

# WORKING TOGETHER TO PREVENT AND PROTECT

## Reference Framework for Control Measures in Schools

### PREVENTIVE AND EDUCATIONAL INTERVENTIONS

It is essential to plan preventive and educational interventions for all students in order to limit recourse to control measures.  
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#### Crisis situation

A situation that often presents as disorganized student behaviour. The crisis is 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

A situation in which the physical safety of the student or others is threatened and there is imminent danger. This danger is assessed using three criteria: its **predictability**, its **immediacy** and the **severity of its consequences**. An emergency situation requires immediate action, such as the use of alternative measures or, as a last resort, a control measure.

### INTERVENTION IN A CRISIS OR AN EMERGENCY SITUATION

## CONTROL MEASURES

#### CONSENT

Free and enlightened consent must be obtained in order to carry out the assessment process associated with the use of a control measure and to develop the student protocol.

#### SCHOOL-FAMILY-COMMUNITY COLLABORATION

#### SHARING OF ROLES AND RESPONSIBILITIES

#### TRAINING

### CONTROL MEASURES ARE INTENDED TO PREVENT A STUDENT FROM INJURING THEMSELVES OR OTHERS.

#### Restraint

(physical, mechanical, through the removal of a device or object)

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.

#### Seclusion

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

#### GUIDING PRINCIPLES

##### All control measures must:

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

#### LEGAL REFERENCES

Given the exceptional nature of recourse to control measures, it is essential that the actions taken be consistent with the different legal references that serve as the basis for the orientations of the Reference Framework.

### RESERVED AND NON-RESERVED ACTIVITIES

Reserved activities are carried out exclusively by certain members of specific professional orders in accordance with their scope of practice. An activity is reserved because of the risk of harm associated with carrying it out and the competencies and knowledge required to do so. Reserved activities are carried out exclusively by an authorized professional.

The **decision** to use a restraint measure in school is an activity reserved for occupational therapists, psychoeducators, psychologists, nurses, physicians and physiotherapists. However, the **application** of a control measure is not a reserved activity.

Continued on reverse

## TWO CONTEXTS FOR THE USE OF A CONTROL MEASURE IN AN EMERGENCY SITUATION

### UNPLANNED INTERVENTION

Emergency situation in which a **control measure is used in the case of a student who exhibits an unexpected and unpredictable behaviour** that puts their safety or that of others in imminent danger.

**In accordance with the school protocol**

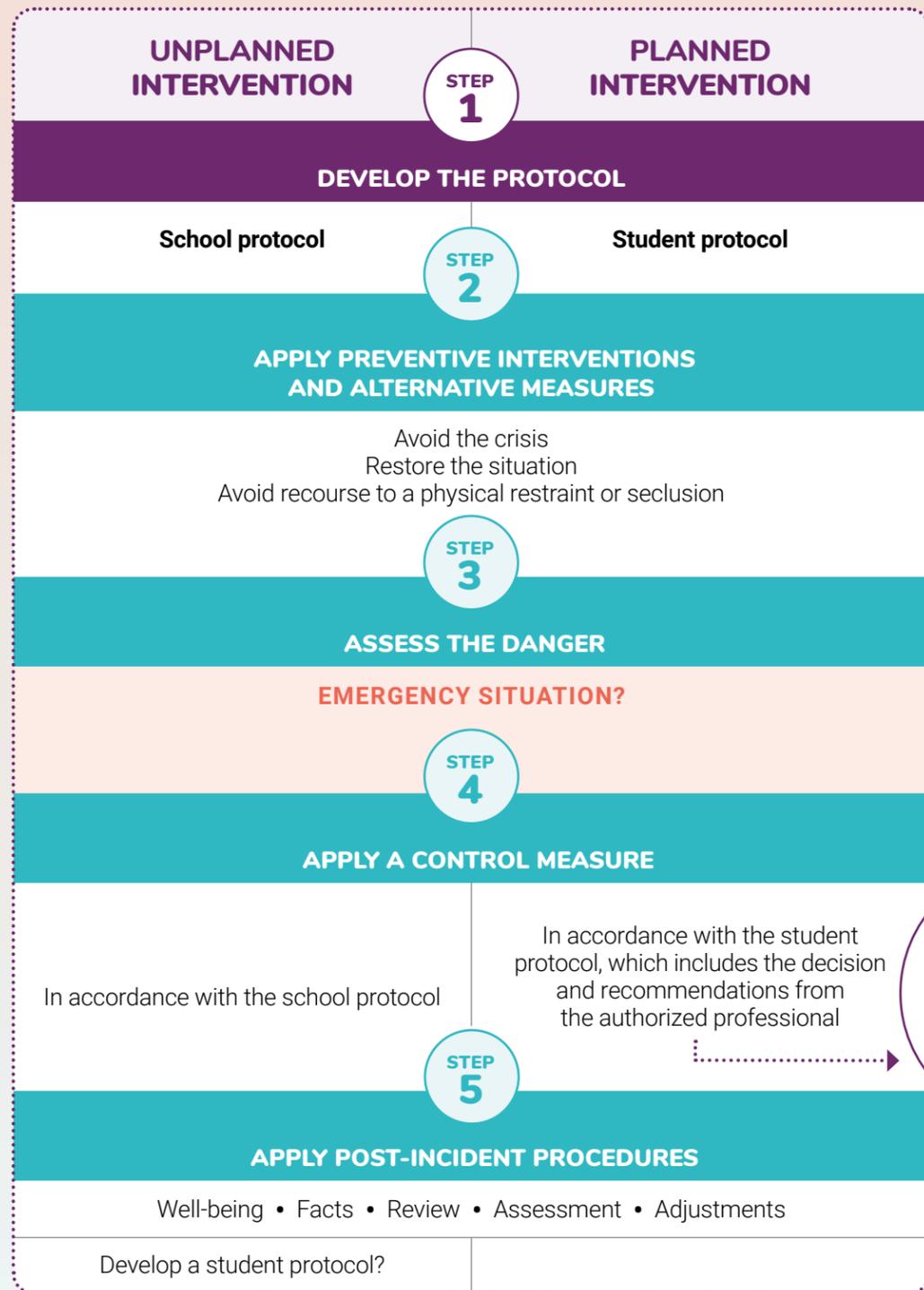
### PLANNED INTERVENTION

Emergency situation in which a **control measure is used in the case where a student exhibits a behaviour that is known and is likely to be repeated**, putting their safety or that of others in imminent danger.

**In accordance with the student protocol**

### Two intervention contexts, ONE PROCEDURE

Whether it be in the context of an unplanned or planned intervention, a five-step process is proposed to prevent and provide a framework for the recourse to a control measure (physical restraint and seclusion).



This fact sheet provides a summary of the important elements of the [Reference Framework](#). To ensure safe interventions in response to student needs, it is recommended that reference be made to its detailed content.