

Portland Public Schools Restraint and Seclusion Report – 2023-24

Total number of incidents involving physical restraint	1359
Total number of incidents involving seclusion	0
Total number of seclusions in a locked room	0
Total number of students placed in physical restraint	177
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	50
Total number of incidents that resulted in injuries or death to personnel as a result of the use of physical restraint or seclusion	244
Number of students who were placed in physical restraint or seclusion more than 10 times in the course of the school year	35
Number of incidents in which the personnel of administering physical restraint or seclusion were trained	164
Number of incidents in which the personnel of administering physical restraint or seclusion were not trained	23

Demographic characteristics of students upon whom restraint was imposed

Total students by race/ethnicity	American Indian / Alaskan Native	3
	Asian	3
	Black / African American	25
	Latino	31
	Multi-Racial Asian/White	2
	Multi-Racial Historically Underserved	29
	White	84
Total students by gender	Female	20
	Male	153
	Non-Binary	4
Total students by special education status	Not Special Ed	13
	Special Ed	164
Total students by migrant status	Not Migrant	177
	Migrant	0
Total students by ELL status	Not English Learner	168
	English Learner	9
Total students by economically disadvantaged status	Not Economically Disadvantaged	9
	Economically Disadvantaged	168

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
	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
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provided Check-in / Check-out support programming
	Reduce task and/or communication demands placed upon the student
	School #2
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	
Other step(s) taken detailed in comment	
Provided Check-in / Check-out support programming	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	
School #3	Additional adult support/ 1:1 staffing
	Offered student a quiet space/location
	Offered student options and/or choices
	Other step(s) taken detailed in comment
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
School #4	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
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment

School #5	Offered student a quiet space/location
	Other step(s) taken detailed in comment
	Reduce task and/or communication demands placed upon the student
School #6	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
	Reduce task and/or communication demands placed upon the student
	Switch staffing to a different staff member
School #7	Assure basic needs are met (food/sleep/meds)
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Other step(s) taken detailed in comment
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
School #8	Additional adult support/ 1:1 staffing
	Assure basic needs are met (food/sleep/meds)
	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 verbal redirection to the student
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Switch staffing to a different staff member
School #9	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
	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
	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
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
	Switch staffing to a different staff member
	Utilized students individualized positive reinforcement system
School #10	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
	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
	Other step(s) taken detailed in comment
	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
	Switch staffing to a different staff member
	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 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
Additional adult support/ 1:1 staffing
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