




STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Clerk of the Senate
Clerk of the House of Representatives

FROM: Stefan Pryor
Commissioner of Education 

DATE: December 29, 2014

SUBJECT: Annual Report on the Use of Physical Restraint and Seclusion

In accordance with Section 46a-153 of the Connecticut General Statutes (C.G.S.), enclosed is the Annual Report on the Use of Physical Restraint and Seclusion in Connecticut for the 2013-14 school year. Also, please note that by copy of this letter, I am distributing this report in accordance with C.G.S. Section 11-4a.

If you have any questions or require additional copies, please contact Ajit Gopalakrishnan, at 860-713-6888. Thank you.

SP:sno
cc: Legislative Library
Office of Legislative Research
State Library
Select Committee on Children

Enclosure



Annual Report on the Use of Physical Restraint and Seclusion in Connecticut

School Year 2013-14

Note to the Reader

Connecticut's restraint and seclusion (R/S) data collection is unique in its transparency and detail; therefore, comparison with other states is not recommended. Regardless of duration or injury, all incidents of emergency restraint, emergency seclusion and seclusion via an individualized education program (IEP) are reported for students with disabilities. Collecting this incident level data allows the Connecticut State Department of Education (CSDE) to obtain an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Inquiries were made to examine the policies, procedures and practices of organizations reporting low numbers (including no reports) of R/S incidents and organizations where data differed substantially from what was reported in 2012-2013. Appendix B summarizes the feedback collected from 81 organizations. Districts identified as potential under-reporters received targeted in-district technical assistance regarding the definitions of restraint and seclusion and reporting requirements.

The examination and analysis of the R/S data has also informed guidance and professional development associated with best practices to reduce the use of restraint and seclusion. The revised *Guidelines to Identify and Educate Students with Emotional Disturbance* promote the use of positive behavior supports and prevention and intervention strategies within a tiered, scientific research-based intervention framework (SRBI). These guidelines also address the appropriate conduct of functional behavioral assessments (FBAs) and the development of behavior intervention plans (BIPs). Professional development has been provided to multiple audiences related to the regulations around the use of restraint and seclusion in schools and interventions impacting the reduction of restraint and seclusion in early childhood settings. Additionally, data were used to identify "spotlight" districts to present on effective practices to support positive student behavior and reduce the use of restraint and seclusion in schools during the *11th Annual Back to School Meeting*. The CSDE continues to engage with other state agencies through the Restraint and Seclusion Prevention Interagency Partnership, which provides information and resources and highlights best practices to reduce restraint and seclusion through conferences and other targeted trainings. All guidance and professional development promote the use of evidence-based practices in addressing students' social, emotional and behavioral needs.

When examining organization level data (Appendix A), consideration must be given to the fact that some local education agencies (LEAs) operate in-district alternative programs and/or self-contained special education programs. These programs are designed for students with significant special needs. Incidents of R/S occurring in these settings are reported by the LEA. Conversely, other LEAs may not have the capacity to address a student's severe emotional/behavioral needs in district and the student may be placed in an approved private special education program (APSEP) or regional educational service center (RESC) special education programs. Incidents occurring in these settings are reported directly by the APSEP or RESC and are included in the APSEP or RESC incident count. However, if a student is placed by the LEA in an out-of-state facility and is restrained or secluded, this R/S incident is reported by the LEA and is included in the LEA's incident count. Individual LEA policies, procedures and practices may result in differences in in-district program availability, out-of-district placements and out-of-state placements and must be recognized when examining the organization level data.

Background and Overview

Connecticut General Statutes (C.G.S.) Section 46a-153 requires the Connecticut State Department of Education (CSDE) to produce an annual summary report to the Connecticut General Assembly that:

- identifies the frequency of use of physical restraint and seclusion (R/S); and
- specifies whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of physical restraint or seclusion was an emergency.

R/S incidents were reported for two types of students: students with an IEP and students for whom parental consent to evaluate for special education had been obtained. General education students were not reported in these data, unless they were in the evaluation process for special education services at the time of the restraint or seclusion. Additionally, the C.G.S. requires the CSDE to report on R/S incidents that result in physical injury to the student.

Data regarding restraints and seclusions for 2013-14 were collected from:

- local education agencies (LEAs) including regional school districts, the Department of Mental Health and Addiction Services (DMHAS), Unified School District (USD) #2 and the Connecticut Technical High School System (CTHSS);
- endowed and incorporated academies (Academies);
- public charter schools;
- regional educational service centers (RESCs); and
- approved private special education programs (APSEPs).

Table 1 below is provided in an effort to contextualize the results and discussion section of the report. It is important to consider both the proportion of students with disabilities attending various facility types as well as the purpose of the facility. For example, many students are placed in APSEPs and RESC special education programs when a planning and placement team (PPT) determines that their behavior requires an environment with greater supports than can be provided within the LEA.

Table 1
Number of Organizations and October 1, 2013 Count of Students with IEPs by Facility Type

Facility Type	Organizations	Students	
		N	%
Academies	3	416	0.6%
APSEPs	77	2,536	3.6%
Charter Schools	18	608	0.9%
LEAs	169	64,079	91.3%
RESCs	6	2,574	3.7%
TOTAL	273	70,213	100.0%

Note: Students attending other non-public or out-of-state schools are included in the LEA count.

The results and discussion section focuses on state level data. Organization-level data for the 2013-14 school year are presented in Appendix A.

Definitions and Concepts

Major Categories of R/S

1. **Emergency Restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head.¹

Restraint does *not* include:

- briefly holding a child in order to calm or comfort the child;
- actions involving the minimum contact necessary to safely escort a child from one area to another;
- medication devices, including supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a child from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or IEP and is the least restrictive means to prevent self-injury.

2. **Emergency Seclusion** means the confinement of a child in a room, whether alone or with staff supervision, in a manner that prevents the child from leaving.

Seclusion does *not* include:

- time outs in the back of the classroom or in the hallway, meant to allow the student to pull him or herself together; or
- in-school suspensions.

3. **Seclusion via an IEP** means seclusion as a behavior intervention that is documented in the IEP. Seclusion is a strategy that can be developed by the PPT to address a child's behavior which may interfere with the child's learning or the learning of others. Seclusion is only written into an IEP when other, less restrictive, positive behavior interventions were tried, but found to be ineffective. Appropriate assessment data and other relevant information supporting the use of seclusion as a behavior intervention must be included in the child's IEP under "Present Levels of Academic Achievement and Functional Performance."

Subcategories of Injuries

1. **Nonserious Injuries** include red marks, bruises or scrapes requiring application of basic first aid, for example a Band-Aid or ice pack.
2. **Serious Injuries** include any injury requiring medical attention beyond basic first aid. Examples of such medical attention include sutures, diagnostic x-rays to determine fractures, placement in casts, etc.

¹ It is important to note that all restraints are reported regardless of duration.

Methodology

For the 2013-14 school year, the CSDE Performance Office collected and analyzed data at the incident level for each student with an IEP or for whom parental consent to evaluate for special education had been obtained. This incident-level collection allowed for a count of incidents, as well as an unduplicated count of students with disabilities who were restrained and/or secluded. Collecting incident level data is vital to obtaining an accurate picture of the incidence of R/S among Connecticut's population of students with disabilities.

Instances of R/S for 2013-14 school year were collected at the incident level from all institutions and facilities (henceforth referred to as "Organizations") that provide direct care, education or supervision to students with disabilities. Organizations were asked to report incident level information on all restraints and seclusions that occurred within their buildings and programs or during transportation provided by their organization. Additionally, organizations were instructed to include any restraints or seclusions of their students that occurred in out-of-state facilities, nonpublic transition programs, and other nonpublic schools or during an extended day program offered by their organization. LEAs did not report incidents of restraint and seclusion of their students attending RESCs, charter schools, academies or APSEPs because each of these facilities was responsible for separately reporting their R/S data.

The mechanism for collection in 2013-14 was comparable to that of 2012-13. Data were collected from all LEAs, RESCs, charter schools, academies, and APSEPs via an online application. This application provided cross checks with other CSDE databases and included edit checks to ensure data accuracy.

Data elements collected for each incident of restraint or seclusion included the student's state assigned student identifier (SASID), date of birth, date of incident, incident start and end times, circumstance (imminent risk of injury to self, others, or self and others, or seclusion via the IEP), special education status (IEP or signed consent to evaluate), nature of incident (restraint or seclusion), primary disability and, where applicable, injury type and details.

The CSDE provided support to organizations through targeted technical assistance. Such technical assistance included the creation of a help desk for all organizations and provision of additional supports to all new reporting organizations. The data collection system was also enhanced with multiple edit checks to ensure data integrity. Instances where data quality indicated concern were reviewed with the organization contact. Comparison reports were sent to organizations where data reported for 2013-14 indicated a substantial departure from those in 2012-13. Organizations whose data changed substantially across the two years provided written feedback explaining the contributing factors. A summary of those responses is included in Appendix B. Additionally, all organizations were required to have a certified administrator attest to the accuracy of their data through completion of an online certification process. Each of these attestations regarding the accuracy of 2013-14 R/S data is on file with the CSDE.

Results and Discussion

In total, 35,892 incidents of restraint and seclusion were reported to the CSDE in 2013-14. This represents an increase of 2,149 incidents (6.4%) from 2012-13. A closer examination revealed that when compared to 2012-13, incidents of a short duration (i.e., lasting five minutes or less) increased by 3,361 while those lasting greater than five minutes decreased by 1,512. The increase in short duration incidents was a direct result of the extensive technical assistance provided to organizations surrounding the accurate reporting of consecutive R/S incidents of short duration. For example, if a student was restrained for one minute, released, and then after only a few seconds restrained again, this should be reported as two separate restraints. Overall, R/S incidents lasting five minutes or less accounted for 37.9 percent of reported incidents in 2012-13 and 45.8 percent of reported R/S incidents in 2013-14.

A total of 2,460 students (unduplicated count) accounted for the 35,892 R/S incidents in 2013-14. This represents an increase of five students from 2012-13. However, the percentage of all students with disabilities restrained and/or secluded decreased slightly in 2013-14 (3.6% in 2012-13; 3.5% in 2013-14).

Of the 35,892 R/S incidents, 84.8 percent (30,453) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 15.2 percent (5,439) were seclusions in accordance with an IEP. The gender, grade and race/ethnicity of students restrained and/or secluded in 2013-14 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2013-14 data unless otherwise noted. Statewide counts and percentages for all students with IEPs are included to allow for comparison. In accordance with the Family Educational Rights and Protection Act (FERPA), some data have been suppressed to protect the identities of individual students. Suppressed values are marked with an asterisk.

The gender of students restrained and/or secluded in 2013-14 differed significantly from the gender of all students with IEPs ($\chi^2(1, N = 2,460) = 159.8, p < .0001, \phi=0.25$). Effect size, a statistical measure of practical significance, indicated a moderate association between gender and being restrained and/or secluded. Further examination indicated that male students were overrepresented in the population of students restrained and/or secluded while female students were underrepresented.

Table 2
Gender of Students Restrained and/or Secluded (unduplicated count)

Gender	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
Female	490	19.9%	22,322	31.8 %	2.2%
Male	1,970	80.1%	47,891	68.2%	4.1%
TOTAL	2,460	100.0%	70,213	100.0%	3.5%

Figure 1 provides a disaggregation of students who were restrained and/or secluded by grade. Significant change in grade distribution was seen from 2012-13 to 2013-14. Specifically, the

number of students restrained and/or secluded in prekindergarten and kindergarten decreased substantially while the number of students restrained and/or secluded in twelfth grade increased.

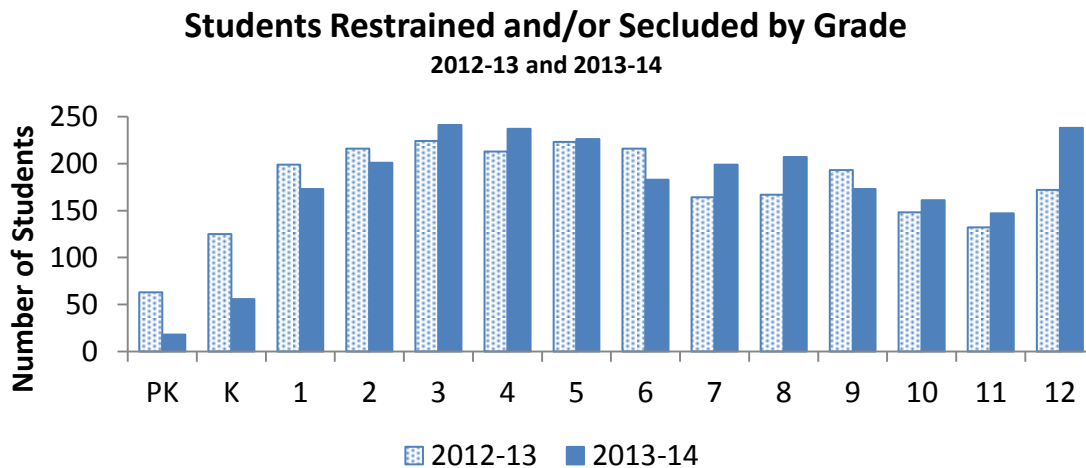


Figure 1. Bar chart illustrating grades of students restrained and/or secluded in 2012-13 and 2013-14 (unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2013-14 was comparable to that of students restrained and/or secluded in 2012-13. However, the race/ethnicity of students restrained and/or secluded differed significantly from the race/ethnicity of all students with IEPs ($\chi^2(6, N = 2,460) = 198.5, p < .0001, \phi=0.28$). Effect size, a statistical measure of practical significance, indicated a moderate association between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students were overrepresented in the population of students restrained and/or secluded while White students were underrepresented.

Table 3
Race/Ethnicity of Students Restrained and/or Secluded (unduplicated count)

Race/Ethnicity	Students Restrained and/or Secluded		All Students with IEPs		Row %
	N	Column %	N	Column %	
American Indian or Alaska Native	*	*	264	0.4%	*
Asian	24	1.0%	1,580	2.3%	1.5%
Black or African American	588	23.9%	11,125	15.8%	5.3%
Hispanic/Latino of any race	675	27.4%	17,621	25.1%	3.8%
Native Hawaiian or Other Pacific Islander	*	*	52	0.1%	*
Two or More Races	91	3.7%	1,597	2.3%	5.7%
White	1,074	43.7%	37,974	54.1%	2.8%
TOTAL	2,460	100.0%	70,213	100.0%	3.5%

It is extremely important to note that use of the unduplicated student count for any type of incidence rate calculation must be avoided. Many R/S incidents are for students with significant self-injurious and aggressive behaviors. These students often have multiple incidents and in

many cases account for the majority of incidents reported by an organization. For example, in one LEA a single student accounted for 85 percent of the total R/S incidents. If the total R/S incident and student count for this LEA were used to calculate a rate, it would result in significant misrepresentation of the use of R/S by this organization. Table 4 examines the range in the number of incidents reported for students at the state level. While nearly three quarters (72.2%) of students had 10 or fewer R/S incidents during the 2013-14 school year, there were 46 students with greater than 100 R/S incidents, and eight of those were restrained and/or secluded more than 300 times.

Table 4
Count of Students by Total Number of R/S Incidents

Number of Incidents	Emergency Restraint		Emergency Seclusion		Seclusion via an IEP		TOTAL R/S Incidents	
	N	%	N	%	N	%	N	%
1	696	35.0%	371	29.8%	80	22.9%	648	26.3%
2-5	695	35.0%	410	32.9%	97	27.8%	811	33.0%
6-10	227	11.4%	178	14.3%	65	18.6%	317	12.9%
11-50	314	15.8%	254	20.4%	85	24.4%	540	22.0%
51-100	36	1.8%	25	2.0%	15	4.3%	98	4.0%
Over 100	18	0.9%	9	0.7%	7	2.0%	46	1.9%
TOTAL	1,986	100.0%	1,247	100.0%	349	100.0%	2,460	100.0%

Note: If a student had more than one type of incident he/she is counted in each applicable column, but is counted only once in the TOTAL R/S Incidents column. A student with one emergency restraint, one emergency seclusion, and no seclusions via an IEP would be counted in the “2-5” row under TOTAL R/S Incidents.

Emergency R/S Incidents

A breakdown of all R/S incidents in response to emergency situations (imminent risk of injury to self, others or self and others) is provided in Table 5. The table provides a total incident count and student count. Throughout the school year, a student could have attended multiple facilities. In these cases, the student will appear in the student count for each applicable facility type, but only once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

There were a total of 370 incidents resulting in injuries, nonserious and serious, during the 2013-14 school year. Tables 5 and 6 include counts of total injuries. There was a 2.1 percent decrease in injuries from the 2012-13 school year.

Of the 370 incidents resulting in injury, nine met the criteria for serious injury. A serious injury is defined as any injury requiring medical attention beyond basic first aid, while a nonserious injury is defined as an injury such as a red mark, bruise or scrape requiring application of basic first aid. Six serious injuries occurred during an emergency restraint and three occurred during an emergency seclusion. No serious injuries occurred during seclusion via an IEP. Injuries occurring as a result of emergency R/S appear in Table 5, while injuries occurring as a result of

seclusion via an IEP are reflected in Table 6. All nine incidents in 2013-14 that resulted in serious injury were reported to the director of the Office of Protection and Advocacy for Persons with Disabilities. This reporting is consistent with the requirements of C.G.S. Section 46a-153.

Table 5
All Emergency R/S Incidents by Facility Type

Facility Type	Emergency Restraints			Emergency Seclusions		
	Incident Count	Student Count	Total Injuries	Incident Count	Student Count	Total Injuries
Academies	0	0	0	0	0	0
APSEPs	8,691	774	150	6,833	568	24
Charter Schools	19	10	*	0	0	0
LEAs	5,674	947	*	3,347	445	10
RESCs	3,719	316	88	2,170	255	12
STATEWIDE	18,103	1,986	292	12,350	1,247	46

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Seclusions via an IEP

Seclusions via an IEP occurred far less than the previously discussed emergency responses. Again, seclusion is only written into an IEP when all other less restrictive interventions have been exhausted, a functional behavior assessment (FBA) has been conducted, and the PPT has determined that the use of seclusion is an appropriate intervention. Table 6 examines all seclusions via an IEP that occurred during the 2013-14 school year, again providing a total incident count as well as an unduplicated student count and injury count.

Table 6
All Seclusions via an IEP by Facility Type

Facility Type	Incident Count	Student Count	Total Injuries
Academies	0	0	0
APSEPs	2,862	175	26
Charter Schools	0	0	0
LEAs	934	142	*
RESCs	1,643	34	*
STATEWIDE	5,439	349	32

Note: If a student had an incident in more than one facility type, he/she is only counted once in the statewide student count. Therefore, the statewide student count may be less than the sum of the student counts for all facility types.

Duration of R/S Incidents

The duration of R/S incidents was examined. Tables 7, 8 and 9 provide data on the duration of emergency restraints, emergency seclusions and seclusions via an IEP respectively.

Table 7 shows that the vast majority of emergency restraints (91.0%) lasted 20 minutes or less, with over half (58.1%) lasting five minutes or less. Slightly more than one percent (1.3%) of emergency restraints lasted over one hour, and 54 emergency restraints lasted over two hours.

Table 7
Duration of Emergency Restraints by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Restraints	
Academies	0	0	0	0	0	0	0	
APSEPs	2,214	2,212	3,140	713	208	204	8,691	
Charter Schools	3	10	4	2	0	0	19	
LEAs	1,908	1,627	1,750	292	*	*	5,674	
RESCs	1,158	1,394	1,051	101	*	*	3,719	
STATEWIDE	N	5,283	5,243	5,945	1,108	294	230	18,103
	%	29.2%	29.0%	32.8%	6.1%	1.6%	1.3%	100.0%

Table 8 shows that three quarters of emergency seclusions (75.0%) lasted 20 minutes or less, with 30.1 percent lasting five minutes or less. Slightly over 3 percent (3.4%) of emergency seclusions lasted over an hour, down from 5 percent in 2012-13.

Table 8
Duration of Emergency Seclusions by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Emergency Seclusions	
Academies	0	0	0	0	0	0	0	
APSEPs	1,207	761	2,853	1,322	391	299	6,833	
Charter Schools	0	0	0	0	0	0	0	
LEAs	193	744	1,587	534	177	112	3,347	
RESCs	337	478	1,098	197	48	12	2,170	
STATEWIDE	N	1,737	1,983	5,538	2,053	616	423	12,350
	%	14.1%	16.1%	44.8%	16.6%	5.0%	3.4%	100.0%

Table 9 shows that over 80 percent of seclusions via an IEP (82.1%) lasted 20 minutes or less, with a little over 40 percent (40.4%) lasting five minutes or less. Slightly over 1.5 percent of seclusions via an IEP lasted over an hour, down from 2.8 percent in 2012-13.

Table 9
Duration of Seclusions via an IEP by Facility Type

Facility Type	0-2 Minutes	3-5 Minutes	6-20 Minutes	21-40 Minutes	41-60 Minutes	Over 60 Minutes	TOTAL Seclusions via an IEP
Academies	0	0	0	0	0	0	0
APSEPs	557	474	1,269	402	111	49	2,862
Charter Schools	0	0	0	0	0	0	0
LEAs	32	131	468	212	61	30	934
RESCs	463	541	530	76	23	10	1,643
STATEWIDE	N	1,052	1,146	2,267	690	195	5,439
	%	19.3%	21.1%	41.7%	12.7%	3.6%	100.0%

Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. When combined, a little over 10 percent (10.9%) of emergency responses occurred solely as a result of risk of injury to self and slightly under 40 percent (39.0%) occurred solely as a result of risk of injury to others. About half of emergency responses occurred as a result of risk of injury to self and others (50.1%). Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency restraints occurred due to risk of injury to self, than emergency seclusions. Emergency seclusions were more likely to occur due to incidents where students were at risk of injury to both self and others.

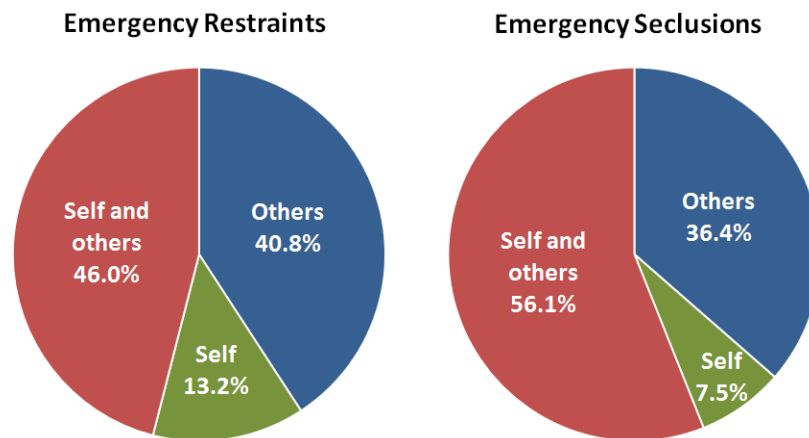


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2013-14 school year).

Primary Disability

Organizations were required to report a student's primary disability at the time of each R/S incident. The primary disabilities of autism, emotional disturbance, and other health impairment (including attention deficit disorder/attention deficit hyperactivity disorder; ADD/ADHD) accounted for more than 85% of the incidents in each incident type. Figure 3 shows a breakdown of incidents by primary disability. The primary disability category of *other* includes hearing impairment, visual impairment, orthopedic impairment, deaf/blindness, multiple disabilities and traumatic brain injury.

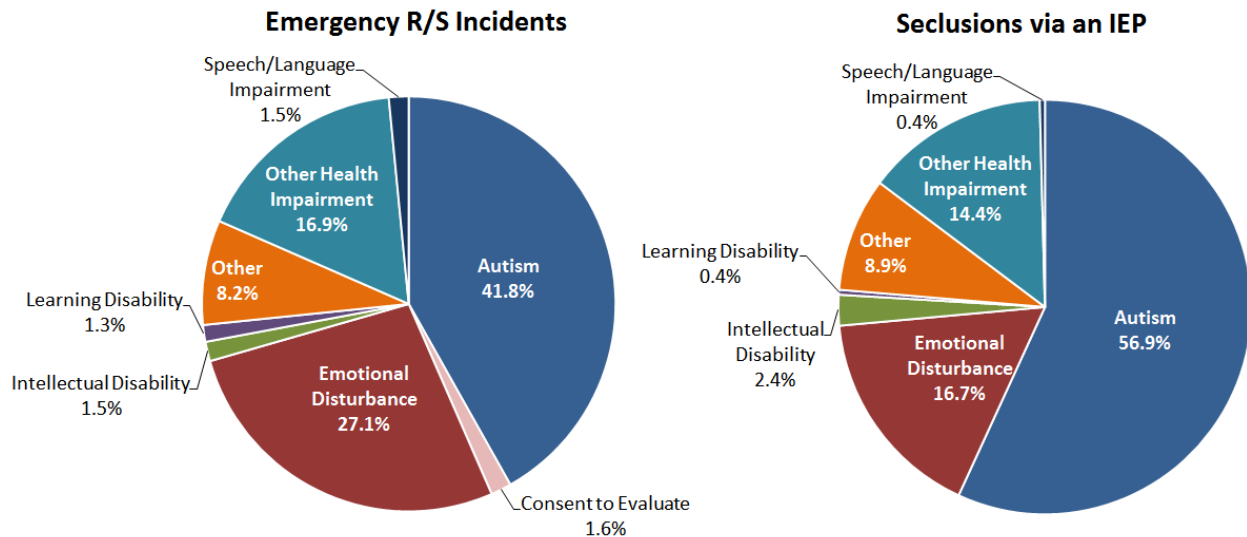


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2013-14 school year).

Year-to-Year Comparison

The total number of R/S incidents in 2013-14 demonstrates an increase of 2,149 or 6.4 percent from 2012-13 (33,743 in 2012-13 and 35,892 in 2013-14). As stated previously, this increase is attributable to the increase in short duration incidents (i.e., five minutes or less); the total number of incidents lasting longer than five minutes decreased from 2012-13 to 2013-14. When examining the three-year trend, the total number of incidents in 2013-14 presents a decrease of 3.2 percent from 2011-12.

It is also important to examine the differences by incident type (emergency restraint, emergency seclusion, and seclusion via an IEP). Figure 4 presents a three-year comparison of total incidents by incident type. The number of emergency restraints have increased consistently over the past three years with an increase of 14.2 percent from 2011-12 to 2012-13 and an increase of 15.3 percent from 2012-13 to 2013-14. The same trend can be seen for emergency seclusions with an increase of 99.5 percent from 2011-12 to 2012-13 and 20 percent from 2012-13 to 2013-14. Sharply contrasting the trends seen for both emergency restraints and seclusions, the number of

seclusions via an IEP has shown consistent and dramatic decreases over the past three years with a decrease of 57.3 percent from 2011-12 to 2012-13 and a decrease of 29.7 percent from 2012-13 to 2013-14.

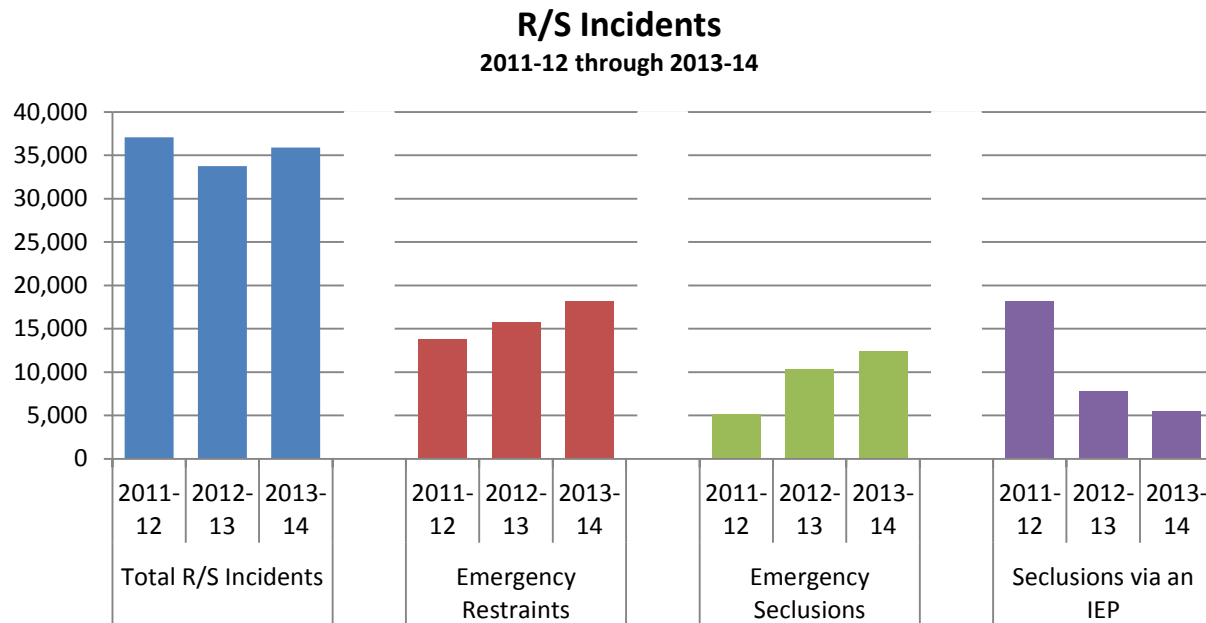


Figure 4. Bar graph comparing incidents reported in 2011-12, 2012-13 and 2013-14 by incident type.

Summary of Key Findings

- The total number of R/S incidents reflects an increase of 6.4 percent from 2012-13, but a decrease of 3.2 percent from 2011-12 (37,063 in 2011-12; 33,743 in 2012-13; and 35,892 in 2013-14).
- The number of R/S incidents lasting five minutes or less increased by 3,361 from 2012-13 while R/S incidents lasting more than five minutes decreased by 1,512. R/S incidents lasting five minutes or less accounted for 37.9 percent of reported incidents in 2012-13 and 45.8 percent of reported R/S incidents in 2013-14.
- A total of 2,460 students (unduplicated count) were restrained and/or secluded in 2013-14. This represents an increase of five students from 2012-13. However, the percentage of all students with disabilities restrained and/or secluded decreased slightly in 2013-14 (3.6% in 2012-13; 3.5% in 2013-14).
- The distribution of students by grade in 2013-14 differed from the distribution seen in 2012-13. Specifically, the number of students restrained and/or secluded in prekindergarten and kindergarten decreased substantially while the number of students restrained and/or secluded in twelfth grade increased.
- The number of injuries reported in 2013-14 decreased by 2.1 percent from 2012-13 (378 in 2012-13; 370 in 2013-14). The number of serious injuries decreased by one from 2012-13 (10 in 2012-13; 9 in 2013-14).

- While nearly three quarters (72.2%) of students had 10 or fewer R/S incidents during the 2013-14 school year, there were 46 students with greater than 100 R/S incidents, and eight of those were restrained and/or secluded more than 300 times.
- Over 90 percent of emergency restraints lasted less than 20 minutes; however, 54 emergency restraints lasted over two hours.
- Three quarters of emergency seclusions (75.0%) lasted 20 minutes or less, with 30.1 percent lasting five minutes or less. Slightly over 3 percent (3.4%) of emergency seclusions lasted over an hour.
- Over 80 percent of seclusions via an IEP (82.1%) lasted 20 minutes or less, with a little over 40 percent (40.4%) lasting five minutes or less. Slightly over 1.5 percent of seclusions via an IEP lasted over an hour.
- The percentage of both emergency seclusions and seclusions via an IEP lasting over an hour decreased from 2012-13 to 2013-14. In 2012-13, 5 percent of emergency seclusions lasted over an hour, while in 2013-14 this decreased to 3.4 percent. For seclusions via an IEP, 2.8 percent lasted over an hour in 2012-13, while in 2013-14 this decreased to 1.6 percent.
- For all emergency R/S incidents as well as seclusions via an IEP, students with Autism represented the largest proportion of incidents, followed by students with Emotional Disturbance, and then students with Other Health Impairments (including ADD/ADHD).
- The number of seclusions via an IEP has shown consistent and dramatic decreases over the past three years with a decrease of 57.3 percent from 2011-12 to 2012-13 and a decrease of 29.7 percent from 2012-13 to 2013-14.

Appendix A

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0010011	Andover School District	0	0	0	0	0	0	0	0	0	0	0
0020011	Ansonia School District	0	0	0	0	0	0	0	0	0	0	0
0030011	Ashford School District	0	0	0	0	0	0	0	0	0	0	0
0040011	Avon School District	14	*	*	*	0	*	*	0	0	0	0
0050011	Barkhamsted School District	0	0	0	0	0	0	0	0	0	0	0
0070011	Berlin School District	42	*	17	*	*	25	*	0	0	0	0
0080011	Bethany School District	56	*	30	*	0	26	*	0	0	0	0
0090011	Bethel School District	*	*	*	*	0	0	0	0	0	0	0
0110011	Bloomfield School District	49	*	49	*	0	0	0	0	0	0	0
0120011	Bolton School District	25	*	21	*	0	*	*	0	0	0	0
0130011	Bozrah School District	0	0	0	0	0	0	0	0	0	0	0
0140011	Branford School District	0	0	0	0	0	0	0	0	0	0	0
0150011	Bridgeport School District	109	27	*	*	0	104	24	0	0	0	0
0170011	Bristol School District	279	34	102	28	0	12	6	0	165	20	0
0180011	Brookfield School District	28	*	16	*	0	7	*	*	*	*	0
0190011	Brooklyn School District	19	*	19	*	0	0	0	0	0	0	0
0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0220011	Canterbury School District	15	*	*	*	0	*	*	0	0	0	0
0230011	Canton School District	21	*	21	*	0	0	0	0	0	0	0
0240011	Chaplin School District	7	*	*	*	0	*	*	0	0	0	0
0250011	Cheshire School District	34	6	8	*	0	26	*	0	0	0	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	*	*	*	*	*	0	0	0	0	0	0
0280011	Colchester School District	0	0	0	0	0	0	0	0	0	0	0
0290011	Colebrook School District	*	*	*	*	0	0	0	0	0	0	0
0300011	Columbia School District	0	0	0	0	0	0	0	0	0	0	0
0310011	Cornwall School District	0	0	0	0	0	0	0	0	0	0	0
0320011	Coventry School District	*	*	*	*	0	0	0	0	0	0	0
0330011	Cromwell School District	7	*	7	*	0	0	0	0	0	0	0
0340011	Danbury School District	0	0	0	0	0	0	0	0	0	0	0
0350011	Darien School District	419	*	*	*	0	280	*	0	*	*	0
0360011	Deep River School District	0	0	0	0	0	0	0	0	0	0	0
0370011	Derby School District	131	6	39	*	0	11	*	0	81	*	0
0390011	Eastford School District	0	0	0	0	0	0	0	0	0	0	0
0400011	East Granby School District	0	0	0	0	0	0	0	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0410011	East Haddam School District	26	*	26	*	0	0	0	0	0	0	0
0420011	East Hampton School District	70	*	64	*	0	6	*	0	0	0	0
0430011	East Hartford School District	141	34	88	31	0	0	0	0	53	22	0
0440011	East Haven School District	7	*	*	*	0	*	*	0	0	0	0
0450011	East Lyme School District	48	*	*	*	0	*	*	0	0	0	0
0460011	Easton School District	0	0	0	0	0	0	0	0	0	0	0
0470011	East Windsor School District	51	9	51	9	0	0	0	0	0	0	0
0480011	Ellington School District	35	7	*	*	0	*	*	0	0	0	0
0490011	Enfield School District	171	18	99	16	0	11	6	0	61	6	0
0500011	Essex School District	0	0	0	0	0	0	0	0	0	0	0
0510011	Fairfield School District	68	18	59	15	*	*	7	*	*	*	0
0520011	Farmington School District	37	12	22	7	0	15	7	0	0	0	0
0530011	Franklin School District	0	0	0	0	0	0	0	0	0	0	0
0540011	Glastonbury School District	37	11	37	11	0	0	0	0	0	0	0
0560011	Granby School District	0	0	0	0	0	0	0	0	0	0	0
0570011	Greenwich School District	119	14	68	10	*	39	10	0	12	*	0
0580011	Griswold School District	27	6	*	6	0	0	0	0	*	*	0
0590011	Groton School District	183	23	179	23	0	*	*	0	*	*	0
0600011	Guilford School District	12	*	12	*	*	0	0	0	0	0	0
0620011	Hamden School District	97	20	39	16	0	16	9	0	42	10	*
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	335	26	152	24	*	169	14	0	14	*	0
0650011	Hartland School District	0	0	0	0	0	0	0	0	0	0	0
0670011	Hebron School District	113	*	50	*	0	20	*	0	43	*	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	38	11	8	*	0	30	9	0	0	0	0
0710011	Lebanon School District	0	0	0	0	0	0	0	0	0	0	0
0720011	Ledyard School District	24	6	12	*	0	*	*	0	*	*	0
0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
0740011	Litchfield School District	7	*	7	*	0	0	0	0	0	0	0
0760011	Madison School District	*	*	*	*	0	0	0	0	0	0	0
0770011	Manchester School District	235	36	133	28	0	102	23	0	0	0	0
0780011	Mansfield School District	7	*	7	*	0	0	0	0	0	0	0
0790011	Marlborough School District	45	*	26	*	*	13	*	0	6	*	0
0800011	Meriden School District	930	54	469	47	*	402	33	0	59	6	0
0830011	Middletown School District	112	20	43	15	*	69	12	*	0	0	0
0840011	Milford School District	131	11	49	7	0	41	7	0	41	*	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0850011	Monroe School District	38	*	*	*	0	*	*	0	0	0	0
0860011	Montville School District	41	9	*	8	*	*	*	0	0	0	0
0880011	Naugatuck School District	23	7	9	*	0	14	*	0	0	0	0
0890011	New Britain School District	348	68	135	55	*	81	17	0	132	15	0
0900011	New Canaan School District	58	6	8	*	0	50	*	0	0	0	0
0910011	New Fairfield School District	18	*	18	*	0	0	0	0	0	0	0
0920011	New Hartford School District	16	*	16	*	0	0	0	0	0	0	0
0930011	New Haven School District	32	13	19	12	0	*	*	0	*	*	0
0940011	Newington School District	30	7	30	7	0	0	0	0	0	0	0
0950011	New London School District	537	50	146	36	0	378	30	0	13	8	0
0960011	New Milford School District	195	12	102	8	0	93	9	0	0	0	0
0970011	Newtown School District	64	*	64	*	0	0	0	0	0	0	0
0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
0990011	North Branford School District	*	*	*	*	*	*	*	0	0	0	0
1000011	North Canaan School District	15	*	*	*	0	*	*	0	0	0	0
1010011	North Haven School District	85	9	47	7	0	38	8	0	0	0	0
1020011	North Stonington School District	0	0	0	0	0	0	0	0	0	0	0
1030011	Norwalk School District	*	*	*	*	0	0	0	0	0	0	0
1040011	Norwich School District	388	32	378	31	*	10	*	0	0	0	0
1060011	Old Saybrook School District	7	*	*	*	0	*	*	0	0	0	0
1070011	Orange School District	0	0	0	0	0	0	0	0	0	0	0
1080011	Oxford School District	18	*	9	*	0	9	*	0	0	0	0
1090011	Plainfield School District	21	*	*	*	*	*	*	0	0	0	0
1100011	Plainville School District	44	6	*	*	0	37	6	0	*	*	0
1110011	Plymouth School District	98	9	40	6	0	58	6	0	0	0	0
1120011	Pomfret School District	0	0	0	0	0	0	0	0	0	0	0
1130011	Portland School District	0	0	0	0	0	0	0	0	0	0	0
1140011	Preston School District	*	*	*	*	0	0	0	0	0	0	0
1160011	Putnam School District	8	*	*	*	0	*	*	0	0	0	0
1170011	Redding School District	34	*	26	*	0	8	*	0	0	0	0
1180011	Ridgefield School District	17	*	11	*	0	6	*	0	0	0	0
1190011	Rocky Hill School District	24	*	*	*	0	13	*	0	*	*	0
1210011	Salem School District	*	*	*	*	0	0	0	0	0	0	0
1220011	Salisbury School District	*	*	*	*	0	0	0	0	0	0	0
1230011	Scotland School District	7	*	7	*	0	0	0	0	0	0	0
1240011	Seymour School District	34	*	15	*	0	19	*	0	0	0	0
1250011	Sharon School District	*	*	*	*	0	*	*	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1260011	Shelton School District	113	12	*	11	*	*	*	*	0	0	0
1270011	Sherman School District	0	0	0	0	0	0	0	0	0	0	0
1280011	Simsbury School District	65	11	*	11	*	*	*	0	0	0	0
1290011	Somers School District	7	*	7	*	*	0	0	0	0	0	0
1310011	Southington School District	139	17	*	12	*	*	*	0	99	7	*
1320011	South Windsor School District	*	*	*	*	0	0	0	0	0	0	0
1330011	Sprague School District	20	*	7	*	0	13	*	0	0	0	0
1340011	Stafford School District	100	*	*	*	0	*	*	0	0	0	0
1350011	Stamford School District	53	7	53	7	0	0	0	0	0	0	0
1360011	Sterling School District	91	*	83	*	0	8	*	0	0	0	0
1370011	Stonington School District	132	11	*	9	*	*	*	0	0	0	0
1380011	Stratford School District	139	16	*	16	0	*	*	0	0	0	0
1390011	Suffield School District	20	*	20	*	0	0	0	0	0	0	0
1400011	Thomaston School District	*	*	*	*	*	0	0	0	0	0	0
1410011	Thompson School District	70	*	34	*	0	36	*	0	0	0	0
1420011	Tolland School District	168	*	39	*	0	129	*	0	0	0	0
1430011	Torrington School District	77	12	69	12	0	8	*	0	0	0	0
1440011	Trumbull School District	140	17	82	17	0	58	*	0	0	0	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	491	32	355	28	*	128	26	0	8	6	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	125	17	116	16	*	9	*	0	0	0	0
1510011	Waterbury School District	160	30	96	21	*	64	13	*	0	0	0
1520011	Waterford School District	10	*	*	*	0	*	*	0	0	0	0
1530011	Watertown School District	19	6	13	*	0	6	*	0	0	0	0
1540011	Westbrook School District	22	*	*	*	0	*	*	0	0	0	0
1550011	West Hartford School District	134	19	80	19	0	54	6	0	0	0	0
1560011	West Haven School District	84	11	84	11	*	0	0	0	0	0	0
1570011	Weston School District	0	0	0	0	0	0	0	0	0	0	0
1580011	Westport School District	23	10	23	10	0	0	0	0	0	0	0
1590011	Wethersfield School District	*	*	*	*	0	*	*	0	0	0	0
1600011	Willington School District	0	0	0	0	0	0	0	0	0	0	0
1610011	Wilton School District	16	7	*	7	*	*	*	0	0	0	0
1620011	Winchester School District	*	*	*	*	0	0	0	0	0	0	0
1630011	Windham School District	215	19	151	16	*	*	*	0	*	8	*
1640011	Windsor School District	347	17	137	14	0	210	15	*	0	0	0
1650011	Windsor Locks School District	0	0	0	0	0	0	0	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1660011	Wolcott School District	73	*	59	*	0	*	*	0	*	*	0
1670011	Woodbridge School District	9	*	9	*	0	0	0	0	0	0	0
1690011	Woodstock School District	0	0	0	0	0	0	0	0	0	0	0
2010012	Regional School District 01	0	0	0	0	0	0	0	0	0	0	0
2040012	Regional School District 04	0	0	0	0	0	0	0	0	0	0	0
2050012	Regional School District 05	0	0	0	0	0	0	0	0	0	0	0
2060012	Regional School District 06	16	*	7	*	0	9	*	0	0	0	0
2070012	Regional School District 07	0	0	0	0	0	0	0	0	0	0	0
2080012	Regional School District 08	*	*	*	*	0	0	0	0	0	0	0
2090012	Regional School District 09	*	*	*	*	0	0	0	0	0	0	0
2100012	Regional School District 10	*	*	*	*	*	0	0	0	0	0	0
2110012	Regional School District 11	0	0	0	0	0	0	0	0	0	0	0
2120012	Regional School District 12	*	*	*	*	0	0	0	0	0	0	0
2130012	Regional School District 13	*	*	*	*	0	0	0	0	0	0	0
2140012	Regional School District 14	127	*	40	*	0	87	*	*	0	0	0
2150012	Regional School District 15	36	9	*	9	*	*	*	0	0	0	0
2160012	Regional School District 16	24	*	16	*	0	8	*	0	0	0	0
2170012	Regional School District 17	37	*	34	*	12	*	*	*	*	*	0
2180012	Regional School District 18	0	0	0	0	0	0	0	0	0	0	0
2190012	Regional School District 19	0	0	0	0	0	0	0	0	0	0	0
3370015	Department of Mental Health and Addiction Services	0	0	0	0	0	0	0	0	0	0	0
3470015	Unified School District #2	33	28	33	28	*	0	0	0	0	0	0
9000016	Connecticut Technical High School System	0	0	0	0	0	0	0	0	0	0	0
LEA TOTAL		9955	1146	5674	947	53	3347	445	10	934	142	*
2440014	Area Cooperative Educational Services	1487	158	555	104	72	932	108	10	0	0	0
2410014	Capitol Region Education Council	4029	101	1802	76	11	670	49	0	1557	*	0
2430014	Cooperative Educational Services	829	99	479	71	0	350	55	*	0	0	0
2530014	Eastern Connecticut Regional Educational Service Center	435	46	156	35	0	193	36	0	86	*	*
2420014	Education Connection	182	11	157	9	*	25	7	*	0	0	0
2450014	Learn	570	21	570	21	*	0	0	0	0	0	0
RESC TOTAL		7532	436	3719	316	88	2170	255	12	1643	34	*
0360161	Academy at Mount Saint John	0	0	0	0	0	0	0	0	0	0	0
0830561	Academy of Wheeler Clinic	0	0	0	0	0	0	0	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	1754	53	1475	45	20	*	43	*	*	*	0
1550361	American School for the Deaf	22	*	22	*	0	0	0	0	0	0	0
0100161	Arch Bridge School	32	*	22	*	0	10	*	0	0	0	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
1480461	Benhaven Academy	0	0	0	0	0	0	0	0	0	0	0
1480161	Benhaven School	1830	35	682	31	57	87	22	9	1061	29	25
0840461	CCCD-Bridgeport Ave.	311	9	173	7	0	106	9	0	32	*	0
0840561	CCCD-Wolf Harbor Rd.	2923	30	1069	14	0	1418	27	0	436	6	0
0890461	CCMC School	1960	87	1230	78	*	23	*	0	707	73	*
0620261	Cedarhurst School	0	0	0	0	0	0	0	0	0	0	0
0930661	Chapel Haven	0	0	0	0	0	0	0	0	0	0	0
0840161	Charles F. Hayden School at Boys & Girls Village	60	20	60	20	0	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	945	38	115	22	0	830	38	0	0	0	0
0950161	Connecticut College Children's Program	0	0	0	0	0	0	0	0	0	0	0
0740161	Connecticut Junior Republic	*	*	*	*	0	0	0	0	0	0	0
1500161	Devereux Glenholme School	7	*	*	*	0	*	*	0	0	0	0
0570161	Eagle Hill School	0	0	0	0	0	0	0	0	0	0	0
0642061	Eagle House Education Program	46	14	46	14	0	0	0	0	0	0	0
1010161	Elizabeth Ives School for Special Children	6	*	*	*	0	*	*	0	0	0	0
1070161	Foundation School - Orange	0	0	0	0	0	0	0	0	0	0	0
0846061	Foundation School-Milford	7	*	*	*	0	*	*	0	0	0	0
0646061	Futures School	0	0	0	0	0	0	0	0	0	0	0
1550161	Gengras Center	27	9	*	9	0	*	*	0	0	0	0
0510261	Giant Steps CT School	82	10	82	10	0	0	0	0	0	0	0
0640261	Grace S. Webb School	501	41	178	32	*	54	15	0	269	30	0
0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
1480261	High Road Academy	520	39	137	23	*	383	38	0	0	0	0
0642161	High Road School of Hartford High	565	39	108	27	*	457	38	0	0	0	0
0642261	High Road School of Hartford-Primary	1036	38	594	32	10	442	36	0	0	0	0
1036261	High Road School of Norwalk	353	27	158	19	*	195	24	0	0	0	0
1485061	High Road School Of Wallingford-Wallingford	1112	59	435	47	*	677	57	0	0	0	0
1516161	High Roads School of Waterbury	351	21	41	13	*	310	21	0	0	0	0
1075061	Hope Academy	29	*	29	*	0	0	0	0	0	0	0
1550261	Intensive Education Academy	72	8	45	*	0	27	6	0	0	0	0
1380121	IPP Lower & Upper Program	54	11	0	0	0	54	11	0	0	0	0
0190161	Learning Clinic	7	*	7	*	0	0	0	0	0	0	0
0450161	Light House on Main St	14	*	14	*	0	0	0	0	0	0	0
0450261	Light House on Pennsylvania Ave	41	*	27	*	0	14	*	0	0	0	0
0626161	Lorraine D. Foster Day School	0	0	0	0	0	0	0	0	0	0	0
0770361	Manchester Memorial Hospital Clinical Day School	0	0	0	0	0	0	0	0	0	0	0
0800161	Meliora Academy	260	11	239	10	0	21	*	0	0	0	0

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0
0780361	Natchaug Hospital Journey School	13	7	*	7	0	*	*	0	0	0	0
1060161	Natchaug Hospital School CDT - Shoreline	0	0	0	0	0	0	0	0	0	0	0
0780261	Natchaug Hospital School CDT-Mansfield	55	9	55	9	*	0	0	0	0	0	0
1630661	Natchaug Hospital School CDT-Willimantic	*	*	*	*	0	0	0	0	0	0	0
0490161	Natchaug Hospital School Joshua Center - Enfield	0	0	0	0	0	0	0	0	0	0	0
0690161	Natchaug Hospital School Joshua Center NE - Danielson	0	0	0	0	0	0	0	0	0	0	0
1040721	Natchaug Hospital School Joshua Center Thames Valley CDT	6	*	6	*	*	0	0	0	0	0	0
1100261	Northwest Village School/Wheeler Clinic	2000	130	752	114	14	1248	111	12	0	0	0
0920161	Oak Hill School at Ann Antolini School	0	0	0	0	0	0	0	0	0	0	0
0170221	Oak Hill School at Bristol North	*	*	*	*	0	0	0	0	0	0	0
0170561	Oak Hill School at Bristol South	6	*	6	*	0	0	0	0	0	0	0
1106161	Oak Hill School at Haddam - Killingworth High School	0	0	0	0	0	0	0	0	0	0	0
0895161	Oak Hill School at Hartford	*	*	*	*	0	0	0	0	0	0	0
1105261	Oak Hill School at Middle School of Plainville	9	*	9	*	0	0	0	0	0	0	0
0890261	Oak Hill School at New Britain	*	*	*	*	0	0	0	0	0	0	0
1310161	Oak Hill School at Rubin E. Thalberg School	*	*	*	*	0	0	0	0	0	0	0
1100361	Oak Hill School at Toffolon	*	*	*	*	0	0	0	0	0	0	0
0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	27	*	27	*	0	0	0	0	0	0	0
1356721	Pinnacle School	21	*	*	*	0	*	*	0	10	*	0
0890361	Raymond Hill School	477	67	313	55	0	157	52	0	7	*	0
0380261	Rushford Academy	0	0	0	0	0	0	0	0	0	0	0
0516061	Saint Catherine Academy	0	0	0	0	0	0	0	0	0	0	0
0460161	Speech Academy	0	0	0	0	0	0	0	0	0	0	0
1440161	St. Vincent's Special Needs School Program	0	0	0	0	0	0	0	0	0	0	0
1410161	Susan Wayne Center of Excellence	53	17	46	15	0	7	6	0	0	0	0
0740461	Touchstone School	14	7	14	7	0	0	0	0	0	0	0
1350161	Villa Maria Education Center	0	0	0	0	0	0	0	0	0	0	0
1520161	Waterford Country School	44	15	44	15	0	0	0	0	0	0	0
0250161	Webb School at Cheshire	600	34	242	22	0	19	7	0	339	29	0
0620361	Whitney Hall School	121	48	121	48	30	0	0	0	0	0	0
0846161	Woodhouse Academy	0	0	0	0	0	0	0	0	0	0	0
0931461	Yale Child Study Center School	0	0	0	0	0	0	0	0	0	0	0
APSEP TOTAL		18386	955	8691	774	150	6833	568	24	2862	175	26

Code	Organization Name	All R/S Incidents		Emergency Restraints			Emergency Seclusions			Seclusions via an IEP		
		Incident Count	Student Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count	Incident Count	Student Count	Injury Count
9020022	Gilbert School District	0	0	0	0	0	0	0	0	0	0	0
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9030022	Woodstock Academy District	0	0	0	0	0	0	0	0	0	0	0
ACADEMY TOTAL		0	0	0	0	0	0	0	0	0	0	0
2880013	Achievement First Hartford Academy Inc. District	*	*	*	*	0	0	0	0	0	0	0
2790013	Amistad Academy District	9	*	9	*	*	0	0	0	0	0	0
2900013	Brass City Charter School District	0	0	0	0	0	0	0	0	0	0	0
2690013	Bridge Academy District	0	0	0	0	0	0	0	0	0	0	0
2850013	Bridgeport Achievement First District	6	*	6	*	0	0	0	0	0	0	0
2680013	Common Ground High School District	0	0	0	0	0	0	0	0	0	0	0
2890013	Elm City College Preparatory School District	*	*	*	*	0	0	0	0	0	0	0
2720013	Explorations District	0	0	0	0	0	0	0	0	0	0	0
2860013	Highville Charter School District	0	0	0	0	0	0	0	0	0	0	0
2640013	Integrated Day Charter School District	0	0	0	0	0	0	0	0	0	0	0
2650013	Interdistrict School for Arts and Comm District	0	0	0	0	0	0	0	0	0	0	0
2610013	Jumoke Academy District	0	0	0	0	0	0	0	0	0	0	0
2800013	New Beginnings Inc., Family Academy District	0	0	0	0	0	0	0	0	0	0	0
2630013	Odyssey Community School District	0	0	0	0	0	0	0	0	0	0	0
2830013	Park City Prep Charter School District	0	0	0	0	0	0	0	0	0	0	0
2700013	Side By Side Charter School District	*	*	*	*	0	0	0	0	0	0	0
2820013	Stamford Academy District	0	0	0	0	0	0	0	0	0	0	0
2780013	Trailblazers Academy District	0	0	0	0	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		19	10	19	10	*	0	0	0	0	0	0
STATEWIDE		35892	2460	18103	1986	292	12350	1247	46	5439	349	32

Appendix B

Comparison reports were sent to organizations where data reported for 2013-14 indicated a substantial departure from those in 2012-13. Eighty-one comparison reports were sent in all, 30 to organizations reporting a reduction in R/S incidents and 51 to organizations reporting an increase. All organizations provided written feedback explaining the contributing factors. Below is a summary of those responses.

Reasons Stated by Organizations that Evidenced Reduction in Reported R/S Incidents

- (1) Many incidents of R/S reported in the previous year were for students with significant self-injurious and aggressive behaviors. These students each had multiple incidents and in many cases accounted for the majority of reported incidents. PPT decisions have since resulted in these students being placed in more restrictive settings outside the LEA to better accommodate their specific behavioral and educational needs. LEAs reported that despite efforts to develop and implement appropriate interventions based on functional behavior assessments (FBAs), some students representing frequent R/S were placed in alternative settings. (Partial Hospital Programs (PHPs), APSEPs, Clinical Day settings, RESC programs, etc.)
- (2) Organization staff members have been trained in procedures to improve the validity and reliability of the data and revised procedures for documenting and reporting R/S incidents have been implemented to improve the accuracy of the organization R/S compilation.
- (3) Organizations have expanded training of staff beyond Crisis Prevention Intervention; Physical and Psychological Management Training, Handle with Care and other approaches to de-escalation, to include guidance related to the Six Core Strategies for Reducing Seclusion and Restraint Use, district-wide training on effective classroom management, implementation of prevention and intervention strategies (SRBI), and the implementation of de-escalation procedures with fidelity. Organizations report the integration of quality trauma informed care and restorative justice practices, and building healthy relationships and positive behavior supports into a multi-tiered model of supports. Provision of additional sensory environments and availability of sensory supports and interventions was also noted as contributing to reductions.
- (4) The use or expanded use of Board Certified Behavior Analysts (BCBAs) to design student-specific targeted interventions and provide staff support and training as well as support and training to families was identified by multiple LEAs. Redeployment of or addition of related service staff or mental health professionals was also identified. Reduction in class size of self-contained classrooms and in some cases increased supervision and support (i.e., 2 staff to 1 student) was also noted.
- (5) Several LEAs attested to change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as an LEA commitment to redesign supports for students within the general education setting through the implementation of Positive Behavioral Interventions and Supports (PBIS) as reason for significant reductions in the use of R/S.
- (6) Several LEAs have reported that students continue to benefit from the introduction of or the expansion of specialized programs now available in the LEA.

- (7) Some LEAs have also partnered with RESCs and are utilizing resources available through consultation with specialized programs in order to build the capacity of the LEA to develop intensive programming to address the needs of students and better serve students in the LEA. The consultative model has increased the capacity of LEA staff to utilize best practice interventions to support students with challenging behaviors. Students are experiencing increased success based on the conduct of FBAs and the development of individualized behavior intervention plans (BIPs).
- (8) A few organizations continue to report that both reductions and increases are impacted by previous year inaccuracies in defining a restraint or seclusion as outlined in the regulations.
- (9) Some organizations reported that a contributing factor to reduction has been a strict adherence to admissions criteria leading to enrollment of students in specialized settings whose needs are appropriate to the design, scope and support services available through the program.
- (10) Overall decline in enrollment in specialized programs was also indicated.

Reasons Stated by Organizations that Evidenced Increases in Reported R/S Incidents

- (1) Organizations saw dramatic increases in their reported R/S incidents due to one or a limited number of students that either entered their program or school for the first time or had returned after being previously enrolled in a more restrictive setting. Students were described as demonstrating significant self-injurious and aggressive behaviors through the transition process. These students had multiple incidents each which were typically of short duration and due to student's self-injurious behavior.
- (2) Some organizations reported that increases were the result of more appropriate reporting related to multiple events in a sequence. For example, a student demonstrates a behavior that results in a five minute restraint; as the staff member begins to release the student, the student immediately resumes the prior aggressive behavior and is restrained once again by staff. Under R/S reporting guidance, each restraint/release is considered a new incident. Some organizations report that this has resulted in the appearance of an increase of R/S incidents, when in fact, it is the result of more appropriate reporting.
- (3) Some organizations reported that increases were a reflection of newly established in-district programs initiated to address the needs of students previously placed in more restrictive settings such as RESCs, APSEPs or out of state facilities. Organizations are now servicing and supporting students demonstrating significant behavioral issues that may require emergency procedures to ensure the safety of the student and/or others and meet the LEA requirement to maintain a safe school.
- (4) Some organizations, primarily specialized settings, which reported a substantial increase from the previous year, indicated that the increases aligned with an overall increase in enrollment and that the trend in student behavior is characterized as more dysregulated.