WORKING TOGETHER TO PREVENT AND PROTECT

Reference Framework for Control Measures in Schools

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# Presentation to school administrators and school principals

Do you know how to recognize the interventions that correspond to a control measure?

As an administrator, what is your role with regard to the use of such measures?

Objectives of the presentation

- Develop a common understanding and vocabulary

- Raise awareness of the ethical and legal issues

- Emphasize the importance of adopting a preventive and collaborative approach to deploying the Framework
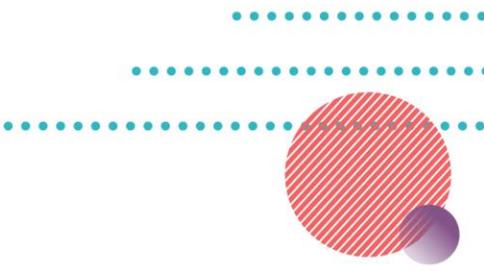
Presentation Outline

1. Control measures and intervention contexts for applying a control measure

2. Activity reserved for authorized professionals

3. Danger assessment

4. Legal frameworks and guiding principles

5. Roles, responsibilities and interdisciplinarity

6. The importance of preventive and educational interventions

1. Control measures and intervention contexts for applying a control measure

What is a control measure?

A control measure is **intended** to prevent a student from harming themselves or others.

The use of such a measure must be **minimal** and resorted to only **exceptionally**, and it must take into consideration the student's physical and mental state.

The terms "restraint measures," "exceptional measures" and "management measures" are sometimes used to designate control measures.

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Types of control measures

Restraint

Restraint consists of stopping or limiting a student's freedom of movement by using human strength or a mechanical means, or by depriving them of a means they use to compensate for a disability.

- **Physical**
- **Mechanical**
- **Through the removal of devices**

Seclusion

Seclusion involves placing the student, for a set period of time, in a room or area that they cannot leave at will.

Chemicals: this type of control measure will not be covered.

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Two intervention contexts for applying a control measure

Unplanned intervention context	Planned intervention context
Emergency situation that has arisen for the first time	Emergency situation that has arisen at least once before
Behaviour that is **unexpected and unpredictable**	Behaviour that is **known and likely to be repeated**
Puts the student or others in danger	**Puts the student or others in danger**
School protocol	**Student protocol (reserved activity)**

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2. Activity reserved for authorized professionals:
Decision to use a restraint measure

Authorized professionals in all places, including schools

- **Physicians**
- **Nurses**
- **Occupational therapists**
- **Physiotherapists**
- **Psychoeducators**
- **Psychologists**

Activities reserved for authorized professionals in schools

	UNPLANNED INTERVENTION CONTEXT		PLANNED INTERVENTION CONTEXT	
	DECISION	APPLICATION	DECISION	APPLICATION
RESTRAINT MEASURE	Unreserved activity	Unreserved activity	Reserved activity	Unreserved activity
SECLUSION MEASURE	Unreserved activity	Unreserved activity	Unreserved activity	Unreserved activity

The decision to use a restraint measure corresponds to the assessment of the need to have recourse to this measure.

The application of the control measure is not a reserved activity.

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Activities reserved for authorized professionals in schools

	UNPLANNED INTERVENTION CONTEXT		PLANNED INTERVENTION CONTEXT	
	DECISION	APPLICATION	DECISION	APPLICATION
RESTRAINT MEASURE	Unreserved activity	Unreserved activity	Reserved activity	Unreserved activity
SECLUSION MEASURE	Unreserved activity	Unreserved activity	Unreserved activity	Unreserved activity

In schools, the decision to use a seclusion measure is not a reserved activity. It is recommended to follow the same procedure as that used for restraint measures, given the risks of causing harm.

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A control measure must only be used **as a last resort.**

It is an **exceptional measure.**

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3. Danger assessment

What distinguishes a crisis situation from an emergency situation?

Crisis situation

Refers to a **temporary disruption** of the student's **functioning** on the emotional, cognitive or behavioural level.

It **can be resolved through interventions,** or it can worsen and lead to an emergency situation.

Emergency situation

The physical safety of the student or others is threatened and there is **imminent danger**.

The danger is assessed using three criteria.

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Danger-assessment criteria

| PREDICTABILITY OF DANGER | **+** | IMMEDIACY OF DANGER | **+** | SEVERITY OF CONSEQUENCES | **=** | EMERGENCY SITUATION |

EMERGENCY SITUATION
• Is there imminent danger that threatens the safety of the student and others?
• Is a control measure necessary to ensure the safety of the student and others?

PREDICTABILITY OF DANGER	IMMEDIACY OF DANGER	SEVERITY OF CONSEQUENCES
Danger is more than probable given that it is observable.	Danger is present and there is not enough time to use another effective means.	Serious consequences are anticipated: injuries requiring treatment or hospitalization and consequences that are permanent or that require interventions to keep the person alive.[58]
• Does the student's behaviour present a real danger for themselves or others?	• Is the control measure the only possible intervention that I have the time to carry out?	• Will the consequences of the student's behaviour be serious for themselves or others?

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Summary

Does my intervention limit the student's freedom of movement or restrict their capacity to act? If so, it is a control measure.

Is this an emergency situation that requires the use of a control measure?

Does the danger meet the three criteria?

- **Predictability**
- **Immediacy**
- **Severity of consequences**

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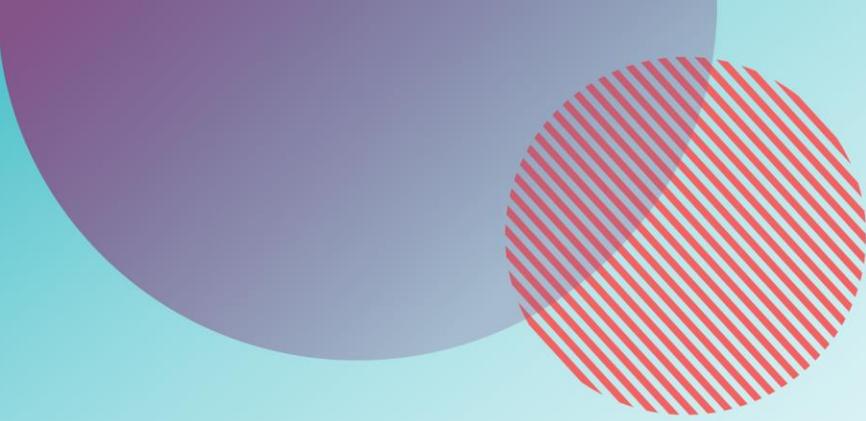
4. Legal frameworks and guiding principles

The importance of knowing the legal references

The use of a control measure:

- **constitutes an infringement on someone's freedom**
- **may undermine their dignity, safety and development**
- **may cause harm to their physical or moral well-being**

Thus, it is important that the staff involved and the administrators be made aware of the legal references that guide the application of control measures.

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Legal references

- The *Criminal Code*
- The *Civil Code of Québec*
- The *Act respecting private education*
- The *Education Act*
- The *Professional Code*
- The *Act respecting occupational health and safety*

- *An Act to modernize the occupational health and safety regime*
- The *Canadian Charter of Rights and Freedoms*
- The *Charter of human rights and freedoms*
- The *Convention on the Rights of the Child*

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The guiding principles: the values, attitudes and position to take

All control measures must:

- Be viewed as a **last resort** and when there is **imminent** danger
- Be the **least restraining** possible
- Be carried out while ensuring **respect** for the student, their **dignity** and their **safety**
- Be in compliance with the school protocol and the student protocol, if applicable
- Be **followed up**

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5. Roles, responsibilities and interdisciplinarity

Some roles and responsibilities of the educational organization

- **Know and consider the issues**

- **Develop and update the policy on control measures**

- Call upon an administrator responsible **for prevention in occupational health and safety** to help implement this policy

- **Support and accompany** the administrators and staff in implementing this Reference Framework, especially through **training**

- **Ensure collaboration and consistency in the decisions** made by the different departments

- **Plan the coordination of services** among the different partners

Some roles and responsibilities of the school principal or director

- **Coordinate** the development, implementation and review of the **school protocol** and the **student protocol**

- Actively **support** the **making of decisions** regarding the use of control measures

- See to it that **the recommendations are applied**

- **Encourage** active **participation** by the **student** and their **parents**

- Encourage **action** and **collaboration**

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School-family-community collaboration

Community:
Staff working in community organizations, hospitals, the health and social services sector, private clinics, etc.

School team:
School principal, teachers, special educators, speech therapists, authorized professionals (occupational therapists, psychoeducators, psychologists), daycare service educators, etc.

Student and their parents

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Sharing of responsibilities associated with the reserved activity

STEPS IN THE ASSESSMENT PROCESS		RESPONSIBLE PARTIES	
		AUTHORIZED PROFESSIONAL	SCHOOL PRINCIPAL OR DIRECTOR
A **Data collection**		●	
B **Analysis and interpretation of the information**	• Making the decision to use a control measure	●	
C **Planning of interventions**	• Communication of the conclusions of the authorized professional to the student, their parents and the school team: decision and recommendations	●	
	• Planning of preventive interventions and alternative measures		
	• Planning of the terms and conditions for application of the chosen control measure and other procedures	●	●
	• Development of the student protocol		
D **Implementation of interventions**		●*	●
E **Reassessment**		●	

* The responsibility of the authorized professional may vary in accordance with their assigned mandate.

6. The importance of preventive and educational interventions

|		**ACT ON PERSONAL FACTORS** Actions to foster the development and reinforcement of the student's ability to adapt	**ACT ON SCHOOL FACTORS** Actions to foster the organization of the school environment and better management of student behaviour	**ACT ON FAMILY AND SOCIAL FACTORS** Actions to promote parental involvement and concerted efforts with the partners
5%	**Tier 3** **Intensive and individualized interventions** Intended for students whose difficulties persist despite effective intervention on the first two tiers	**Intensive and individualized actions to improve a student's competencies** • Continuation of the assessment of the problematic situation and the student's needs • Additional opportunities to teach and practise behaviours on an individual basis and over a longer term • Implementation of personalized help measures (professional follow-up) • Monitoring of the progress of each individual	**Intensive and personalized actions to organize the management of a student's behaviours** • Development of the student protocol • Review of the protocol • IEP • Frequent regulation of actions • Increased collaboration on the part of the team • Interprofessional teamwork	**Systematic and concerted efforts with parents and partners for a student** • Increased frequency of concerted actions and communications • Sustained parental involvement • Formalizing and recording of actions (ISP, IISP) • Recourse to official collaboration mechanisms (client round table, steering round table, etc.) • Collaboration with the health and social services network • Mobilization of community partners and others
15%	**Tier 2** **Targeted interventions** Intended for students for whom Tier 1 interventions are not enough	**Actions to improve the competencies of targeted students** • Analysis of the personal characteristics of each of the students targeted • Implementation of supplementary help and support measures (targeted sub-groups) • Additional opportunities to teach and practise behaviours for a given period of time • Adapted pedagogical strategies • Monitoring of the progress of a sub-group of students	**Actions to organize the effective and preventive management of targeted students' behaviours** • Implementation of additional support measures for a group of students • Organization of structured activities in the transition periods • Intensification of Tier 1 interventions by the teacher with possible support from complementary education services • Adapted emulation and reinforcement systems • Regulation/assessment of interventions • IEP (if needed)	**Actions to foster parental involvement and concerted efforts with the partners for certain targeted students** • Collaboration on an IEP at school • Regular meetings with parents • Support from partners as needed • Regular, close communication with parents
80%	**Tier 1** **Universal interventions** Intended for all of the students in a school or group	**Actions to improve the competencies of all the students** • Knowledge of the client group • Strategic and explicit teaching of expected behaviours (modelling, guided practice, independent practice) • Development of social, cognitive, language, sensory-motor and emotional skills • Management of effective and varied learning/pedagogical approaches • Running of prevention programs promoting the development of peaceful behaviours, social skills, empathy and self-control skills • Monitoring the progress of all the students, screening	**Actions to organize the effective and preventive management of all student behaviour** • School code of conduct (disciplinary measures are established in accordance with an assessment of the situation) • Anti-bullying and anti-violence plan • Active and constant supervision of students • Effective class management • Interventions that are consistent, coherent and have consequences 5Cs • Raising the awareness and training of staff on the cycle before the actual act occurs • Positive relationship • Clear, high expectations • School protocol (emergency or crisis) • Layout of the physical environment • Organization of work and support resources • Adaptation of activities (routines, transitions, requirements of the task)	**Actions to promote school-family-community collaboration** • Positive approach and attitude with regard to parents • Pleasant atmosphere • Concrete actions by the school to integrate parents into school life • Familiarity with the neighbourhood's external resources and establishment of contact with them • Openness to the community • Implementation of ways and means of communication between the school, the family and the partners

Proportion of students

Winning conditions

• Leadership of school administration • Continuous mobilization of the teacher and active involvement of all • Professional development • Qualified, trained and supported staff • Collaborative practices among school staff as well as with the complementary educational services professionals, the parents and the partners	• Delineation of the roles and responsibilities of the various school staff members • Systems are taken into account (student, class, school, family and community) • Reflective, structured and concerted process • Portrait and analysis of the situation • Planning of interventions	• Implementation and guidance of interventions • Annual assessment and improvement of the prevention program schoolwide • Healthy and safe school environment • Interventions validated by research • Integration of all students

Julie Morin and Joseph Rois, psychoeducators and education consultants, 2015.

Source: Commission scolaire Marguerite-Bourgeoys, *Mesures d'encadrement à l'école: assurer une intervention préventive et éducative en situation complexe et une intervention adéquate en situation d'urgence ou de crise*, 2016 [Translation].

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The intervention process surrounding the recourse to a control measure
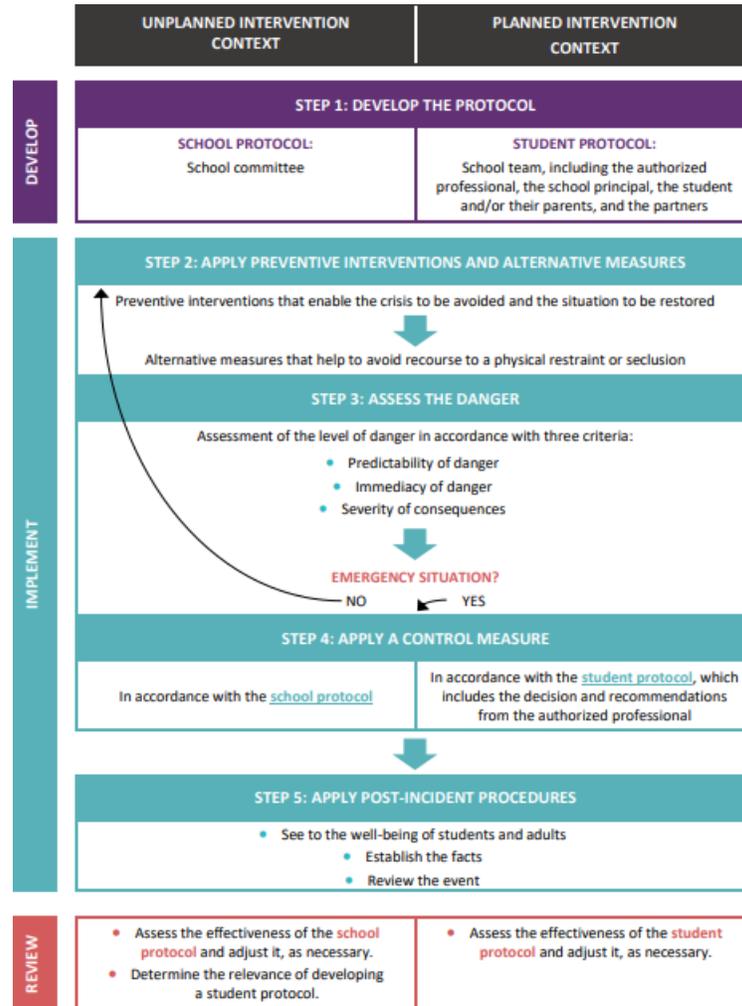
To know the components of the school protocol and the student protocol

The importance of preventive interventions and alternative measures

Figure 1: Preventive interventions and alternative measures to be prioritized based on the evolution of a crisis
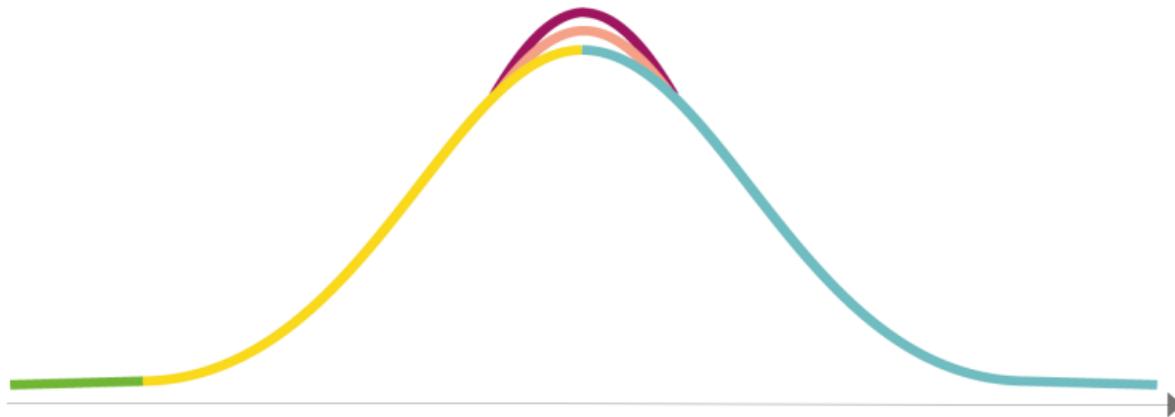
Legend:
Green and yellow: preventive interventions
Orange: alternative measures
Red: control measure
Blue: interventions for regaining composure

BEFORE THE CRISIS	DURING THE CRISIS		
PREVENTIVE INTERVENTIONS		ALTERNATIVE MEASURES	CONTROL MEASURE IN AN EMERGENCY SITUATION

• Which skills need to be developed to lessen the frequency of crisis situations?
• What means or strategies could be used to teach these skills?
• How can I prevent a crisis situation?
• Which interventions need to be implemented beforehand in order to:
  • respond to observed needs?
  • mitigate the crisis triggers?
	• Which interventions need to be implemented at the start of the crisis, that is, when early warning signs appear, to promote calming down?
	• Which interventions need to be implemented to stop behavioural escalation?
		• Which interventions need to be implemented to avoid the recourse to a control measure?	• Which interventions need to be implemented to avoid the recourse to a control measure?

	• What are the interventions for the regaining of composure at the end of a crisis?		

COMPLEMENTARY PROCESSES

• What are the complementary processes that enable an in-depth understanding of the underlying causes of the student's behaviour (e.g. medical consultation for a suspected health problem)?
• Should other professionals be called upon to:
  • Foster the development of certain skills?
  • Target other preventive interventions and alternative measures?
• Should we ask partners to become involved?

Other tools

- ## Planning of a mechanical restraint

APPENDIX X – MEMORY AID FOR SCHOOL TRANSPORTATION

MEMORY AID FOR SCHOOL TRANSPORTATION

RESPONSABILITIES / STAKEHOLDERS INVOLVED	EDUCATIONAL SERVICES DEPARTMENT	SCHOOL TRANSPORTATION ADMINISTRATION	SCHOOL PRINCIPAL	SCHOOL TEAM, INCLUDING AN AUTHORIZED PROFESSIONAL	PARENTS AND STUDENT	TRANSPORTATION PROVIDER	DRIVER	PARTNERS
Plan and organize the school transportation service, taking the students with specific needs into consideration.								
Establish a communication procedure for the different stakeholders involved when students exhibit behaviours that could compromise the safety of school transportation.								
Ensure effective communication among the stakeholders involved.								
Quickly report any behaviour that could compromise the safety of school transportation.								
Participate in data collection and intervention planning aimed at solving problems that could arise in the transport vehicle.								
Implement alternative measures for students with specific needs.								
Call upon an authorized professional to assess whether a mechanical restraint is required and decide upon its use, if applicable.								

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APPENDIX VII – SAMPLE STUDENT PROTOCOL (MECHANICAL RESTRAINT)

STUDENT PROTOCOL[71]

FOR THE USE OF A MECHANICAL RESTRAINT

INFORMATION ON THE STUDENT	
Student's name:	Date of birth:
Group/class:	School:

GOAL OF THE STUDENT PROTOCOL
in accordance with the student's individualized education plan
Identify the competencies the student needs to develop

ALTERNATIVE MEASURES INTENDED TO LEAD TO THE DISCONTINUATION OF THE MECHANICAL RESTRAINT

ACTIVITY RESERVED FOR AN AUTHORIZED PROFESSIONAL
Name:
Profession:
Date of the assessment by the authorized professional:

SITUATIONS THAT JUSTIFY USING A MECHANICAL RESTRAINT

[74] Document to be placed in the student's personal assistance file.

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In conclusion

- Fact sheet: *Working together to prevent and protect*

- Capsule de sensibilisation du Cadre de référence sur les mesures de contrôle en milieu scolaire (Video for raising awareness of the Reference Framework for Control Measures in Schools) (in French only)

- Training video, Reserved activity: Deciding to use a restraint measure (to come)
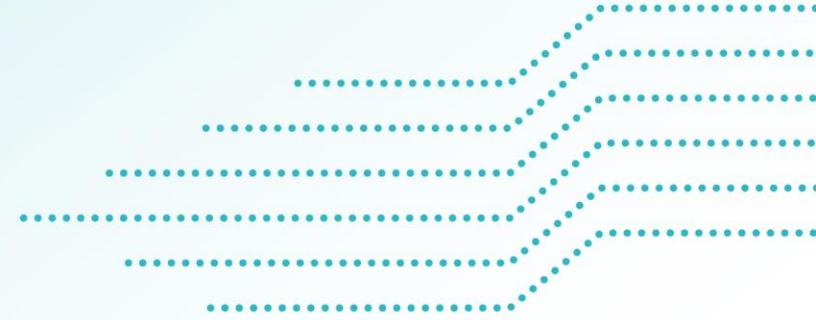
Evaluation of the webinar

REMINDER OF THE OBJECTIVES:

- **Develop a common understanding and vocabulary**

- **Raise awareness of the ethical and legal issues**

- **Emphasize the importance of adopting a preventive and collaborative approach to deploying the Framework**

Question period

THANK YOU

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