

English for Specific Careers – Week 7 (Rules Governing Restraint and Seclusion)

Element	Description
Objective: What will students know and be able to do by the end of the lesson?	By the end of this lesson, students will be able to: • Explain the purpose of restraint and seclusion, including the different types of restraint. • Identify when restraint and seclusion may be used, when they must stop, and the related safety requirements. • Describe the requirements for seclusion rooms and school policies and procedures. • Explain the required steps after a restraint or seclusion incident, including documentation and reporting. • Describe behavioral supports for students with disabilities, including FBA and BIP. • Identify the characteristics of a safe and supportive school environment and the importance of conflict resolution and de-escalation strategies.
Materials needed:	• Week 7 Presentation slides • Access the course materials online https://cieesodu.org/initiatives/restraint-and-seclusion/ • Answer key for (Final Assesment) Part
	Monday
Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today's lesson?	• Begin by checking in with students regarding their progress on the self-study portion of the previous certification and addressing any questions or challenges they may have encountered. • Review the previous lesson by asking three discussion questions related to key concepts covered in the last session. Allow students to briefly discuss their responses with a partner or the whole group. • Introduce today's lesson with a short discussion on What is restraint and seclusion. • Provide an overview of the topics that will be covered during the lesson and explain how they connect to the real-world professional practice.
Introduction [I do]: How will you model or demonstrate what students are expected to do?	• Introduce and explain the key concepts presented in Slides 4–42. • Model how to analyze and apply these concepts by discussing real-life examples and explaining how they relate for effective teaching. • Provide opportunities for students to ask clarifying questions.
Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?	• Understanding will be checked through questioning and discussion. • Understanding will be checked (Check your Understanding) Question.
Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?	• Either using the Zoom Chat feature or a word document (students can screenshare) have students write about what they learned today in 5 sentences. •

BEFORE NEXT CLASS

Please upload class summary and attendance to the Teachers Portal.

Thank you!

Wednesday

Warm-Up [You do]: How will you review the previous lesson? How will you hook students for today's lesson?

- Begin by checking in with students regarding their progress on the self-study portion of the certification and addressing any questions or challenges they may have encountered.
- Review the previous lesson by asking three discussion questions related to key concepts covered in the last session. Allow students to briefly discuss their responses with a partner or the whole group.
- Introduce today's lesson with a short discussion on Preventing future use of restraint and seclusion and different plans for students with disabilities.
- Provide an overview of the topics that will be covered during the lesson and explain how they connect to the real-world professional practice.

Introduction [I do]: How will you model or demonstrate what students are expected to do?

- Introduce and explain the key concepts presented in Slides 44–80.
- Model how to analyze and apply these concepts by discussing real-life examples and explaining how they relate to interactions with children and youth in educational settings.
- Encourage students to share their opinions, justify their responses using course concepts, and collaboratively identify the most appropriate answers through guided discussion.

Guided Practice [We do]: How will you deliver the lesson? How will students demonstrate their understanding? How will you ensure that students understand?

- Understanding will be checked through questioning and discussion.

Independent Practice [You do]: How will you ensure that students understand? How will you address misconceptions and mistakes?

- Either using the Zoom Chat feature or a word document (students can screenshare) have students write about what they learned today in 5 sentences.

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