

Information Toolkit on Restraint and Seclusion use in Schools

September 2019

This toolkit is intended to raise awareness of the issue and provide information that readers can use to engage in self-advocacy or public policy advocacy regarding the use of restraint and/or seclusion in schools. This toolkit is not an exhaustive list of resources available, but rather a list of resources to give readers a good sense of what the issue is and what can be done to reduce the use of restraint and seclusion.

I. Background Information and Studies

- [School is not Supposed to Hurt](#) (2009) National Disability Rights Network

Describes the issue overall and documents the risks to health and safety associated with the use of restraint or seclusion on students, especially those with disabilities. This report also proposes recommendations for action at the federal, state, and local levels to end the abusive use of restraint or seclusion.

There are two subsequent reports by the National Disability Rights Network on this issue which can be accessed here:

<https://www.ndrn.org/resources/>

- [Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers](#) (2009) Government Accountability Office

Provides an overview of seclusions and restraint laws applicable to children in public and private schools, demonstrates the breadth/scope of allegations of student death and abuse from the restraints/seclusion, and examines the facts and circumstances surrounding selected cases where a student died or suffered abuse as a result of seclusion or restraint.

- [How Safe Is the Schoolhouse? An Analysis of State Seclusion and Restraint Laws and Policies](#) (2019 update) Judith Butler

Discusses current state restraint and seclusion statutes, regulations, rules, and/or policies, analyzing and comparing state approaches to restraint and seclusion.

II. Contextualization

- [Restraint and Seclusion: Hear Our Stories](#)

A short film sharing the stories of five individuals who experienced restraint or seclusion while attending public schools and documenting physical and emotional injuries they suffered as a result.

- [A Study of Nebraska School District Policies on Physical Restraint and Seclusion \(July 2019\)](#)

Website publication is forthcoming. Disability Rights Nebraska has a copy on file for those who may be interested. We would be happy to share.

Examines a sample of 85 local Nebraska school district policies on physical restraint and seclusion, the level of detail provided in these policies, and whether they comply with federal guidance in Nebraska. Policy deficits and recommendations for improving school policies on restraint and seclusion are provided.

- [“At Risk With Only Guidance For Protection: Restraint and Seclusion Policy for Nebraska Students”](#) (2014) Disability Rights Nebraska

Reviews the literature on the use of restraint and seclusion in schools, its impact on students and staff, and what policies are in place specific to Nebraska schools.

- [Rule 10](#) Nebraska Department of Education

Nebraska’s Rule 10 requires schools to have a policy on restraint and seclusion (see page 35)

III. Ideas and Tools for Future Advocacy

- [Tips for Addressing Restraint and Seclusion in Schools](#) (2019) Disability Rights Nebraska

Slideshow with some “starter” questions and idea “generators” for parents and advocates to address restraint and seclusion in school

IV. Further Resources

- [Physical Restraint & Seclusion Resources](#), University of Nebraska Student Engagement Project
- [School Climate And Safety Issue Brief](#) (2018) U.S. Department of Education