

**Portland Public Schools Restraint and Seclusion Report – 2022-23**

Total number of incidents involving physical restraint	1939
Total number of incidents involving seclusion	0
Total number of seclusions in a locked room	0
Total number of students placed in physical restraint	214
Total number of students placed in seclusion	0
Total number of incidents that resulted in injuries or death to students as a result of the use of physical restraint or seclusion	44
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion	228
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	42
Number of incidents in which the personnel of administering physical restraint or seclusion were trained	214
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	4

**Demographic characteristics of students upon whom restraint was imposed**

Total students by race/ethnicity	American Indian / Alaskan Native	2
	Asian	5
	Black / African American	40
	Latino	37
	Multi-Racial Asian/White	4
	Multi-Racial Historically Underserved	28
	White	98
Total students by gender	Female	35
	Male	174
	Non-Binary	5
Total students by special education status	Not Special Ed	24
	Special Ed	190
Total students by migrant status	Migrant	214
	Not Migrant	0
Total students by ELL status	Not English Learner	200
	English Learner	14
Total students by economically disadvantaged status	Not Economically Disadvantaged	14
	Economically Disadvantaged	200

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents

School #1	Additional adult support/ 1:1 staffing
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Other step(s) taken detailed in comment
	Provided Check-in / Check-out support programming
School #2	Additional adult support/ 1:1 staffing
	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Provide/offer verbal redirection to the student
	Reduce task and/or communication demands placed upon the student
	Switch staffing to a different staff member
School #3	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #4	Remove known triggers from the environment
School #5	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	
School #6	Remove known triggers from the environment
School #7	Additional adult support/ 1:1 staffing
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #8	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Remove known triggers from the environment
School #9	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Provide/offer student to take a break
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Switch staffing to a different staff member
School #10	Remove known triggers from the environment
School #11	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
Remove known triggers from the environment	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	