



### Seclusion & Restraint

#### Training & Documentation

Seclusion and restraint training is required to be completed by each staff member at the start of every school year. Any use of seclusion or restraint **MUST** be documented on the [Seclusion and Restraint form](#). This applies to all students, regardless of their age, setting, and/or identification. Upon request, trained staff will provide parents with a demonstration of seclusion and restraint techniques. For more information about this, please contact Cam Lopes at [clopes@wcpss.net](mailto:clopes@wcpss.net) or 919-431-7334.

### Crisis Prevention Institute: Nonviolent Crisis Intervention

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All of the interventions taught within this program are based on the concept that a team approach is used in order to maximize the *Care, Welfare, Safety, and Security<sup>SM</sup>* of everyone when aggressive or violent individuals are held using safety interventions. With the exception of disengagement and personal safety situations, CPI advocates that, wherever possible, a minimum of two staff are involved in the use of safety interventions in order to capitalize on staff knowledge, skills, experiences, and communication skills. This also ensures that vulnerable people (who are often subject to safety interventions) are safeguarded from the potential misuse or abuse of such approaches.

## Activity: Holding Skills



**CAUTION:** The safety interventions represented in this module should only be learned and practiced under the supervision of a CPI Certified Instructor. The images of these interventions shown here are intended as a point of reference and represent only a snapshot of the process required to execute the skills and principles. Any attempt to learn these skills and principles from the images or descriptions, or use them without proper instruction, may result in injury.

### Low-Level Holding in a Seated Position



#### Learning Goal

To physically hold an individual in crisis in a reasonable and proportionate manner based on their actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Introduce the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/participants.

## Medium-Level Holding in a Seated Position



### Learning Goal

To physically hold the individual in crisis in a reasonable and proportionate manner based on their actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Introduce the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/ participants.

## High-Level Holding in a Seated Position



### Learning Goal

To physically hold the individual in crisis in a reasonable and proportionate manner based on their actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Introduce the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/ participants.

## Low-Level Holding in a Standing Position



### Learning Goal

To physically hold the individual in crisis in a reasonable and proportionate manner based on actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Apply the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/ participants.

## Medium-Level Holding in a Standing Position



### Learning Goal

To physically hold the individual in crisis in a reasonable and proportionate manner based on actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Apply the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when the behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/participants.

## High-Level Holding in a Standing Position



### Learning Goal

To physically hold the individual in crisis in a reasonable and proportionate manner based on their actions or risk behavior.

These points can be used as a consistent introduction for each holding skill.

- Position, posture, and proximity will now be applied to holding strategies.
- Apply the Outside/Inside principle.
- These strategies may be utilized in support of someone who is at risk and/or when the behavior poses a risk to self or others.
- As the individual in crisis, you are directly responsible for building the skills of the staff member. Therefore, during initial learning you should be cooperative. However, as you build skills, you will be asked to increase your behavior in a measured way to improve the skills/abilities of the staff/participants.



## **High-Level Holding** in a Standing Position *Children's Control Position<sup>SM</sup>*



**Lower-Level Holding**



**Medium-Level Holding**



**Higher-Level Holding**

The *Children's Control Position<sup>SM</sup>* is designed to be used with children. Consider using this position only with individuals considerably smaller than yourself.

## **High-Level Holding** in a Standing Position *Team Control Position<sup>SM</sup>*

