ESI At-A-Glance
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An *Emergency Safety Intervention* is the use of ***seclusion*** or ***physical restraint*** at a ***last resort*** when a student presents a danger to self or others.

Seclusion: Placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where the following conditions are met:
(1) School personnel purposefully isolate the student
(2) The student is prevented from leaving, or the student has reason to believe that the student will be prevented from leaving the area of purposeful isolation

- Placing does not imply that the student must be restrained and physically forced into an enclosed room for a seclusion to occur
- An enclosed area means any separate area, regardless of size or permanent enclosure, whether the door is left open or closed, or whether the area has a door
- Purposefully isolated means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment
- Purposefully isolated also means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:
    - Removal of the student from the learning environment by school personnel
    - Separation of the student from all or most peers and adults in the learning environment by school personnel
    - Placement of the student within an area of purposeful isolation by school personnel
- When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe they are being prevented from leaving
- The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion
- The intent of seclusion is to keep students and staff safe and **NOT** for discipline, punishment, or staff convenience

Example of Seclusion	Non-Example of Seclusion
A student flops to the floor while being escorted to the classroom and proceeds to hit staff while sitting on the floor. When the bell rings, staff place foldable mats around the student to prevent the student from hitting peers.	A student is meaningfully engaged in a math worksheet with the para in the corner of the room that is sectioned off with dividers. Student was told the worksheet needed to be completed before leaving to go to recess.
A student is in the safe room with one staff member ignoring them and another staff member is holding the door shut or cracked open	A student asks the door to be shut to the safe room while they are in there alone as a de-escalation strategy and are told they can open it at any time

A student is sitting on the floor in the safe room and a staff member is sitting on a chair in the doorway ignoring the student	The classroom is cleared of all peers due to throwing computers across the room. Staff remain in the classroom with the student and tell her she can leave when she is ready.

Seclusion Evaluation Tool: The purpose of the evaluation tool is to help educators work through various scenarios to determine whether their interventions result in the seclusion of a student.

Physical Restraint: Bodily force used to substantially limit a student's movement temporarily

- Bodily force means the amount of pressure used by one's hands, arms, or body on another person's body
- The amount of bodily force used to restrain the student should be only what is necessary to diffuse the emergency and ensure the safety of staff and students
- Limiting a student's movement means to control a child's movement for the purpose of preventing the movement from continuing to cause harm to self or others
- Physical escorts where staff are controlling a student's upper body to transport to another location is considered a physical restraint.
- If mechanical or chemical restraints are ordered by a person appropriately licensed to issue the order is used, the IEP should detail the circumstances under which the mechanical or chemical restraint should be used, how often it should be used, alternatives, or discontinuation of the use of the mechanical or chemical restraint as a goal
- Physical restraint does **NOT** include pressure by one's hands, arms or body that is consensual, solicited, and for the intent to provide comfort, assistance or instruction
- The intent of physical restraint is to keep students and staff safe and **NOT** for discipline, punishment, or staff convenience

Prohibited Forms of Restraint:

- Prone (face-down) and supine (face-up) physical restraint
- Physical restraint that obstructs the student's airway
- Any physical restraint that impacts a student's primary mode of communication
- Mechanical restraint, but not including protective/stabilizing devices either ordered by an appropriately licensed person or required by law; any device used by a law enforcement officer in carrying out law enforcement duties; seatbelts and any other safety equipment when used to secure students during transportation
- Chemical restraint, but not including prescribed treatments for a student's medical or psychiatric condition by an appropriately licensed person to issue these treatments

Example of Restraint	Non-Example of Restraint
Guide a resistant child's shoulders to sit down and not let go until they comply	Provide deep pressure to a child's shoulders who agrees to the touch prior to using it
Escort a resistant child to a safe room using CPI's Transport Position	Guide a child to a safe room by holding their hand and child does not attempt to let go

Holding on to a resistant child's gait belt in order to prevent them from leaving an area	Holding on to a compliant child's gait belt who is trying to walk to the door to transition to the next class

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At Last Resort: When a student presents a reasonable and immediate danger with the present ability to apply such physical harm AND alternatives have been exhausted or deemed inappropriate due to safety

- Presents a reasonable and immediate danger with the present ability to apply such harm means the risk of harm to self or others by the behavior being displayed is greater than the risk of being injured from the use of an ESI
    - *Examples:* banging head consistently on a hard surface, continuously being aggressive towards others at an intensity that would cause harm, throwing heavy items at others
    - *Non-Examples:* leaving room/area without permission, refusing to comply with directions, threatening verbally or physically with no data to support follow-through, ripping up an assignment, standing on furniture
- Alternatives have been exhausted or deemed inappropriate means all prevention strategies have been implemented with fidelity prior to the use of an ESI and the behavior continues to be a reasonable and immediate danger to self or others OR there is not sufficient time to implement the prevention strategies due to behavior being an immediate danger to self or others
    - *Examples:* offering a break in a calm down area with de-escalation tools available, blocking the aggression, modifying the task, modifying the reinforcement, modifying the environment, switching staff
    - *Non-Examples:* giving only verbal prompts after non-compliance, giving a time-out without assisting with calming strategies
- Use of an ESI must stop immediately when danger of physical harm ceases to exist and **NOT** when compliance is observed

Example of "At Last Resort"	**Non-Example of "At Last Resort"**
A student has a fistful of your hair and is punching you in the face. Other staff disengage the hair pull then physically escort the student to a safe place to de-escalate	A 3-year-old slaps your face one time then runs across the room
A child runs into oncoming traffic on a busy street and lays down	A child stands still on top of a table and refuses to get down
A child throws multiple computers at other students and the other students cannot leave the area before getting hurt	A child rips up their assignment and throws it at the teacher

A child escaped the safe room and was escorted back. During the escort, the student punched a staff person and broke their nose before being placed back in seclusion	The child remained in seclusion for 5 minutes after he stopped screaming and pounding on the door due to staff still being upset

Please visit KSDE Emergency Safety Interventions (ESI) Page for further information.

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