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Mike Bilderback, Director

Diana Phillips, Office Manager

February 2, 2012

Re: Testimony on the Current Emergency Safety Intervention Guidelines

To Whom It May Concern,

I am here to represent KASEA's Region Two area as their current chairperson for the continuation of the current emergency safety intervention guidelines and the opposition for a change to create regulatory intervention.

I am also here to represent my Cooperative, The Wamego Special Services Cooperative. I wish to spend the majority of my time sharing with you how the current guidelines are responsibly implemented and how data collection is impacting additional training efforts in our Cooperative.

- we conduct annual Crisis Prevention and Intervention training to our certified instructional staff, para-educators and building principals. Our intervention training program emphasizes strategies to deescalate aggressive comments and behaviors as a preventative measure prior to restraint or seclusion.
- we only use restraint and seclusion if there is a significant threat of harm to the student or others. Every effort is made to prevent the need to restrain or seclude a student as this is a fundamental component of our annual training efforts.
- we have a three-prong systemic approach used to ensure that individuals and teams trained are following procedures set forth in current guidelines.
 1. We have a form that must be completed every time a student is restrained or secluded.
 2. Parents are notified the same day seclusion or restraint is needed. This procedural step is very transparent to parents.
 3. Parents are familiar with our seclusion rooms. Once again, transparency is key to our communications.
 4. Once the form is completed it is delivered to the my office at the earliest convenience to staff involved. The information is reviewed by me, then forwarded to the school psychologist assigned to the building where the event took place, and then is sent to our CPI trainer for her final review.
 5. Our trainer then logs specific data into a user-friendly format (attached for your review).
 6. At the end of each semester the data for all students restrained or secluded or both is tabulated into a slightly different format (also attached for your review). The second data base you have tells you that we have **only had nine (9) students during the first 18 weeks of this school year** that have either restrained or secluded or both. With approximately 450 eligible students served in our Cooperative this **only represents 2% of all students served**. The second data sheet also lays out 3 specific targets: at the top of the page-the incidences when students were secluded and the average number of minutes in seclusion. In summary, you will notice that there have been **56 incidences of seclusion** and the **average number of minutes in seclusion was 44**. At the lower left-hand side of the page we report the number of incidences of potential harm to others and the percentage of such given the total number of incidences. The sum total of this data reveals that **57% of the time when a student was secluded it was due to the fact that they presented a harm to others**. And finally, at the lower right-hand side of the page,

the number of incidences when restraint was used and the average duration of the restraint times for all 9 students. The sum total of this data reveals that **on 53 occasions when restraint was applied that the average time spent in restraint was only 2.5 minutes.**

- this data has been shared with all of our school psychologists who in turn will be sharing this with each of the individual IEP teams for each of the 9 students. The intent is to review the existing behavior plan for every student and then tweak the plan with the goal of reducing the number of incidences of restraint, seclusion, the durations for both , and to keep our staff and students out of harms way.
 1. Our behavior plans define the target behaviors to extinguish, and appropriate “replacement” behaviors desired.
 2. Our behavior plans define positive behavior supports to be used to promote appropriate “replacement” behaviors.
 3. Our behavior plans are individualized to meet the needs of each student and therefore are not “cookie-cut” plans.

I also want to report that although **we have had 7 staff- injury reports**, so far this year none of them actually ended up a workman compensation claim (see attachment). **We have had zero student-injury reports.**

The current guidelines are working in our Cooperative. The intent of the guidelines are being upheld, and we are making every effort to use data to create a more informed staff in order to better assist and support students with social and emotional challenges in our public school settings. With the guidelines in place for six-years now, our Cooperative has not had one single child complaint filed. A steady and focused – driven approach to staff in-service has been a core commitment to establish the results we have achieved. This commitment has been costly in wages and staff time spent for training purposes. It is my opinion that if a regulation is put in place that districts will absorb substantial financial costs side-by-side with substantial time spent to train staff building-by-building, and that such costs and time will add a substantial burden to many districts across Kansas already facing budget cuts. A regulation would definitely need to be funded appropriately to off-set obvious costs for training purposes.

Cordially,

Mike Bilderback, Director of the Wamego Special Services Cooperative

Attachments: 3

Coop Restraint Seclusion Information: First Semester 2011-2012

USD #	Harm to self	Harm to others	Harm to Prop.	Bad Language	Non-compliant	Student Directed	Restraint Duration	Seclusion Duration	Pathways BIP
Student #1									
11/10/2011		X					7	3	
11/16/2011		X					2	40	
12/09/2011		X					1	5	
12/09/2011				X				8	
12/13/2011		X					1	6	
12/15/2011		X					3	5	
Total	0	5	0	1	0	0	14	67 ÷ 6 = 11.1	
Student #2									
10/10/2011					X		UK	6	
10/18/2011		X					UK	26	
10/18/2011		X					Transport	11	
10/18/2011		X					Transport	7	
10/19/2011		X						6	
10/19/2011		X					transport	2	
Total	0	5	0	0	1	0	0	58 ÷ 6 = 9.66	
Student #3									
8/26/2011	X						UK	UK	
8/30/2011		X					UK	UK	
9/19/2011			X	X			UK	UK	
9/21/2011			X					UK	
10/13/2011		X					11	UK	
10/31/2011		X						8	
11/02/2011		X						7	
11/02/2011		X						7	
11/02/2011		X					1	1	
11/03/2011		X					1	27	
11/09/2011		X						9	
11/15/2011		X					1	16	
12/12/2011				X				7	
Total	1	8	2	1	0	0	14	75 ÷ 7 = 10.71	

Coop Restraint Seclusion Information: First Semester 2011-2012

District	Students Name	# of Incidences	Seclusion Duration (Avg.)
	Student #4	3	110
	Student #7	7	72.14
	Student #8	4	48.75
	Student #6	6	48.66
	Student #5	15	39.21
	Student #9	16	29.38
	Student #10	2	21.10
	Student #1	6	11.10
	Student #3	7	10.71
Total		56	6.98

District	Students Name	# of Incidence of Harm to Others	# of Seclusions	% of times
	Student #4	3	3	100%
	Student #1	5	6	83%
	Student #9	12	16	75%
	Student #8	3	4	75%
	Student #3	8	12	67%
	Student #5	6	9	67%
	Student #6	2	6	33%
	Student #7	1	7	14%
	Student #10	0	0	0%
Total		40	63	57%

District	Students Name	# of Incidence	Restraint Duration (Avg.)
	Student #9	12	5.67
	Student #3	7	3.50
	Student #1	5	2.80
	Student #10	3	2.50
	Student #2	14	1.89
	Student #6	4	1.75
	Student #8	3	1.50
	Student #7	5	1.20
	Student #4	0	0
Total		53	2.31