

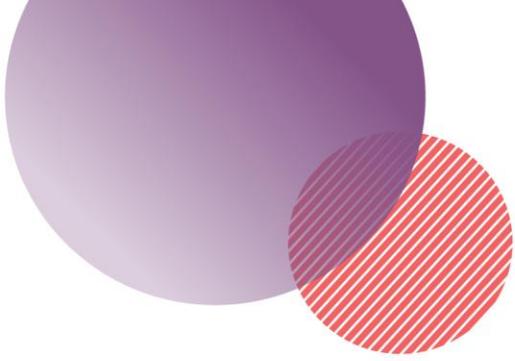
WORKING TOGETHER TO PREVENT AND PROTECT

Reference Framework for Control Measures
in Schools



La Fédération
des centres de services
scolaires du Québec





Presentation to school professionals (authorized and non-authorized)



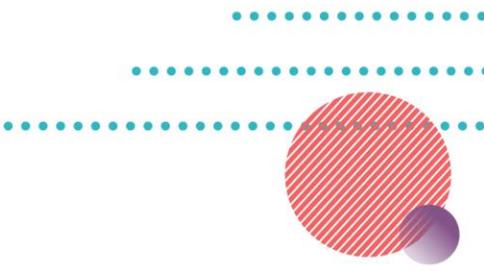
Do you know how to recognize the interventions that correspond to a control measure?

As a school professional or an authorized professional, 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.

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.

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)



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.

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.

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

It is an exceptional measure.

Clinical procedure for authorized professional staff

The steps required for the planning of a control measure are as follows:

- A. DATA COLLECTION
- B. ANALYSIS AND INTERPRETATION OF THE INFORMATION
- C. PLANNING OF INTERVENTIONS
- D. IMPLEMENTATION OF INTERVENTIONS
- E. REASSESSMENT

Decision of the authorized professional

Terms and conditions for application:

- The choice of the control measure (equipment and techniques used)
- The duration of its application, the indicators observed that the student wants to collaborate and signs that they have regained their composure that signal that the application of the measure should be discontinued
- The level of supervision required during the application of the control measure
- The contraindications and risks associated with its use
- The date or procedures for the reassessment that the authorized professional must conduct



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**.

Danger-assessment criteria

PREDICTABILITY
OF DANGER



IMMEDIACY
OF DANGER



SEVERITY OF
CONSEQUENCES



EMERGENCY
SITUATION

EMERGENCY SITUATION		
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Does the student's behaviour present a real danger for themselves or others? 	<ul style="list-style-type: none"> Is the control measure the only possible intervention that I have the time to carry out? 	<ul style="list-style-type: none"> Will the consequences of the student's behaviour be serious for themselves or others?

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



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.

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*

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**



5. Roles, responsibilities and interdisciplinarity

Some roles and responsibilities of school staff involved in intervention

- Collaborate in creating and maintaining a healthy and safe environment for all students as well as for the school staff by prioritizing preventive interventions.
- Know and respect the orientations of their organization with regard to the use of control measures.
- Work in an interdisciplinary manner and collaboratively
- Participate in the development and application of the school protocol and the student protocol.
- Quickly inform the school principal when a control measure is applied.

Some roles and responsibilities of authorized professional staff

- Ensure that they have the required competencies
- Ensure that they obtain the consent of the student and/or their parents
- Carry out a full evaluation
- Communicate the outcomes of the intervention and provide recommendations
- Plan preventive interventions, alternative measures and procedures for applying the control measure
- Do a follow-up and a reassessment of the control measure, in accordance with the mandate entrusted to them

School-family-community collaboration

Pages 10
to 14

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

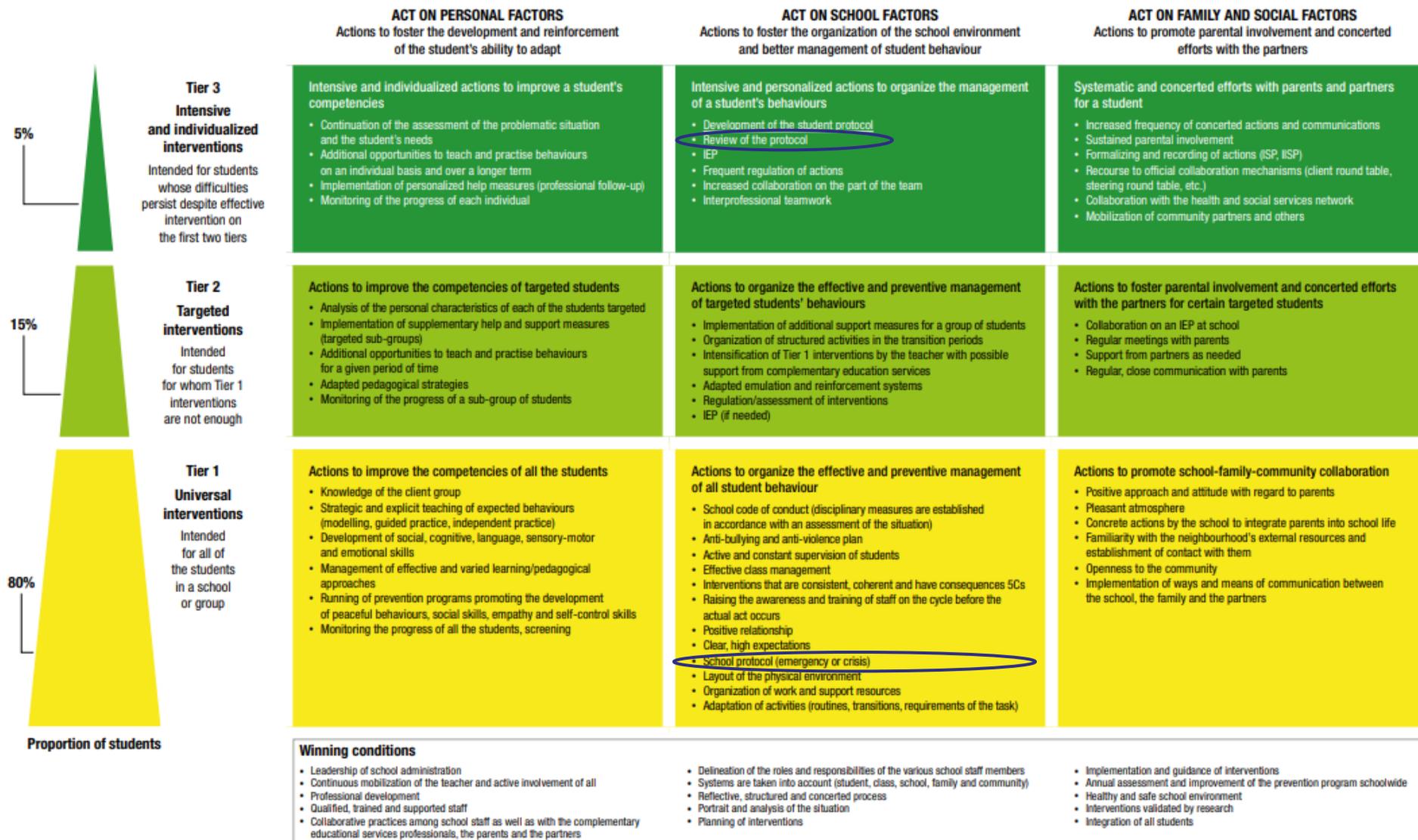
Sharing of responsibilities associated with the reserved activity

STEPS IN THE ASSESSMENT PROCESS		RESPONSIBLE PARTIES	
		AUTHORIZED PROFESSIONAL	SCHOOL PRINCIPAL OR DIRECTOR
A	Data collection	●	
B	Analysis and interpretation of the information	●	
C	Planning of interventions	● Making the decision to use a control measure	
		● 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.

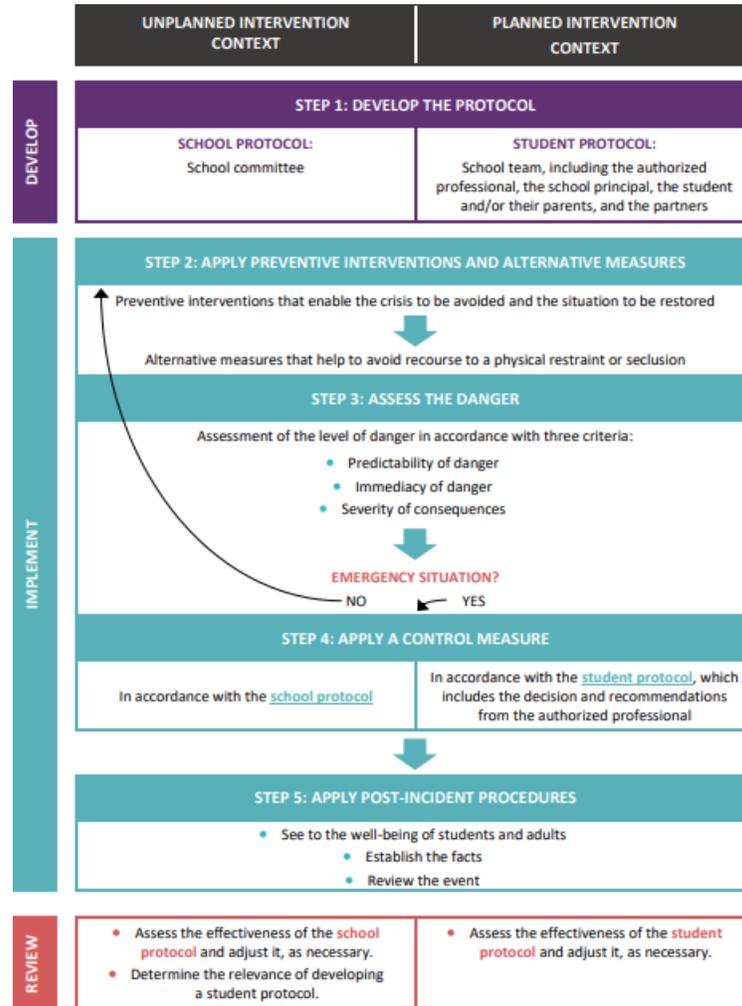


6. The importance of preventive and educational interventions



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].

The intervention process surrounding the recourse to a control measure



To know the components of the school protocol and the student protocol

The components of the school protocol and the student protocol

APPENDIX V – SAMPLE SCHOOL PROTOCOL*

*MECHANICAL RESTRAINT IS EXCLUDED FROM SCHOOL PROTOCOLS.

SCHOOL PROTOCOL IN A CRISIS SITUATION

Name of the school: _____ Date prepared: _____

GOAL OF THE SCHOOL PROTOCOL
TO PREVENT AND PROVIDE A FRAMEWORK FOR THE POTENTIAL APPLICATION OF A CONTROL MEASURE IN THE CONTEXT OF AN UNPLANNED INTERVENTION

PREVENTIVE INTERVENTIONS AND ALTERNATIVE MEASURES TO BE USED IN A CRISIS SITUATION AND INTENDED FOR ALL STUDENTS

	OBSERVABLE BEHAVIOURS	INTERVENTIONS
1 – Before the crisis	Behavioural manifestations on the part of students indicating that a crisis is likely to occur:	Preventive interventions to be carried out before the crisis starts, depending on the triggers:
2 – During the crisis	Behavioural manifestations on the part of students indicating the early warning signs of a crisis:	Preventive interventions to be carried out at the beginning of the crisis:
	Behavioural manifestations on the part of students indicating an escalation of the behaviours:	Interventions to be carried out to defuse the crisis:
3 – At the end of the crisis	Dangerous behavioural manifestations by students (emergency situations):	Alternative measures to be applied:
	Indicators that the students want to collaborate and signs that they have regained their composure:	Interventions to be carried out for the regaining of composure:

DANGER-ASSESSMENT CRITERIA

- Predictability of danger | Does the student's behaviour present a real danger for themselves or others?
- Immediacy of danger | Is the control measure the only possible intervention that I have the time to carry out?
- Severity of consequences | Will the consequences of the student's behaviour be serious for themselves or others?

SITUATIONS THAT JUSTIFY RECOURSE TO A CONTROL MEASURE
Identify and describe possible situations based on your familiarity with the environment concerned

- 72 -

COMPONENTS ⁵³	SCHOOL PROTOCOL	STUDENT PROTOCOL
Goal	Applicable to all students	Consistent with a student's IEP
Preventive interventions and alternative measures	Universal interventions proven effective and intended for all students	Personalized interventions planned for the student concerned
Danger-assessment criteria	Predictability of danger + Immediacy of danger + Severity of consequences = Emergency situation	
Situations that justify recourse to a control measure	Identified by the working committee and based on knowledge of the school environment	Identified by the authorized professional in collaboration with the team involved
Procedures for application of the control measure	Determined by the working committee	Under the responsibility of the authorized professional or the school principal, within the framework of a reserved activity
Post-incident procedures	<ul style="list-style-type: none"> See to the well-being of students and adults Establish the facts Review the event 	
Terms and conditions for the activation of the protocol and for communication	<ul style="list-style-type: none"> Assess the effectiveness of the school protocol and adjust it, as necessary Determine the relevance of developing a student protocol 	<ul style="list-style-type: none"> Assess the effectiveness of the student protocol and adjust it, as necessary
Procedures specific for the activation of the protocol and for communication	Procedures specific to the school protocol	Procedures specific to the student protocol
People involved in the development of the protocol	Members of the working committee	School team, including the authorized professional, the school principal, the student and/or their parents, and the partner(s)
Protocol review date	Annually and following each application	Periodic review determined by the team involved or in accordance with the recommendations of the authorized professional

APPENDIX VI – SAMPLE STUDENT PROTOCOL

STUDENT PROTOCOL⁷⁰ IN A CRISIS SITUATION

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

PREVENTIVE INTERVENTIONS AND ALTERNATIVE MEASURES TO BE USED WITH A STUDENT IN A CRISIS SITUATION

	OBSERVABLE BEHAVIOURS	INTERVENTIONS
1 – Before the crisis	Behavioural manifestations on the part of the student indicating that a crisis is likely to occur:	Preventive interventions to be carried out before the crisis starts, depending on the triggers:
2 – During the crisis	Behavioural manifestations on the part of the student indicating the early warning signs of a crisis:	Preventive interventions to be carried out at the beginning of the crisis:
	Behavioural manifestations on the part of the student indicating an escalation of the behaviours:	Interventions to be carried out to defuse the crisis:
3 – At the end of the crisis	Dangerous behavioural manifestations by the student (emergency situations):	Alternative measures to be applied:
	Indicators that the student wants to collaborate and signs that they have regained their composure:	Interventions to be carried out for the regaining of composure:

DANGER-ASSESSMENT CRITERIA

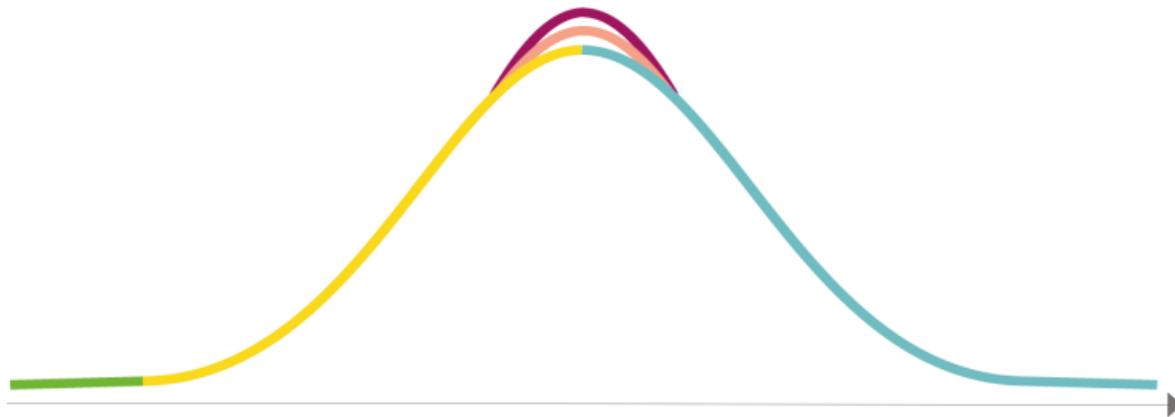
- Predictability of danger | Does the student's behaviour present a real danger for themselves or others?
- Immediacy of danger | Is the control measure the only possible intervention that I have the time to carry out?
- Severity of consequences | Will the consequences of the student's behaviour be serious for themselves or others?

⁷⁰ Document to be placed in the student's personal assistance file.

- 74 -

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		CONTROL MEASURE IN AN EMERGENCY SITUATION
PREVENTIVE INTERVENTIONS	ALTERNATIVE MEASURES		
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> respond to observed needs? mitigate the crisis triggers? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Which interventions need to be implemented to avoid the recourse to a control measure? 	
	<ul style="list-style-type: none"> What are the interventions for the regaining of composure at the end of a crisis? 		
<p>COMPLEMENTARY PROCESSES</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 VII – SAMPLE STUDENT PROTOCOL (MECHANICAL RESTRAINT)

APPENDIX X – MEMORY AID FOR SCHOOL TRANSPORTATION

MEMORY AID FOR SCHOOL TRANSPORTATION

RESPONSIBILITIES / 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.								

STUDENT PROTOCOL⁷¹ 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

⁷¹ Document to be placed in the student's personal assistance file.



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