



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

School Year 2016-17

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 2015-2016. Appendix B summarizes the feedback collected from 97 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, technical assistance 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). Resources and professional development opportunities related to the regulations around the use of restraint and seclusion in schools and interventions impacting the reduction of restraint and seclusion remain available to schools and programs. 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.

Connecticut General Statutes (C.G.S.) Section 10-236b, as amended, went into effect on July 1, 2015, and is reflected in the data captured in this report. Updated (2017) guidance and forms reflecting the laws governing the use of restraint and seclusion in schools are available on the CSDE website. "Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools" is also provided as resource for districts and programs. 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 10-236b, as amended, 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 2016-17 were collected from:

- local education agencies (LEAs) who are responsible for special education including local/regional school districts, Unified School District (USD) #2 and the Connecticut Technical Education and Career System (CTECS) (170);
- endowed and incorporated academies (Academies) (3);
- public charter schools (24);
- regional educational service centers (RESCs) (6); and
- approved private special education programs (APSEPs) (87).

Table 1 below is provided to contextualize the results and discussion section of the report. Since restraint and seclusion data are reported by the location of the occurrence, 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

October 1, 2016 Count of Students with IEPs by Facility Type

Facility Type	Students	
	N	%
Academies	434	0.6%
APSEPs	2,958	3.8%
Charter Schools	936	1.2%
LEAs	71,001	92.2%
RESCs	1,665	2.2%
TOTAL	76,994	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 2016-17 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 calm or soothe him or herself; or
- in-school suspensions.

3. **Seclusion via an IEP** means seclusion as a behavior intervention that is documented in the IEP. Seclusion as an intervention can *only* be developed by the PPT to address a child's behavior when other, less restrictive, positive behavior interventions were tried, found to be ineffective and are well documented. Appropriate assessment data (i.e., a Functional Behavioral Assessment (FBA)) and other relevant information supporting the use of seclusion as a behavior intervention must be well documented and included in the child's IEP under "Present Levels of Academic Achievement and Functional Performance." In addition, the findings of the FBA must be documented and utilized to inform the development of a Behavior Intervention Plan (BIP) which becomes part of the IEP, by attachment.

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 emergency room visits, doctor visits, 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 2016-17 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 2016-17 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 2016-17 was comparable to that of 2015-16. 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. It should be noted that incidents of one minute or less in duration are reported as one minute and may reflect momentary restraints only seconds in durations. Additionally, each time a new restraint or hold is initiated, regardless of its duration, the restraint is reported as an individual incident. Therefore, a series of brief holds and releases during a single event would be reported as multiple restraints.

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 2016-17 indicated a substantial departure from those in 2015-16. 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 2016-17 R/S data is on file with the CSDE.

Results and Discussion

In total, 37,929 incidents of restraint and seclusion were reported to the CSDE in 2016-17. This represents an increase of 1,897 incidents (5.3%) from 2015-16. However the current data remain five percent lower than the count of incidents from 2014-15.

A total of 2,995 students (unduplicated count) accounted for the 37,929 R/S incidents in 2016-17. This represents an increase of 83 students from 2015-16. However, the percentage of all students with disabilities restrained and/or secluded remained consistent (3.9% in both years).

Of the 37,929 R/S incidents, 98.2 percent (37,248) were in response to emergency situations (imminent risk of injury to self, others or self and others) and 1.8 percent (681) were seclusions in accordance with an IEP. The gender, grade and race/ethnicity of students restrained and/or secluded in 2016-17 are examined in Tables 2 and 3 and Figure 1 below. All tables in this section represent 2016-17 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 2016-17 differed significantly from the gender of all students with IEPs ($\chi^2 (1, N = 2,995) = 321.1, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.33$) 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	
	N	%	N	%
Female	519	17.3%	25,168	32.7%
Male	2,476	82.7%	51,826	67.3%
TOTAL	2,995	100.0%	76,994	100.0%

Figure 1 provides the proportion of students who were restrained and/or secluded by grade. While there was support for differences in grade distribution from 2015-16 and 2016-17 ($\chi^2 (13, N = 2,995) = 90.8, p < .01$), effect size, a statistical measure of practical significance, indicated only a weak association ($\phi=0.17$). Kindergarten, third and fourth grades contributed with larger than expected counts, while grades seven, eight and nine had fewer students than expected.

**Students Restrained and/or Secluded by Grade
2013-14 to 2016-17**

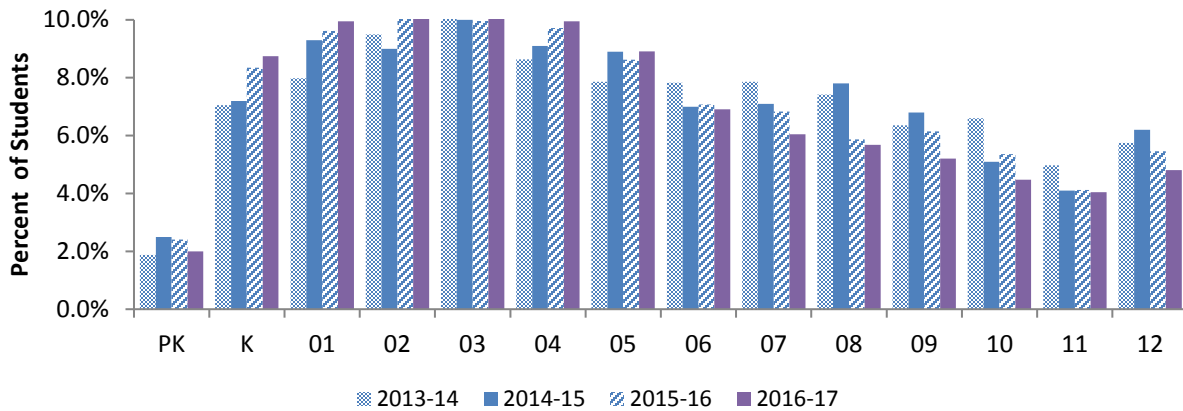


Figure 1. Bar chart illustrating grades of students restrained and/or secluded for 2013-14 through 2016-17 (proportions based on unduplicated count).

The race/ethnicity of students restrained and/or secluded in 2016-17 differed significantly from the race/ethnicity of all students with IEPs ($\chi^2 (6, N = 2,995) = 208.1, p < .0001$). Effect size, a statistical measure of practical significance, indicated a moderate association ($\phi=0.26$) between race/ethnicity and being restrained and/or secluded. Further examination indicated that Black or African American students and students identifying as two or more races 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	
	N	%	N	%
American Indian or Alaska Native	*	*	217	0.3%
Asian	38	1.3%	1,870	2.4%
Black or African American	672	22.4%	12,380	16.1%
Hispanic/Latino of any race	904	30.2%	22,110	28.7%
Native Hawaiian or Other Pacific Islander	*	*	66	0.1%
Two or More Races	156	5.2%	2,127	2.8%
White	1,213	40.5%	38,224	49.6%
TOTAL	2,995	100.0%	76,994	100.0%

*Data suppressed to protect student confidentiality

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. 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 (74.1%) of students had 10 or fewer R/S incidents during the 2016-17 school year, there were 56 students with greater than 100 R/S incidents, and fewer than six 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		All Incident Types	
	N	%	N	%	N	%	N	%
1	834	33.6%	531	30.6%	37	52.1%	801	26.7%
2-5	904	36.4%	589	33.9%	17	23.9%	1,018	34.0%
6-10	330	13.2%	243	14.0%	*	*	402	13.4%
11-50	345	13.9%	318	18.3%	7	9.9%	614	20.5%
51-100	60	2.4%	40	2.3%	*	*	104	3.5%
Over 100	13	0.5%	16	0.9%	*	*	56	1.9%
TOTAL	2,486	100.0%	1,737	100.0%	71	100.0%	2,995	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. An asterisk (*) represents data that are suppressed to protect student confidentiality.

R/S Incidents Resulting in Injury

There were a total of 215 incidents resulting in injuries, non-serious and serious, during the 2016-17 school year. Tables 5 and 6 include counts of total injuries.

Of the 215 incidents resulting in injury, seven 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. 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 incidents in 2016-17 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.

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.

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	11,122	859	55	7,521	626	12
Charter Schools	31	16	0	15	7	0
LEAs	7,411	1,404	63	5,496	890	28
RESCs	2,162	328	40	3,490	274	15
STATEWIDE	20,726	2,486	158	16,522	1,737	55

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 2016-17 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	554	29	*
Charter Schools	0	0	0
LEAs	*	*	0
RESCs	*	*	0
STATEWIDE	681	71	*

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. An asterisk (*) represents data that are suppressed to protect student confidentiality.

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 (95.5%) lasted 20 minutes or less, with over half (57.2%) lasting five minutes or less. Less than one half of one percent (0.3%) of emergency restraints lasted over one hour, and fewer than 6 emergency restraints lasted over two hours (down from 43 in 2014-15 and 14 in 2015-16).

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	2,249	3,546	4,775	450	70	32	11,122
Charter Schools	14	6	6	*	*	0	31
LEAs	2,325	2,290	2,480	256	*	*	7,411
RESCs	648	773	684	*	*	*	2,162
STATEWIDE	N 5,236	6,615	7,945	755	122	53	20,726
	% 25.3%	31.9%	38.3%	3.6%	0.6%	0.3%	100.0%

**Data suppressed to protect student confidentiality*

Table 8 shows that over three quarters of emergency seclusions (80.1%) lasted 20 minutes or less, with 33.0 percent lasting five minutes or less. Less than three percent (2.5%) of emergency seclusions lasted over an hour, down for the second year in a row (3.3% in 2015-16; 4.6% in 2014-15).

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	831	1,378	3,472	1,174	397	269	7,521
Charter Schools	*	*	*	*	*	*	15
LEAs	542	1,139	2,740	744	204	127	5,496
RESCs	*	*	*	*	*	*	3,490
STATEWIDE	N 2,004	3,456	7,777	2,194	674	417	16,522
	% 12.1%	20.9%	47.1%	13.3%	4.1%	2.5%	100.0%

**Data suppressed to protect student confidentiality*

Table 9 shows that 88.7 percent of seclusions via an IEP lasted 20 minutes or less, with over 40 percent (44.9%) lasting five minutes or less. Less than two percent (1.5%) of seclusions via an IEP lasted over an hour.

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	58	197	243	44	8	*	554
Charter Schools	0	0	0	0	0	0	0
LEAs	*	*	*	*	*	*	*
RESCs	*	*	*	*	*	*	*
STATEWIDE	N 90	216	298	55	12	10	681
	% 13.2%	31.7%	43.8%	8.1%	1.8%	1.5%	100.0%

Circumstances Necessitating the Use of R/S

The circumstances necessitating use of emergency R/S were investigated. Below, Figure 2 compares circumstances necessitating the use of emergency restraint and the use of emergency seclusion. Slightly more emergency seclusions occurred due to risk of injury to self, than due to emergency restraints. Emergency seclusions were more likely to occur due to incidents where there was a risk of injury to others. When combined, 8.4 percent of emergency responses occurred solely as a result of risk of injury to self and over 45 percent (46.3%) occurred solely as a result of risk of injury to others. Under half of emergency responses occurred as a result of risk of injury to self and others (45.3%).

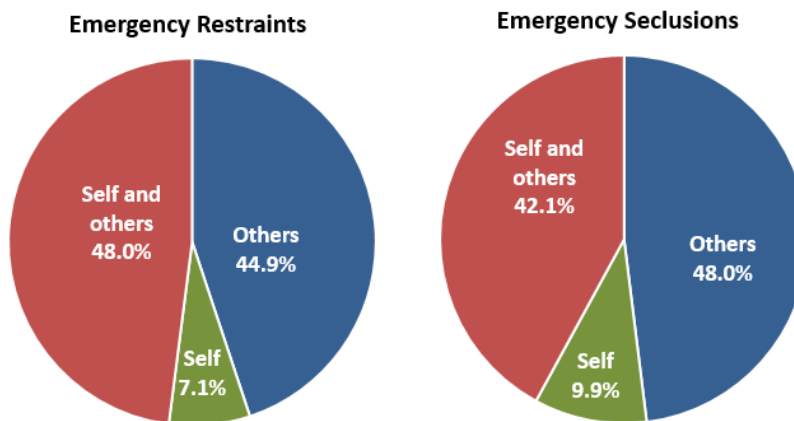


Figure 2. Pie charts comparing the circumstances necessitating the use of emergency restraint and emergency seclusion by risk type: risk of injury to self, others, or self and others (2016-17 school year).

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 over 80 percent 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.

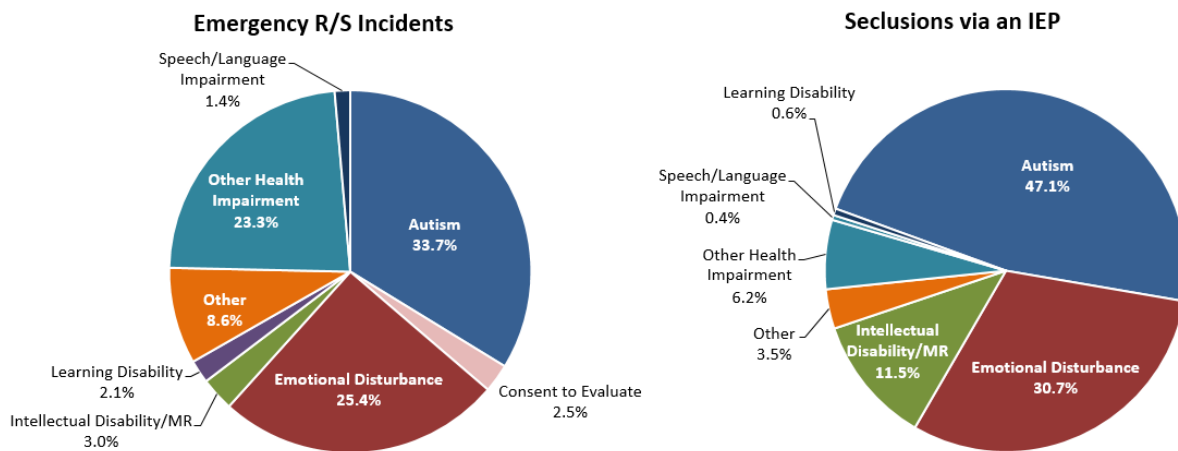


Figure 3. Pie charts comparing emergency R/S incidents and Seclusions via an IEP by Primary Disability (2016-17 school year).

Trend Analysis

The total number of R/S incidents in 2016-17 demonstrates an increase of 1,897 incidents or 5.3 percent from 2015-16 (36,032 in 2015-16 and 37,929 in 2016-17). When examining the four-year trend, the total number of incidents in 2016-17 is an increase of 5.3 percent from 2013-14.

It is also important to examine the differences by incident type (emergency restraint, emergency seclusion, and seclusion via an IEP). Figure 4 presents a four-year comparison of total incidents by incident type. The overall number of emergency restraints has increased over the past four years by 14.5 percent and emergency seclusions have increased by 33.8 percent from 2013-14. Contrasting the trends seen for both emergency restraints and seclusions, the number of seclusions via an IEP has decreased by 87.5 percent over the past four years with a decrease of 55.4 percent from 2015-16 to 2016-17.

**R/S Incidents
2013-14 through 2016-17**

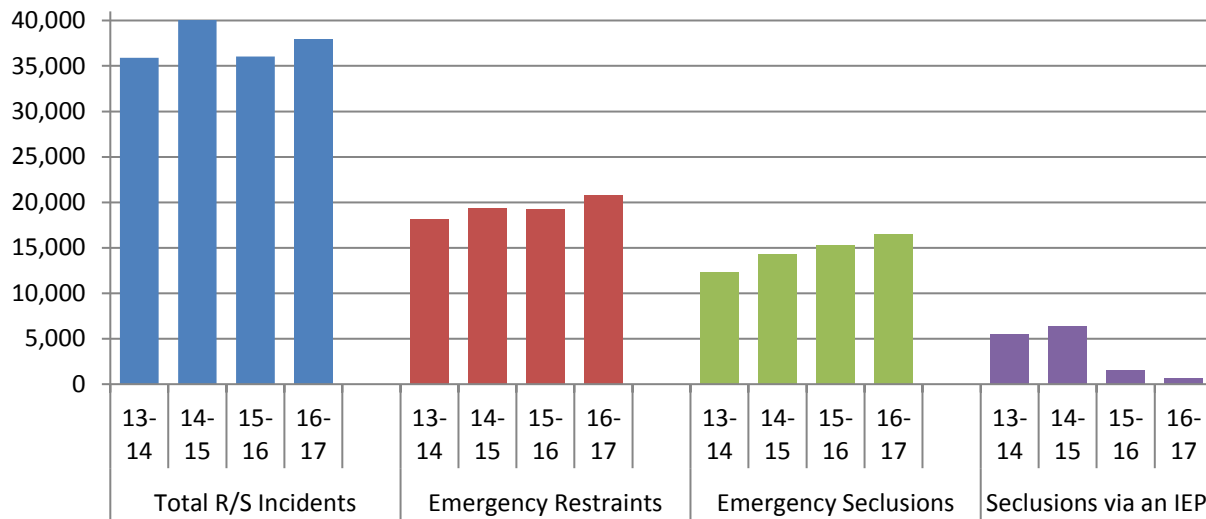


Figure 4. Bar graph comparing incidents reported from 2013-14 through 2016-17 by incident type.

Actions Supporting the Reduction of the Use of Emergency Restraint and Seclusion in School Settings

The CSDE continues to collaborate within and across agencies to examine and analyze R/S data to inform guidance, technical assistance, and professional development activities in an effort to support the reduction of the use of emergency restraints and seclusions in the school setting.

The CSDE will continue to support and assist Local Education Agencies and Parents/Guardians with the provision of formal guidance and technical assistance. Guidance documents and resources are available on the CSDE website and include: Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools; The Guidelines to Identify and Educate Students with Emotional Disturbance (revised); Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools; and Guidance Related to Recent Legislation Regarding Restraining and Seclusion in Schools. In addition to formal guidance, the Bureau of Special Education, Due Process Unit responds to formal written complaints related to restraint and seclusion with targeted feedback and technical assistance as needed. The CSDE also continues to engage in the Federal School Climate Transformation Grant (SCTG) as efforts continue to build capacity to develop, enhance, and expand Connecticut’s Statewide Systems of Support to local educational agencies (LEAs) and schools.

In a coordinated statewide effort, the CSDE participates in the Connecticut Restraint and Seclusion Prevention Initiative. This partnership brings together state agencies and community providers to support the vision, guiding principles, and overall goals of the initiative, which is to prevent the use of restraint and seclusion in service environments across the life span. The partnership is currently planning the 2018 Annual Conference that will focus on proactive strategies for preventing restraint and seclusion.

The CSDE also collaborates with our Regional Educational Service Centers (RESCs) and the State Educational Resource Center (SERC) to provide training and professional development opportunities on an ongoing basis. The Pyramid Model, which supports Early Childhood training, is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. Additional topics include the impact of trauma on student learning, early intervention and alternative strategies to address challenging behaviors in schools, creating appropriate behavior/social emotional goals and objectives within the IEP process, and best practice strategies in designing and implementing functional behavior assessments and behavior intervention plans.

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	9	*	7	*	0	*	*	0	0	0	0
0030011	Ashford School District	14	*	10	*	0	*	*	0	0	0	0
0040011	Avon School District	16	7	6	*	0	10	7	0	0	0	0
0050011	Barkhamsted School District	0	0	0	0	0	0	0	0	0	0	0
0070011	Berlin School District	52	*	33	*	0	19	*	0	0	0	0
0080011	Bethany School District	51	*	36	*	0	15	*	0	0	0	0
0090011	Bethel School District	69	11	26	6	0	43	9	0	0	0	0
0110011	Bloomfield School District	41	6	*	*	0	39	6	0	0	0	0
0120011	Bolton School District	51	*	9	*	0	42	*	0	0	0	0
0130011	Bozrah School District	42	*	6	*	0	35	*	0	*	*	0
0140011	Branford School District	25	6	11	*	0	14	*	0	0	0	0
0150011	Bridgeport School District	61	26	*	*	0	59	26	0	0	0	0
0170011	Bristol School District	132	42	55	30	0	76	25	0	*	*	0
0180011	Brookfield School District	28	6	24	*	0	*	*	0	*	*	0
0190011	Brooklyn School District	50	6	42	*	0	6	*	0	*	*	0
0210011	Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0220011	Canterbury School District	6	*	0	*	0	6	*	0	0	0	0
0230011	Canton School District	10	*	8	*	0	*	*	0	0	0	0
0240011	Chaplin School District	0	0	0	0	0	0	0	0	0	0	0
0250011	Cheshire School District	140	12	80	12	0	60	*	0	0	0	0
0260011	Chester School District	0	0	0	0	0	0	0	0	0	0	0
0270011	Clinton School District	51	*	51	*	*	0	0	0	0	0	0
0280011	Colchester School District	25	*	7	*	*	18	*	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	17	*	10	*	0	7	*	0	0	0	0
0330011	Cromwell School District	11	8	*	*	0	7	*	0	0	0	0
0340011	Danbury School District	132	30	88	24	0	44	16	*	0	0	0
0350011	Darien School District	*	*	*	*	0	0	0	0	0	0	0
0360011	Deep River School District	0	0	0	0	0	0	0	0	0	0	0
0370011	Derby School District	130	7	*	*	0	129	7	0	0	0	0
0390011	Eastford School District	*	*	*	*	0	*	*	0	0	0	0
0400011	East Granby School District	0	0	0	0	0	0	0	0	0	0	0
0410011	East Haddam School District	*	*	*	*	0	0	0	0	0	0	0

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0420011	East Hampton School District	102	8	21	*	0	81	6	0	0	0	0
0430011	East Hartford School District	162	47	160	46	0	*	*	0	*	*	0
0440011	East Haven School District	16	9	10	7	0	6	*	0	0	0	0
0450011	East Lyme School District	139	13	56	11	0	83	9	0	0	0	0
0460011	Easton School District	11	*	10	*	0	*	*	0	0	0	0
0470011	East Windsor School District	76	9	75	9	0	*	*	0	0	0	0
0480011	Ellington School District	78	11	14	*	0	64	9	*	0	0	0
0490011	Enfield School District	433	39	282	36	*	151	20	0	0	0	0
0500011	Essex School District	*	*	*	*	0	*	*	0	0	0	0
0510011	Fairfield School District	214	17	203	16	0	11	*	0	0	0	0
0520011	Farmington School District	96	19	31	13	*	64	13	0	*	*	0
0530011	Franklin School District	0	0	0	0	0	0	0	0	0	0	0
0540011	Glastonbury School District	68	10	67	9	*	*	*	0	0	0	0
0560011	Granby School District	39	*	18	*	0	21	*	0	0	0	0
0570011	Greenwich School District	57	12	52	11	0	*	*	0	0	0	0
0580011	Griswold School District	7	*	*	*	0	*	*	0	0	0	0
0590011	Groton School District	220	37	187	33	0	33	8	0	0	0	0
0600011	Guilford School District	28	6	10	6	0	18	*	0	0	0	0
0620011	Hamden School District	150	17	36	12	0	114	13	0	0	0	0
0630011	Hampton School District	0	0	0	0	0	0	0	0	0	0	0
0640011	Hartford School District	559	81	545	79	*	14	10	0	0	0	0
0650011	Hartland School District	34	*	9	*	0	16	*	0	9	*	0
0670011	Hebron School District	13	*	7	*	0	*	*	0	*	*	0
0680011	Kent School District	0	0	0	0	0	0	0	0	0	0	0
0690011	Killingly School District	24	8	17	7	0	7	*	0	0	0	0
0710011	Lebanon School District	8	*	8	*	0	0	0	0	0	0	0
0720011	Ledyard School District	123	11	74	10	0	41	6	0	8	*	0
0730011	Lisbon School District	0	0	0	0	0	0	0	0	0	0	0
0740011	Litchfield School District	12	*	*	*	0	8	*	0	0	0	0
0760011	Madison School District	22	7	21	6	0	*	*	0	0	0	0
0770011	Manchester School District	514	72	242	58	*	272	45	0	0	0	0
0780011	Mansfield School District	72	6	42	*	0	28	*	0	*	*	0
0790011	Marlborough School District	13	*	*	*	0	10	*	*	0	0	0
0800011	Meriden School District	641	87	249	71	10	391	57	6	*	*	0
0830011	Middletown School District	168	22	82	18	*	86	15	*	0	0	0
0840011	Milford School District	223	19	163	17	*	60	15	0	0	0	0
0850011	Monroe School District	11	*	*	*	0	6	*	0	0	0	0
0860011	Montville School District	460	20	266	17	*	192	15	*	*	*	0

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0880011	Naugatuck School District	91	25	43	18	0	48	18	0	0	0	0
0890011	New Britain School District	542	90	263	75	*	279	57	*	0	0	0
0900011	New Canaan School District	0	0	0	0	0	0	0	0	0	0	0
0910011	New Fairfield School District	34	*	9	*	0	25	*	0	0	0	0
0920011	New Hartford School District	15	*	10	*	0	*	*	*	*	*	0
0930011	New Haven School District	17	6	14	6	0	*	*	0	0	0	0
0940011	Newington School District	33	12	24	10	0	9	*	*	0	0	0
0950011	New London School District	57	23	52	22	0	*	*	0	0	0	0
0960011	New Milford School District	330	23	128	13	0	202	19	*	0	0	0
0970011	Newtown School District	91	9	15	*	0	76	9	0	0	0	0
0980011	Norfolk School District	0	0	0	0	0	0	0	0	0	0	0
0990011	North Branford School District	33	6	19	6	0	14	*	0	0	0	0
1000011	North Canaan School District	*	*	*	*	0	0	0	0	0	0	0
1010011	North Haven School District	54	9	34	9	*	19	*	0	*	*	0
1020011	North Stonington School District	*	*	*	*	0	0	0	0	0	0	0
1030011	Norwalk School District	97	25	91	24	*	6	*	0	0	0	0
1040011	Norwich School District	750	36	468	34	*	282	16	0	0	0	0
1060011	Old Saybrook School District	*	*	*	*	0	*	*	0	0	0	0
1070011	Orange School District	*	*	*	*	0	*	*	0	0	0	0
1080011	Oxford School District	16	*	7	*	0	7	*	0	*	*	0
1090011	Plainfield School District	256	9	256	9	*	0	0	0	0	0	0
1100011	Plainville School District	18	7	13	6	*	*	*	*	0	0	0
1110011	Plymouth School District	69	13	33	9	0	36	8	0	0	0	0
1120011	Pomfret School District	*	*	*	*	0	*	*	0	0	0	0
1130011	Portland School District	*	*	*	*	0	0	0	0	0	0	0
1140011	Preston School District	*	*	*	*	0	0	0	0	0	0	0
1160011	Putnam School District	38	7	29	7	0	9	*	0	0	0	0
1170011	Redding School District	*	*	*	*	0	0	0	0	0	0	0
1180011	Ridgefield School District	81	*	41	*	0	40	*	0	0	0	0
1190011	Rocky Hill School District	25	*	16	*	*	9	*	0	0	0	0
1210011	Salem School District	19	*	15	*	0	*	*	0	0	0	0
1220011	Salisbury School District	0	0	0	0	0	0	0	0	0	0	0
1230011	Scotland School District	0	0	0	0	0	0	0	0	0	0	0
1240011	Seymour School District	24	*	16	*	0	8	*	0	0	0	0
1250011	Sharon School District	0	0	0	0	0	0	0	0	0	0	0
1260011	Shelton School District	186	18	65	16	*	121	11	*	0	0	0
1270011	Sherman School District	25	*	11	*	0	14	*	*	0	0	0
1280011	Simsbury School District	85	13	41	10	0	44	9	0	0	0	0

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1290011	Somers School District	10	*	6	*	0	*	*	0	0	0	0
1310011	Southington School District	164	21	76	17	0	86	15	0	*	*	0
1320011	South Windsor School District	48	15	46	15	*	*	*	0	*	*	0
1330011	Sprague School District	63	8	26	6	0	37	7	0	0	0	0
1340011	Stafford School District	171	13	53	7	0	116	13	0	*	*	0
1350011	Stamford School District	94	20	59	16	*	35	12	0	0	0	0
1360011	Sterling School District	*	*	*	*	0	*	*	0	0	0	0
1370011	Stonington School District	258	15	132	12	*	126	13	*	0	0	0
1380011	Stratford School District	492	26	113	18	0	364	17	*	15	*	0
1390011	Suffield School District	103	6	92	6	*	11	*	*	0	0	0
1400011	Thomaston School District	*	*	*	*	0	0	0	0	0	0	0
1410011	Thompson School District	136	7	93	6	0	43	*	0	0	0	0
1420011	Tolland School District	114	15	42	13	0	72	10	0	0	0	0
1430011	Torrington School District	66	14	52	12	*	14	6	0	0	0	0
1440011	Trumbull School District	208	11	176	11	*	29	*	0	*	*	0
1450011	Union School District	0	0	0	0	0	0	0	0	0	0	0
1460011	Vernon School District	109	19	39	13	*	70	15	0	0	0	0
1470011	Voluntown School District	0	0	0	0	0	0	0	0	0	0	0
1480011	Wallingford School District	155	15	138	15	0	17	6	0	0	0	0
1510011	Waterbury School District	242	59	100	40	*	142	35	0	0	0	0
1520011	Waterford School District	*	*	*	*	0	0	0	0	0	0	0
1530011	Watertown School District	30	8	14	*	*	16	*	0	0	0	0
1540011	Westbrook School District	27	*	10	*	0	17	*	0	0	0	0
1550011	West Hartford School District	277	35	159	28	0	53	17	*	65	11	0
1560011	West Haven School District	136	16	136	16	0	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	46	10	45	9	0	*	*	0	0	0	0
1590011	Wethersfield School District	46	11	28	9	0	18	7	0	0	0	0
1600011	Willington School District	*	*	*	*	0	*	*	0	0	0	0
1610011	Wilton School District	*	*	*	*	*	*	*	0	0	0	0
1620011	Winchester School District	25	7	22	7	0	*	*	0	0	0	0
1630011	Windham School District	261	57	156	50	*	105	29	*	0	0	0
1640011	Windsor School District	137	22	67	17	0	70	17	0	0	0	0
1650011	Windsor Locks School District	94	9	27	8	*	67	8	0	0	0	0
1660011	Wolcott School District	42	6	31	*	0	11	*	0	0	0	0
1670011	Woodbridge School District	*	*	*	*	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

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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
2060012	Regional School District 06	*	*	*	*	0	*	*	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
2090012	Regional School District 09	0	0	0	0	0	0	0	0	0	0	0
2100012	Regional School District 10	79	*	55	*	*	24	*	0	0	0	0
2110012	Regional School District 11	*	*	*	*	0	0	0	0	0	0	0
2120012	Regional School District 12	35	*	31	*	0	*	*	0	0	0	0
2130012	Regional School District 13	20	*	20	*	0	0	0	0	0	0	0
2140012	Regional School District 14	218	7	9	6	*	209	6	0	0	0	0
2150012	Regional School District 15	10	*	10	*	0	0	0	0	0	0	0
2160012	Regional School District 16	46	*	39	*	0	7	*	0	0	0	0
2170012	Regional School District 17	10	*	10	*	0	0	0	0	0	0	0
2180012	Regional School District 18	*	*	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	42	26	42	26	0	0	0	0	0	0	0
9000016	Connecticut Technical Education and Career System	0	0	0	0	0	0	0	0	0	0	0
LEA TOTAL		13,030	1,715	7,411	1,404	63	5,496	890	28	*	*	0
2410014	Capitol Region Education Council	2006	110	539	78	*	1466	69	*	*	*	0
2420014	EdAdvance	69	7	52	7	*	17	*	0	0	0	0
2430014	Cooperative Educational Services	1343	103	624	84	*	718	65	*	*	*	0
2440014	Area Cooperative Educational Services	1032	132	425	96	24	607	82	10	0	0	0
2450014	Learn	536	34	387	32	*	147	*	0	*	*	0
2530014	Eastern Connecticut Regional Educational Service Center (EASTCONN)	670	48	135	34	*	535	38	*	0	0	0
RESC TOTAL		5,656	430	2,162	328	40	3,490	274	15	*	*	0
0830561	Academy of Wheeler Clinic	0	0	0	0	0	0	0	0	0	0	0
0330161	Adelbrook-The Learning Center of Cromwell	2006	63	1111	48	0	895	50	*	0	0	0
0430121	Adelbrook-The Learning Center of East Hartford	*	*	*	*	0	*	*	0	0	0	0
0770221	Adelbrook-The Learning Center of Manchester	684	18	469	17	0	215	14	0	0	0	0
1550361	American School for the Deaf	14	6	14	6	0	0	0	0	0	0	0
0100161	Arch Bridge School	64	*	54	*	0	10	*	0	0	0	0
1550561	Ben Bronz Academy	0	0	0	0	0	0	0	0	0	0	0
1480461	Benhaven Academy	59	*	52	*	0	7	*	0	0	0	0
1480161	Benhaven School	475	34	213	29	*	162	25	*	100	10	0
0860221	Bradley School-New London Regional	722	30	413	29	*	309	22	0	0	0	0

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0890461	CCMC School	1416	73	1120	71	11	295	43	*	*	*	0
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	321	46	321	46	0	0	0	0	0	0	0
0770161	Community Child Guidance Clinic School	399	45	48	20	*	351	44	*	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	*	*	*	*	0	0	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	53	11	53	11	0	0	0	0	0	0	0
1010161	Elizabeth Ives School for Special Children	14	*	7	*	0	7	*	0	0	0	0
0846061	Foundation School-Milford	7	*	*	*	0	*	*	0	*	*	0
1070161	Foundation School-Orange	*	*	*	*	0	0	0	0	0	0	0
0230121	Fresh Start School	*	*	*	*	0	*	*	0	0	0	0
0830821	Futures School-Middletown	0	0	0	0	0	0	0	0	0	0	0
0646061	Futures School-West Hartford	0	0	0	0	0	0	0	0	0	0	0
1550161	Gengras Center	459	21	163	16	0	296	16	0	0	0	0
0510261	Giant Steps CT School	196	9	196	9	0	0	0	0	0	0	0
0640261	Grace S. Webb School	592	47	291	44	0	301	39	0	0	0	0
0760161	Grove School	0	0	0	0	0	0	0	0	0	0	0
1480261	High Road Academy	44	14	21	10	0	23	7	0	0	0	0
1480521	High Road Academy - BEST Academy	94	14	48	11	0	46	7	0	0	0	0
0642161	High Road School of Hartford High	226	23	162	23	0	64	16	0	0	0	0
0642261	High Road School of Hartford-Primary	722	31	404	29	0	318	24	0	0	0	0
0950421	High Road School of New London Middle/High at Shiloh	60	8	21	6	0	39	8	0	0	0	0
0950821	High Road School of New London Primary at Bennie Dover	317	19	205	18	0	112	16	0	0	0	0
1036261	High Road School of Norwalk	317	19	182	19	*	122	14	0	13	*	0
1485061	High Road School of Wallingford	1449	56	801	52	12	647	38	*	*	*	0
1075061	Hope Academy	*	*	*	*	0	0	0	0	0	0	0
1550261	Intensive Education Academy	20	7	*	*	0	15	*	0	0	0	0
1380121	Ippi Academy	906	32	158	12	0	310	28	*	438	14	*
0190161	Learning Clinic	37	*	37	*	0	0	0	0	0	0	0
0450161	Light House on Main St	*	*	*	*	0	0	0	0	0	0	0
0450261	Light House on Pennsylvania Ave	10	*	*	*	0	9	*	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	6	*	6	*	0	0	0	0	0	0	0
0800161	Meliora Academy	233	12	179	11	*	54	7	0	0	0	0

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0840561	Milestones-Milford	2399	24	1980	20	0	419	12	0	0	0	0
0840461	Milestones-Orange	478	13	143	10	*	335	13	0	0	0	0
0780161	Natchaug Hospital Inpatient School	0	0	0	0	0	0	0	0	0	0	0
0780361	Natchaug Hospital Journey School	7	*	6	*	0	*	*	0	0	0	0
0780261	Natchaug Hospital School CDT-Mansfield	167	12	165	12	*	*	*	0	0	0	0
1060161	Natchaug Hospital School CDT-Shoreline	0	0	0	0	0	0	0	0	0	0	0
1630661	Natchaug Hospital School CDT-Willimantic	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	*	*	*	*	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
1100261	Northwest Village School/Wheeler Clinic	1856	104	770	92	*	1086	92	*	0	0	0
0920161	Oak Hill School at Ann Antolini School	6	*	6	*	0	0	0	0	0	0	0
0170221	Oak Hill School at Chapter 126	56	*	56	*	0	0	0	0	0	0	0
0046921	Oak Hill School at Farmington Valley Montessori	*	*	*	*	*	0	0	0	0	0	0
1106161	Oak Hill School at Haddam-Killingworth High School	*	*	*	*	0	0	0	0	0	0	0
0895161	Oak Hill School at Hartford Primary	31	*	31	*	*	0	0	0	0	0	0
0170561	Oak Hill School at Hartford Secondary	21	*	21	*	*	0	0	0	0	0	0
0670221	Oak Hill School at Hemlocks Center	0	0	0	0	0	0	0	0	0	0	0
1105261	Oak Hill School at Middle School of Plainville	8	*	8	*	0	0	0	0	0	0	0
0890261	Oak Hill School at New Britain	25	*	25	*	*	0	0	0	0	0	0
0646161	Options Educational Services	0	0	0	0	0	0	0	0	0	0	0
1550861	PACES	89	*	89	*	0	0	0	0	0	0	0
0440221	Pathways Academy - East Haven	*	*	*	*	0	0	0	0	0	0	0
1356721	Pinnacle School, LLC	10	*	0	*	0	10	*	0	0	0	0
0890361	Raymond Hill School	977	73	672	63	0	305	58	0	0	0	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
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	16	11	16	11	0	0	0	0	0	0	0
0360161	The Academy at Mount Saint John	0	0	0	0	0	0	0	0	0	0	0
0460161	The Speech Academy-Easton	0	0	0	0	0	0	0	0	0	0	0
1356621	The Spire School, LLC	0	0	0	0	0	0	0	0	0	0	0
0740461	Touchstone School	*	*	*	*	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	22	11	22	11	*	0	0	0	0	0	0
0250161	Webb School at Cheshire	853	20	203	16	0	650	20	0	0	0	0
0046821	Webb School in the Valley	118	7	18	*	0	100	6	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
0620361	Whitney Hall School	106	39	106	39	14	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		19,197	988	11,122	859	55	7,521	626	12	554	29	*
9010022	Norwich Free Academy District	0	0	0	0	0	0	0	0	0	0	0
9020022	Gilbert School 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
2610013	Jumoke 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
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
2680013	Common Ground High 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
2700013	Side By Side Charter School District	0	0	0	0	0	0	0	0	0	0	0
2720013	Explorations 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
2790013	Amistad Academy District	15	6	7	*	0	8	*	0	0	0	0
2800013	New Beginnings Inc., Family Academy District	0	0	0	0	0	0	0	0	0	0	0
2820013	Stamford Academy 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
2850013	Bridgeport Achievement First District	*	*	*	*	0	*	*	0	0	0	0
2860013	Highville Charter School District	0	0	0	0	0	0	0	0	0	0	0
2880013	Achievement First Hartford Academy Inc. District	22	7	16	7	0	*	*	0	0	0	0
2890013	Elm City College Preparatory School District	6	*	6	*	0	0	0	0	0	0	0
2900013	Brass City Charter School District	0	0	0	0	0	0	0	0	0	0	0
2910013	Elm City Montessori School District	0	0	0	0	0	0	0	0	0	0	0
2930013	Path Academy District	0	0	0	0	0	0	0	0	0	0	0
2940013	Great Oaks Charter School District	*	*	*	*	0	0	0	0	0	0	0
2950013	Booker T. Washington Academy District	0	0	0	0	0	0	0	0	0	0	0
2960013	Stamford Charter School for Excellence District	0	0	0	0	0	0	0	0	0	0	0
2970013	Capital Preparatory Harbor School Inc. District	0	0	0	0	0	0	0	0	0	0	0
CHARTER SCHOOL TOTAL		46	18	31	16	0	15	7	0	0	0	0
STATEWIDE		37,929	2,995	20,726	2,486	158	16,522	1,737	55	681	71	*

Appendix B

Comparison reports were presented through the online application to all organizations showing change in reported data from 2015-16 to 2016-17. For 97 organizations, data reported in 2016-17 indicated a substantial departure from those reported in 2015-16 (43 reported a reduction in R/S incidents and 54 reported an increase). These 97 organizations provided written feedback explaining factors contributing to the change. Below is a summary of those responses.

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

1. LEAs reported that 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 restraints or seclusions within a single incident 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 some students representing frequent R/S were placed in alternative settings. (Partial Hospital Programs (PHPs), APSEPs, Clinical Day settings, RESC programs, out of state residential facilities, etc.).
2. Schools/programs indicated an increase in mental health supports to students and their families.
3. Schools/programs indicated an increase in supervision and coaching of all instructional and support staff involved in the implementation of intensive behavioral support programs at the district level.
4. Several programs noted additional support of in-house Psychological and Physical Management Trainers (PMTs) who focus on training around de-escalation strategies.
5. Schools/programs indicated that attention to matching student need with staff who possess the appropriate skill set resulted in improved effectiveness of strategies and interventions.
6. Focused training for principals and other staff on restraint and seclusion policies and procedures assisted in improving implementation of evidence-based practices and resulted in more accurate recording of incidents.
7. Careful monitoring of student programs and making necessary adjustments as indicated by the analysis of data resulted in a decrease of incidents.
8. Reduction in reported R/S incidents is attributed to frequent and careful review and monitoring of functional behavior assessments (FBA) and the implementation of behavior intervention plans (BIP).
9. Reduction in reported R/S incidents is attributed to improved staff training related to the implementation of evidence based practices (i.e. behavior skills training, coaching);
10. Reduction in reported R/S incidents is attributed to the development and implementation preventive strategies.
11. Reduction in reported R/S incidents is attributed to implementation of debriefing and daily reflection and planning meetings.
12. Reduction in reported R/S incidents is attributed to implementation of responsive classroom and restorative practices.
13. Some organizations reported that increased collaboration between school staff and the clinical team as well as professional development for *all* staff that was focused on de-

escalation strategies and the law and its requirements resulted in a decrease in the use of restraint and seclusion.

14. Greater administrative oversight and monitoring regarding the use of restraint and seclusion produced increased fidelity in the use of de-escalation strategies.
15. Organizations have expanded training of staff to include guidance related to the Six Core Strategies, PBIS, trauma informed care, district-wide training on effective classroom management, implementation of prevention and intervention strategies (SRBI), and the implementation of de-escalation procedures with fidelity;
16. Organizations report positive impact of the integration of quality trauma informed care and restorative justice practices, as well as building healthy relationships and positive behavior supports into a multi-tiered model of supports.
17. Multiple LEAs identified 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.
18. Redeployment of staff or the addition of related service staff or mental health professionals was also identified.
19. LEAs attested to change in LEA policy and procedures regarding de-escalation of aggressive student behaviors as well as a 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.
20. Several LEAs have reported that students continue to benefit from the introduction of or the expansion of specialized programs now available in the LEA.
21. LEAs have also collaborated with outside public and private agencies and medical or mental health professionals 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.
22. Some private, out of district organizations reported that a contributing factor to reduction has been a strict adherence to admissions criteria or limiting the enrollment of students with significant aggressive behaviors, leading to enrollment of students in specialized settings whose needs are appropriate to the design, scope and support services available through the program.
23. An overall decline in student enrollment in some programs was also noted.
24. A few organizations reported that reductions are impacted by previous year inaccuracies in appropriately defining a restraint or seclusion.

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

1. The reported increase in out of district placements made by LEAs has increased the number of students with significant aggressive and self-injurious behaviors being placed in APSEPs and RESC special education programs, resulting in increase of incidents in those settings.
2. 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 of which were typically

of short duration. In some instances, more than 80% of the incidents reported were associated with a single student.

3. Some organizations continue to report 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.
4. Districts 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. Some organizations reported that they 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 allow the LEA to meet the requirement to maintain a safe school.
5. Some organizations, primarily specialized settings, which reported a substantial increase from the previous year, indicated that the increases align with an overall increase in enrollment and that the trend in student behavior is characterized as more dysregulated.
6. A few organizations continue to report that increases are impacted by previous year inaccuracies in defining a restraint or seclusion as outlined in the regulations.
7. LEAs indicate that the increase was based on the fact that during the previous year, School Safety Officers were not consistently reporting incidents as they did not have access to the appropriate professional development.