

# WORKING TOGETHER TO PREVENT AND PROTECT

Reference Framework for Control Measures  
in Schools



**La Fédération**  
des centres de services  
scolaires du Québec



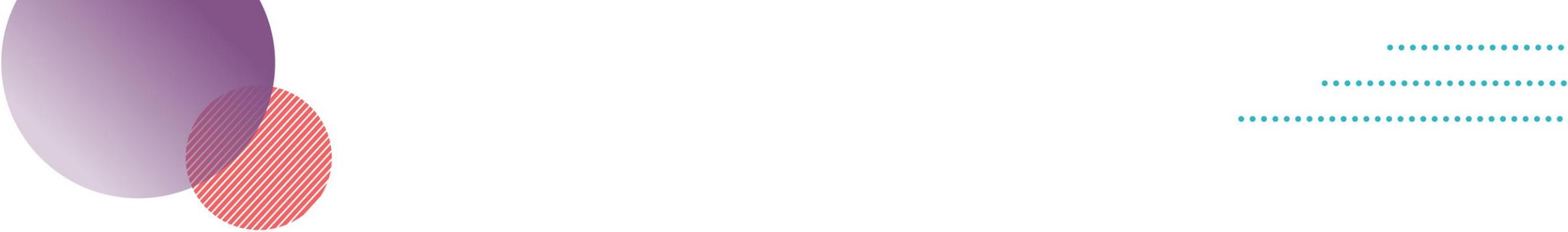


# Presentation to teachers and support staff



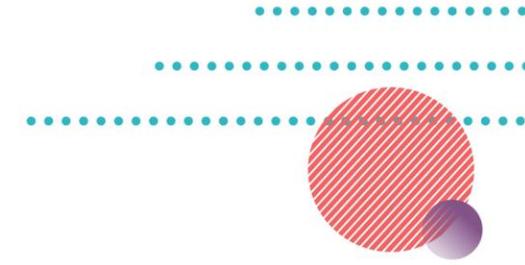
Do you know how to recognize the interventions that correspond to a control measure?

As a teacher or member of the support staff, 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. 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 <b>unexpected and unpredictable</b>	Behaviour that is <b>known and likely to be repeated</b>
<b>Puts the student or others in danger</b>	<b>Puts the student or others in danger</b>
<b>School protocol</b>	<b>Student protocol (reserved activity)</b>



## 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.

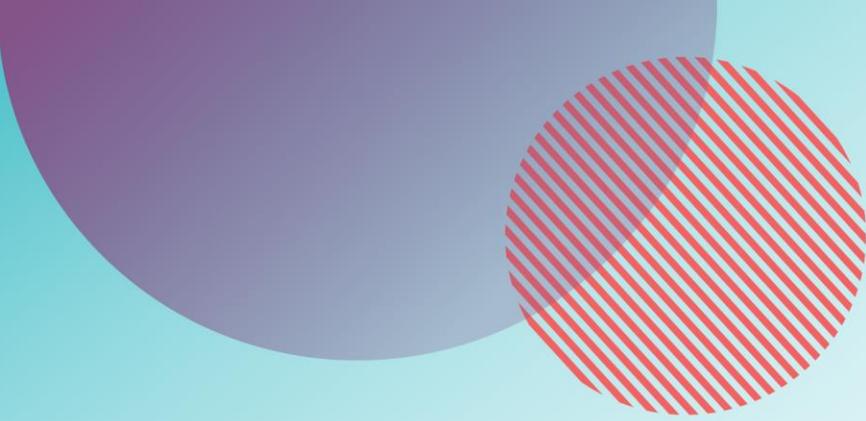
**A control measure must only be used as a last resort.**

**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



# 3. Danger assessment

# What distinguishes a crisis situation from an emergency situation?

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VI, 27-  
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## 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

- 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.<sup>58</sup>

- 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?

# To summarize

**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*

# 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:
  - Only when the safety of the student or others is compromised, and preventive interventions and alternative measures aimed at avoiding its use are no longer effective
  - Negative repercussions
  - ~~Educational or punitive tool, or means to facilitate supervising a student~~

# Guiding principles: The values, attitudes and position to take

## All control measures must:

Be the least restraining possible:

- Applied for the **shortest time** possible
  - **Discontinued** once the danger has passed
- Taking into account the characteristics of the student and their environment
- Different possible types of harm: physical harm, stress, psychological harm, trauma
  - For the student, their peers and the school staff

# Guiding principles: The values, attitudes and position to take

## All control measures must:

Be carried out while ensuring **respect** for the student, their **dignity** and their **safety**:

- Helping relationship: human warmth, empathy, caring, maintaining of the bond
- Applied by trained persons who have the proper skills and knowledge
- Constant and close supervision during and after the use of the measure

# Guiding principles: The values, attitudes and position to take

## All control measures must:

Be in compliance with the school protocol and the student protocol, if applicable:

- Respecting the detailed guidelines of the protocols
  - Preventive interventions
  - Alternative measures
  - Control measure
- Importance of distributing these protocols to all school stakeholders

# Guiding principles: The values, attitudes and position to take

## All control measures must:

### Be followed up:

- Post-incident procedures after **each** use of a control measure
  - Ensuring compliance with the protocols
  - Understanding the reason for the manifestation of behaviour putting the student or others at risk
  - Ensuring the effectiveness of preventive interventions and alternative measures

Putting an end to the control measure **as soon as possible**



# 5. Roles, responsibilities and interdisciplinarity

# 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 **decision-making process** 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**

# 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
- Follow up and reassess the control measure, in accordance with the mandate entrusted to them

# Some roles and responsibilities of school staff involved in intervention

- Collaborate in creating and maintaining a healthy and safe environment for everyone 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 or director when a control measure is applied

# School-family-community collaboration

Pages  
10-14

## Community:

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



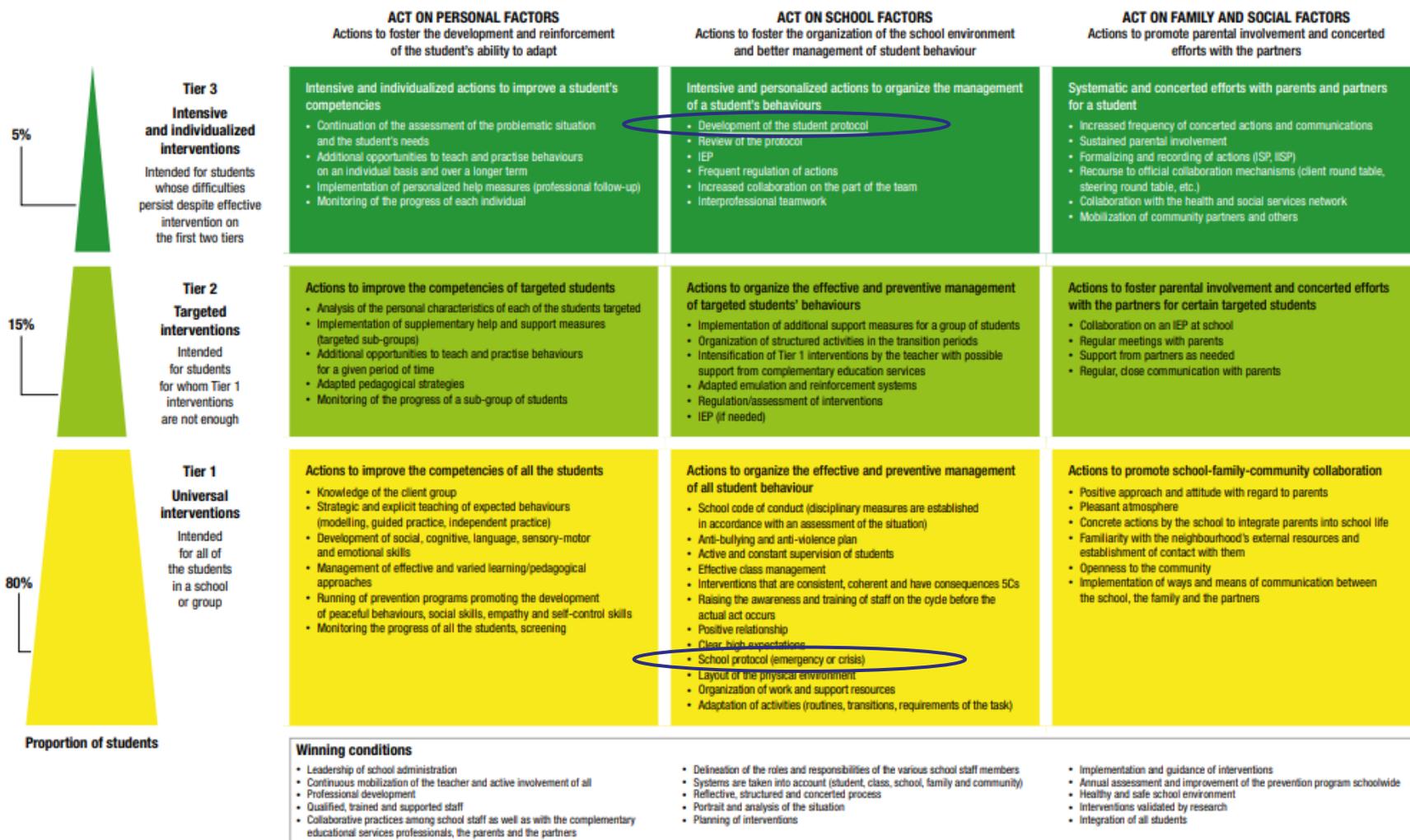
## School team:

School principals or directors, teachers, special educators, speech therapists, authorized professionals (occupational therapists, psychoeducators, psychologists), school daycare educators, etc.

The student and their parents



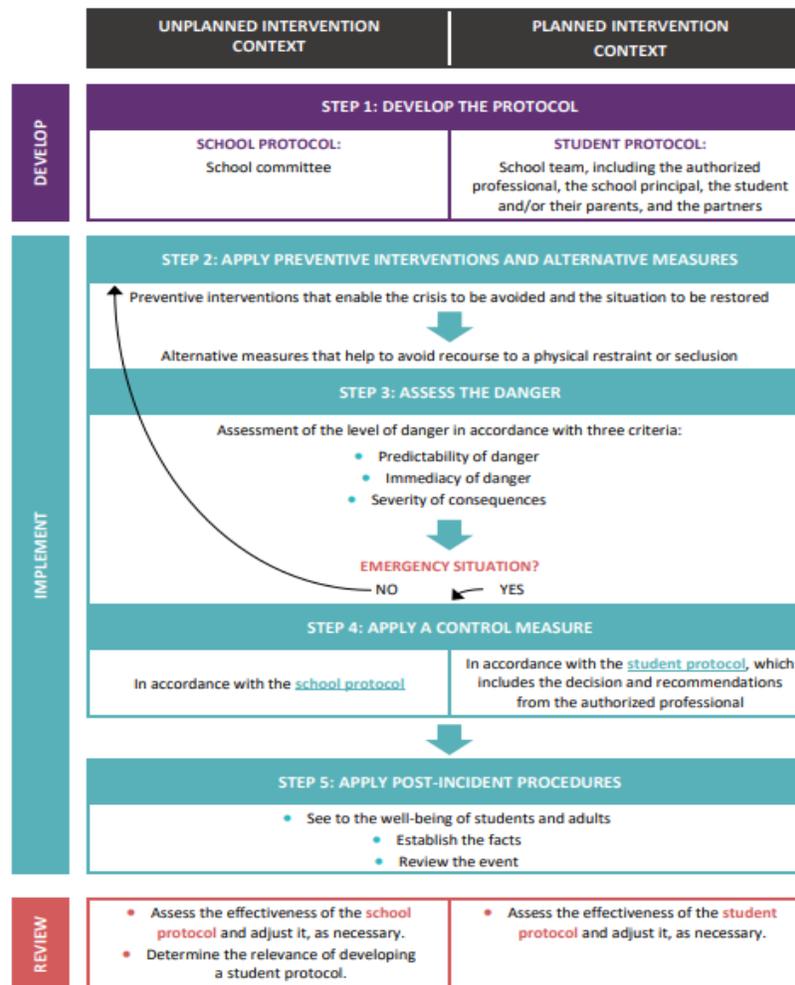
# 6. The importance of preventive and educational interventions



Jade Morin and Joseph Pilon, Les psychologues et éducateurs scolaires, 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].

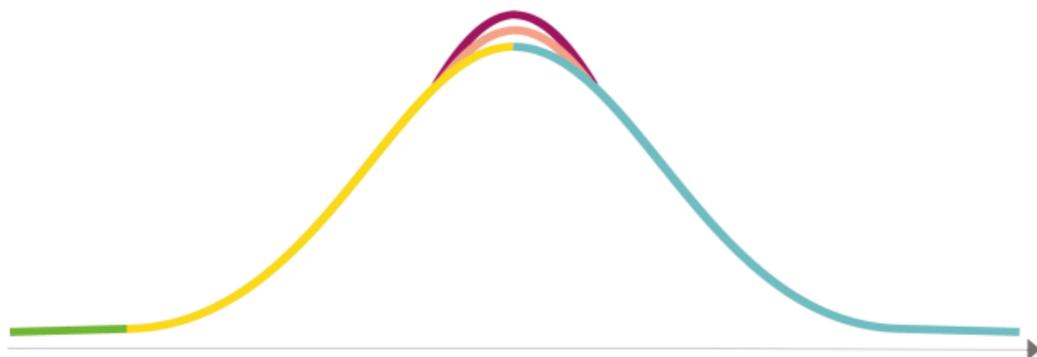
# The intervention process for recourse to a control measure



To become familiar with 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
<ul style="list-style-type: none"> <li>Which skills need to be developed to lessen the frequency of crisis situations?</li> <li>What means or strategies could be used to teach these skills?</li> <li>How can I prevent a crisis situation?</li> <li>Which interventions need to be implemented beforehand in order to:                             <ul style="list-style-type: none"> <li>respond to observed needs?</li> <li>mitigate the crisis triggers?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Which interventions need to be implemented at the start of the crisis, that is, when early warning signs appear, to promote calming down?</li> <li>Which interventions need to be implemented to stop behavioural escalation?</li> </ul>	
		<ul style="list-style-type: none"> <li>What are the interventions for the regaining of composure at the end of a crisis?</li> </ul>
<p><b>COMPLEMENTARY PROCESSES</b></p> <ul style="list-style-type: none"> <li>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)?</li> <li>Should other professionals be called upon to:                             <ul style="list-style-type: none"> <li>Foster the development of certain skills?</li> <li>Target other preventive interventions and alternative measures?</li> </ul> </li> <li>Should we ask partners to become involved?</li> </ul>		

# Other tools

- Planning for the use of a mechanical restraint
- School transportation

## 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.								

## APPENDIX VII – SAMPLE STUDENT PROTOCOL (MECHANICAL RESTRAINT)

### STUDENT PROTOCOL<sup>71</sup> FOR THE USE OF A MECHANICAL RESTRAINT

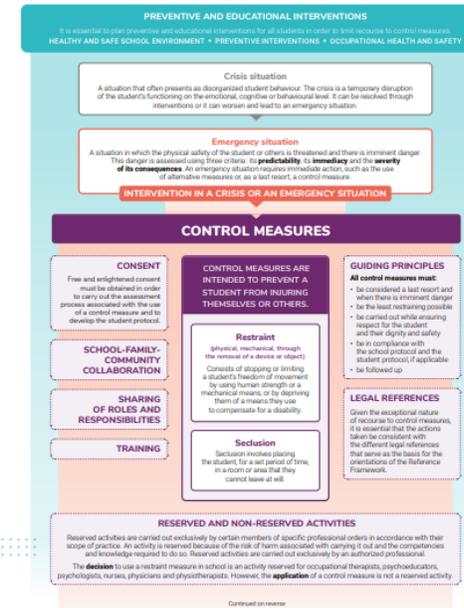
INFORMATION ON THE STUDENT	
Student's name: _____	Date of birth: _____
Group/class: _____	School: _____
GOAL OF THE STUDENT PROTOCOL In accordance with the student's individualized education plan Identify the competencies the student needs to develop	
ALTERNATIVE MEASURES INTENDED TO LEAD TO THE DISCONTINUATION 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	

<sup>71</sup> Document to be placed in the student's personal assistance file.

# Tools available

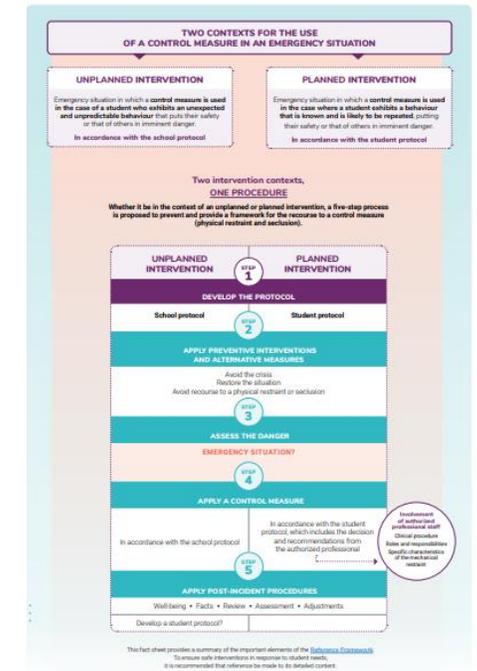
- Fact sheet: *Working together to prevent and protect*
- Information video on the Reference Framework for Control Measures in Schools (in French only)
- Training video on the reserved activity of deciding to use a restraint measure (in French only)

FACT SHEET  
**WORKING TOGETHER TO PREVENT AND PROTECT**  
 Reference Framework for Control Measures in Schools



Votre gouvernement

Québec



Éducation Québec



# Conclusion

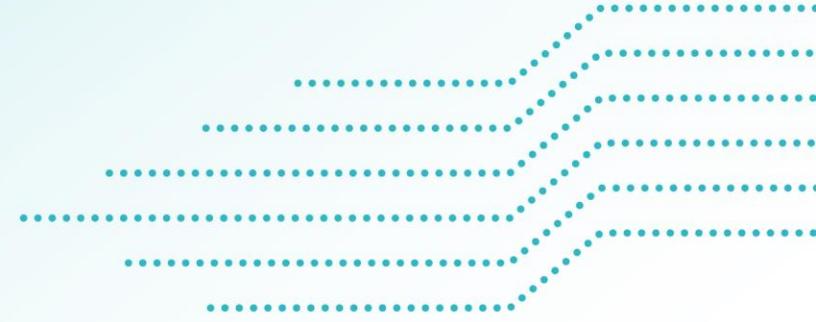
## REMINDER OF THE OBJECTIVES:

- 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

# Questions?

Contact your resource persons.

To find out who your resource persons are, ask your organization.



THANK YOU!