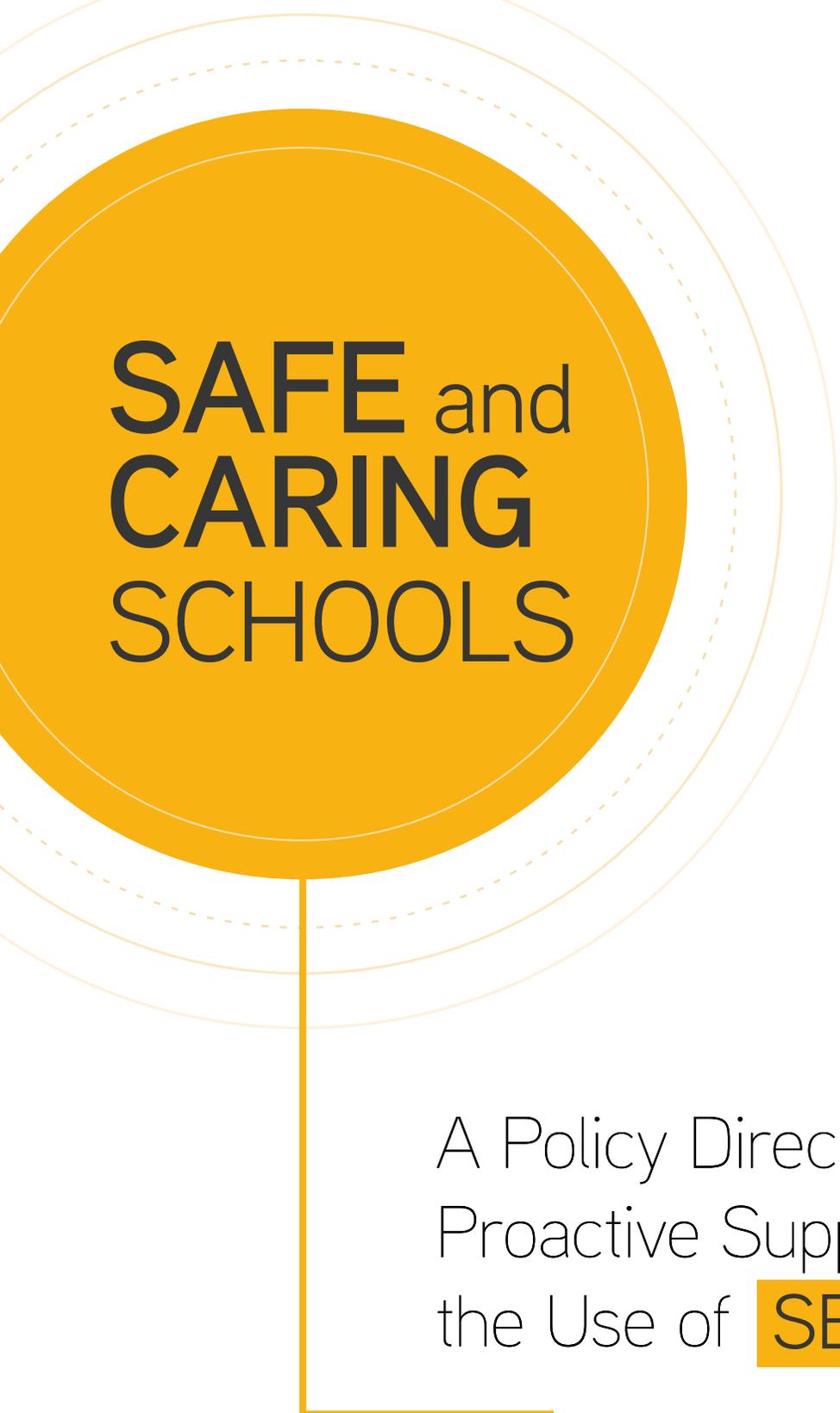


# SAFE and CARING SCHOOLS

A Policy Directive Enhancing  
Proactive Supports to Minimize  
the Use of **SECLUSION**

2021





# **SAFE** and **CARING** SCHOOLS

A Policy Directive Enhancing  
Proactive Supports to Minimize  
the Use of **SECLUSION**

Safe and caring schools : a policy directive enhancing proactive supports to minimize the use of seclusion

Includes bibliographical references.

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Schools are encouraged to share this resource with parents, guardians, and communities, as appropriate.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education website at [www.edu.gov.mb.ca/k12/](http://www.edu.gov.mb.ca/k12/).

*Disponible en français.*

Available in alternate formats upon request.

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- Manitoba School Boards Association
- Manitoba Teachers' Society
- Student Services Administrators' Association of Manitoba
- Student Services Inclusive Education Consultation Committee



# Introduction

Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe (MB Education, Citizenship and Youth, *AEP: Standards*).

All students in Manitoba have a right to appropriate educational programming (Manitoba, *AEP Regulation*) in a safe, caring, and inclusive learning environment (Manitoba, *Public Schools Act* and *Safe Schools Charter*). In Manitoba, a positive whole-school approach to planning for safety and belonging (Manitoba Education & Training, *Whole-School Approach*; Manitoba Education, *Supporting Positive Behaviour*; Manitoba Education, Training & Youth, *From Challenges to Possibilities*) is combined with a supportive response to meeting the safety needs of all persons in the school environment (Manitoba, *Education Administration Act*). In Manitoba, all schools are expected to engage in preventative practices as opposed to those that are punitive and reactive (Manitoba Education & Training, *Code of Conduct*). These efforts facilitate a positive school climate and build a culture of trust and respect.

This policy directive provides guidelines that will inform school divisions in the development of policies and procedures on the use of seclusion as a safety response when a student poses an immediate risk of serious physical harm to self or others. Seclusion is used as a last resort after prevention strategies, de-escalation interventions, and less restrictive measures have been exhausted.

This policy directive also provides information that will help school divisions to eliminate the use of seclusion by implementing alternative responses to student behaviour (see [Appendix: Resources](#)).

School divisions are required to revise or develop policies that establish procedures for the use of seclusion in Manitoba schools in accordance with these guidelines.

This policy directive is intended to assist schools and school divisions in creating and maintaining learning environments that are as safe as possible for all students and adults.

# General Guidelines

**In revising or developing policies and procedures on seclusion, school divisions must adhere to the following:**

## Guiding Principles

- In all decisions, the best interest of the child is the primary consideration.
- In promoting and guaranteeing the rights of children, as per the United Nations *Convention on the Rights of the Child*, any behavioural intervention must be consistent with the child's right to be free from all forms of physical or mental violence, be treated with dignity, and be free from abuse.
- In ensuring a safe, caring, and inclusive learning environment, policies and procedures must be based on a philosophy of inclusion allowing every individual in the school community to feel accepted, valued, and safe.

## Legislation

The following legislation is relevant to developing policies and procedures on the use of seclusion (see [Bibliography](#)).

- The United Nations General Assembly. *Convention on the Rights of the Child*
- *The Human Rights Code* of Manitoba
- *The Education Administration Act* of Manitoba
- *The Public Schools Act* of Manitoba
- *The Safe Schools Charter*
- *The Accessibility for Manitobans Act*
- *The Workplace Safety and Health Act* of Manitoba
- *Appropriate Education Programming Regulation*
- *Safe Schools Regulation*
- *Workplace Safety and Health Regulation*

In revising or developing policies and procedures on the use of seclusion, it is expected that school division policies and procedures on seclusion

- ✓ are consistent with the guidelines in this document
- ✓ apply to all students, not just students with disabilities
- ✓ are made known to staff, parents/legal guardians, stakeholders, and the public

In revising or developing policies on the use of seclusion, it is suggested that school divisions

- ✓ consult with students, parent(s)/legal guardian(s), school staff, the safety and health committee and/or representatives at the workplace, and community partners (e.g., occupational therapists, psychologists, social workers, relevant advocacy groups, social service agencies, mental health agencies)
- ✓ consult with legal counsel to ensure they are fulfilling legal responsibilities

## GUIDELINE 1: PREVENTION

Policies must identify preventative practices that promote positive student behaviour, and strategies that will reduce, and eventually eliminate, the use of seclusion.

All behaviour is a form of communication. When a student is unable to communicate their needs verbally, they may use their behaviour to tell us they are stressed/distressed or that there is a problem that needs to be resolved (Chiang).

In order to promote a safe, caring, and inclusive learning environment, school divisions must provide opportunities for students and staff to increase their understanding of behaviour and to learn to manage/respond to behaviour in alternative ways that support a safe, caring, and inclusive school community.

A whole-school positive behaviour approach is the foundation for teaching students the skills they need to engage in positive behaviour. This will meet the needs of most students.

If a student requires more specific skill and strategy instruction to meet their needs, the student support team will work with the student and their parents/legal guardians to develop a student-specific plan.

Using a function-based approach, the student support team works together to identify the student's needs by trying to understand what the student is communicating through their behaviour. This information helps inform the selection of effective teaching strategies, identifies any needed environmental adjustments to set the student up for success, identifies ways to help students manage their own behaviour, teaches pro-social skills, develops positive replacement behaviours, and identifies appropriate response strategies that will be used in the student-specific plan.

Seclusion is a safety procedure, not a teaching strategy (Council for Children with Behavioral Disorders [CCBD]). It is not used as an intervention strategy for anticipated behaviour. Anticipated behaviour is predictable based on our knowledge of the student and can be managed proactively through effective planning. In most instances, proactive behavioural support plans will largely negate the need for restrictive measures.

A preventative approach requires a focus on developing a proactive skill set. This includes the use of positive behaviour interventions, conflict de-escalation techniques (Council for Exceptional Children [CEC]), and training of all school personnel on how to implement positive behaviour supports (CCBD). School staff must increase their understanding of behaviour and their capacity to respond effectively.

Please see [Appendix: Resources](#) for specific sources of information about preventative and proactive practices.

## GUIDELINE 2: DEFINITIONS AND TERMINOLOGY

Policies must include definitions and terminology for seclusion and associated practices that are consistent with those in this guideline.

### Seclusion

Seclusion is the involuntary confinement of a student alone in a room or area where the student cannot freely exit or is physically prevented from leaving (BC Ministry of Education; CCBD; CEC). This generally occurs in a room with a door that has a lock that is engaged, or if not engaged, the door is otherwise blocked or held shut (Alberta Education). Seclusion is often used in association with physical restraint.

Seclusion is a safety response used only in situations when a student is in extreme distress and their behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others (CCBD), and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted.

Seclusion is one of the most intrusive (McLean et al.) interventions used in response to student behaviour. It has been shown to have a detrimental impact on students. This includes physical injury (in some cases death has occurred) (National Disability Rights Network; Kutz), psychological trauma (CCBD; Ferleger), damaged relationships, and increased challenging behaviour (Ferleger).

Seclusion has a negative impact on school staff, students, parents/legal guardians, and the school climate.

Seclusion is never used

- ✗ as part of a student-specific plan to manage/change student behaviour
- ✗ as a substitute for appropriate educational programming or effective behavioural intervention planning
- ✗ as a punishment, a consequence, a disciplinary action, or a way to force compliance
- ✗ to protect property at risk for damage when there is no immediate risk of serious physical harm to self or others
- ✗ when a student is non-compliant, confrontational, or verbally aggressive but there is no immediate risk of serious physical harm to self or others

While it is commonly believed that seclusion is necessary for keeping students and staff safe, this may be inaccurate: students and staff often get hurt during seclusion (National Disability Rights Network; Kutz; Ferleger).

Seclusion is not a defined space/room/area. Rooms, spaces, or areas designed specifically for the purposes of seclusion are not recommended.

The use of seclusion as a safety response differs from a variety of associated practices such as sensory/regulation interventions or time out. While these practices may share some properties of seclusion, they do not constitute seclusion as understood within these guidelines.

Any isolation of a student, regardless of the name used or the intended purpose, should be exercised with due diligence. School divisions are strongly encouraged to develop policy and safety procedures for the use of associated practices.

## Sensory/Regulation Spaces

*Sensory space* is an umbrella term that encompasses a broad variety of therapeutic spaces (e.g., calming space, sensory modulation/integration room, multi-sensory room).

The use of a sensory/regulation space is not to be confused with the use of seclusion. A sensory space is used proactively to meet a student's sensory needs and promote self-regulation. It is a therapeutic intervention that is written into a student-specific plan based on the recommendation of a specialist who monitors its use (OT-Innovations; Manitoba Education, *Student-Specific Planning*; MEHRIT Centre). Seclusion is not a therapeutic intervention (CEC).

## Time Out

Time out occurs when access to reinforcement is removed for a period of time following the occurrence of an identified problem behaviour in order to reduce or stop that behaviour (McLean et al.). Time out may involve removing a student from sources of positive reinforcement as a consequence of specific undesired behaviour. It is one option along a continuum of behaviour interventions supporting behaviour change.

Time out is commonly used two ways: non-exclusion and exclusion.

*Non-exclusion time out* does not involve removal of the student from the learning environment. It occurs within the classroom where the student maintains the ability to continue to observe and hear what is going on for a period of time (McLean et al.).

*Exclusion time out* occurs when the student is withdrawn from the classroom setting for a period of time where there is no longer access to what is going on in the classroom but where the student has access to other students or staff (McLean et al.).

Time out and seclusion, although often used interchangeably, are not synonymous. Time out may or may not involve the removal of a student to an isolated setting. It is used as a consequence with the intent of supporting behaviour change. It is never used when the safety of a student is a concern (CCBD; McLean et al.). Seclusion requires a student be isolated as a safety response and is not used as a consequence to support behavioural change (CCBD).

If a student chooses to be alone in a room, space, or area, and is free to leave at any point (e.g., independent work in a quiet space, student-initiated short break), this is not considered to be time out or seclusion.

## Physical Restraint

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely in order to secure and maintain the safety of the person or the safety of others (BC Ministry of Education). Physical restraint is a safety response used only in situations when a student poses an immediate risk of serious physical harm to self or others.

Physical restraint is frequently associated with seclusion because it is often used to transport a student to an environment where they are secluded. However, they are separate procedures and one may occur without the other. Both the use of seclusion and physical restraint pose risks to the student and staff.

Physical restraint differs from other physical interventions such as physical guidance and physical escort. Physical guidance is the prompting of a student when teaching a skill, redirecting attention, or providing comfort. Physical escort is the temporary touching or holding of a student's hand, wrist, arm, shoulder, or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location (BC Ministry of Education).

Physical interventions should not exceed what are reasonable or proportionate under the circumstances (Canada, Dept. of Justice) and should be discontinued as soon as the immediate risk of serious physical harm to the student or others has dissipated.

School divisions are strongly encouraged to develop policies and procedures for the use of physical restraint.

## GUIDELINE 3: RESPONSE

Policies must include response procedures that minimize the risk of serious physical harm to the student and others.

Principals have the responsibility and authority over the conduct of a student. They must ensure that the interventions and responses used or implemented in carrying out duties to maintain order and safety in school are appropriate, given the frequency and severity of the event, and take into account the student's state of development. The principal must ensure that all staff be made aware of the school's safety response procedures (Manitoba Education & Training, *Code of Conduct*).

If a student's behaviour has escalated to the point where it poses an immediate risk of serious physical harm to self or others, staff and people who have care and charge of the student should immediately call for assistance from the principal (Manitoba, *Public Schools Act*) and those staff members who have adequate knowledge and training to de-escalate and manage the event. Stressors should be removed from the environment when possible.

Working as a team, staff should focus on protecting the safety of all students including the student at risk of causing immediate serious physical harm to self or others. The goal is to secure and stabilize the situation in a calm, coordinated manner.

If necessary, other students in the vicinity should be moved in a calm, orderly manner to a safe distance. The student in crisis should not be left alone. The environment should be scanned for potential dangers. Objects that could cause immediate serious physical harm should be removed if it is safe to do so. Attention should be given to procedures for safe evacuation.

Seclusion may need to be employed as a safety response as a last resort and only after proactive strategies, de-escalation interventions, and less restrictive measures have been exhausted. A person familiar with the student should assess the risk for injury when the student's behaviour is escalated.

If seclusion is used, it must be discontinued as soon as the immediate risk of serious physical harm to the student or others has dissipated. School staff must have clear criteria for discontinuation of seclusion and this must be communicated to the student.

If seclusion is used, school division procedures must ensure the following:

- ✓ The student is safe.
- ✓ Seclusion does not restrict freedom of movement in a manner that restricts the student's breathing or that physically harms the student.
- ✓ Regard and respect for the student's dignity is maintained.
- ✓ The student can communicate their basic human needs and have those needs met (CCBD).
- ✓ Staff observing the student are able to communicate effectively with the student at all times.
- ✓ A staff member is assigned the role of observer and notetaker to record a factual account of the event (see documentation requirements): video/photo recordings are discouraged.
- ✓ Continuous visual and aural monitoring must be maintained for the entire period of seclusion; occasional checks are not acceptable (CCBD).
- ✓ Health and safety policies and/or regulations related to *The Workplace Health and Safety Act* and *Workplace Health and Safety Regulation* (M.R. 217/2006) are to be followed (Manitoba).
- ✓ Seclusion is discontinued as soon as the immediate risk of serious physical harm to self or others has dissipated.
- ✓ School and divisional emergency response procedures are followed in the event that further safety measures are necessary.

## GUIDELINE 4: REPORTING AND DOCUMENTATION

Policies must require that every instance of seclusion be reported and documented.

### Reporting

Any event that involves the use of seclusion must be reported on the day of the event to the

- ✓ principal (or designate)
- ✓ parent(s)/legal guardian(s)
- ✓ divisional administrator responsible for student support services
- ✓ superintendent (or designate)

### Documentation

Each event of the use seclusion must be documented to include, at a minimum, the following:

- ✓ student name
- ✓ where and when the event of seclusion occurred
- ✓ antecedents leading up to the situation
- ✓ witnesses
- ✓ a clear description of the student's behaviour
- ✓ a description of interventions used prior to the implementation of seclusion
- ✓ who was at risk of immediate serious physical harm that resulted in the use of seclusion
- ✓ name of staff member making the decision to use seclusion
- ✓ names of other staff members involved and their role in the seclusion event
- ✓ a chronology noting observations of the student's behaviour during seclusion
- ✓ a log that reports how the student was monitored during seclusion and by whom
- ✓ the duration of the seclusion
- ✓ any use of other restrictive measures (e.g., restraint)
- ✓ a description of any harm to students, staff, or others

- ✓ criteria for ending seclusion and how this was communicated to the student
- ✓ immediate post-seclusion actions
- ✓ details of contact with parent(s)/legal guardian(s), principal, divisional administrator for student support services, and superintendent
- ✓ date of planned debriefing(s)
- ✓ date of planned student support team meeting(s)

A copy of the documentation be must be placed in the pupil file and entered into the divisional student information system (recommended within 48 hours).

## GUIDELINE 5: DEBRIEFING

Policies must include a post-event debriefing process.

Seclusion is an intrusive intervention that can have a detrimental impact on the student. School divisions must provide supports for students who have experienced seclusion to help them re-integrate into the school community and to restore a sense of safety and belonging (Manitoba Education & Training, *Whole-School Approach*).

The event must be debriefed in order to review and reflect upon the circumstances and its impact. Understanding the reason seclusion took place and having the opportunity to talk about the intervention with others has been found to help individuals come to terms with the experience of seclusion (Hoekstra et al.).

It is expected that debriefing meetings will occur with parent(s)/legal guardian(s), the student, and school staff involved in the seclusion event. The student's parent(s)/legal guardian(s) and the student may have the opportunity to be accompanied and assisted by a person of their choosing during the debriefing. Debriefings should be in-person and take place as soon as possible after the event.

Additional debriefings should be made available to others in the school who were impacted physically and/or emotionally by the event.

Debriefings are led by the principal (or designate) who has training/experience in leading a debriefing process. The debriefing should focus on how the use of seclusion could have been prevented and should identify what can be done to avoid seclusion if a similar event occurs in the future (CCBD). A summary of the debriefing(s) and any outcomes decided upon is placed in the pupil file and the divisional student information system.

The student support team must meet (or be formed) as soon as reasonably possible after the seclusion event to

- ✓ examine what happened
- ✓ conduct a function-based assessment to learn more about the purpose of the behaviour and precipitating factors
- ✓ engage in the student-specific planning process (Manitoba Education, *Student-Specific Planning*) to write or revise the student-specific plan identifying what needs to be changed to decrease the chance of the behaviour recurring (e.g., changes to environment, changes to positive behaviour strategies, alternative responses to the student's behaviour)
- ✓ identify staff development or training needs and initiate a plan for addressing these needs

## GUIDELINE 6: MONITORING AND REVIEW

Policies must include a process to annually monitor, evaluate, and review data related to the use of seclusion to inform school division policies and procedures.

School divisions should monitor, evaluate, and review their data related to the use of seclusion. The data collected will enable school divisions to understand the circumstances around the use of seclusion facilitating the implementation of more effective strategies to support educational and behavioural programming. The use of seclusion as a safety response is an indication that further work needs to be done to ensure a safe, caring, and inclusive learning environment (CCBD).

This would include, at a minimum, a review of the following:

- ✓ incident reports to identify any patterns or trends to inform decision making
- ✓ harm incurred by students and staff
- ✓ repeated use of seclusion for an individual student, multiple uses within the same classroom, or multiple uses by the same individual that would trigger a review by the school and the school division and may indicate a need for additional training and/or support
- ✓ adherence to seclusion policies and procedures
- ✓ staff professional support and training needs
- ✓ environmental considerations
- ✓ the effectiveness of policies and procedures in decreasing seclusion using indicators established in consultation with the safety and health committee, parents/legal guardians, students, and community-based service providers
- ✓ the need to update the content of seclusion policies and/or procedures to ensure consistency with any new developments/or new practices (Manitoba, *Education Administration Act* and *Safe Schools Charter*)

# Appendix: Resources

## Manitoba Resources

- Healthy Child Manitoba. *Best Practices in School-based Suicide Prevention: A Comprehensive Approach*. 2014. Available online at [https://www.gov.mb.ca/healthychild/ysp/ysp\\_bestpractices.pdf](https://www.gov.mb.ca/healthychild/ysp/ysp_bestpractices.pdf).
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- Manitoba Education and Training. *Safe and Caring Schools: Provincial Code of Conduct: Appropriate Interventions and Disciplinary Consequences*. Ministerial directive, 2014, rev. ed. 2017. Available online at [https://www.edu.gov.mb.ca/k12/safe\\_schools/pdf/code\\_conduct.pdf](https://www.edu.gov.mb.ca/k12/safe_schools/pdf/code_conduct.pdf).
- Manitoba Healthy Schools. Home page. <https://www.gov.mb.ca/healthyschools/>.

## Additional Resources

The following resources are provided for information purposes only. Manitoba Education bears no responsibility for the accuracy or content of the links. Users are responsible for evaluating the content and appropriate use of the information provided.

### **ADAPT Manitoba: Association for Developmental Autism Programs and Therapies**

ADAPT Manitoba is a group of parents and professionals who raise awareness of the value of developmental therapies and ensure policy-makers and resource providers are aware of and use these strategies, and access related supports. In Manitoba, developmental therapies include Developmental, Individual Differences, Relationship-Based (DIR/Floortime); Relationship Development Intervention (RDI); and Hanen (including More than Words).

[www.adaptmanitoba.ca/for-educators/](http://www.adaptmanitoba.ca/for-educators/)

### **Circle of Courage**

The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. This model integrates Indigenous philosophies and contemporary resilience research. The Circle of Courage is based on four universal, holistic needs of all children: belonging, mastery, independence, and generosity. *Reclaiming Youth at Risk* provides research, publications, and training opportunities.

[https://www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/courage\\_poster.pdf](https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf)

<https://reclaimingyouthatrisk.org/>

### **Collaborative and Proactive Solutions (CPS)**

Lives in the Balance, founded by Ross Greene, is the organization that supports the CPS model. CPS fosters collaboration and empathy for all children through non-punitive, non-adversarial, collaborative, proactive alternatives to behavioural challenges. Resources for parents, educators, clinicians, and staff are free on the website. A range of training options and consultative support are available. This is a non-profit organization.

<https://www.livesinthebalance.org>

<https://truecrisisprevention.org/>

## **Collaborative for Academic, Social, and Emotional Learning (CASEL)**

CASEL's mission is to help make evidence-based social and emotional learning an integral part of education from preschool through high school. The CASEL framework supports the ability to embed the five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) through a coordinated, systemic approach.

<https://casel.org/>

## **Developmental, Individual Differences, Relationship-Based Model (DIR and DIRFloortime)**

Formed through the leadership of Dr. Stanley Greenspace, the Interdisciplinary Council on Development and Learning (ICDL) is home for DIR practices and DIRFloortime, used to help children and young adults with a wide range of emotional, sensory, regulatory, motor, learning, and developmental challenges. An approved network of trainers and training centres are available in Manitoba to support parents/caregivers, and school and divisional staff. They are a not-for-profit organization.

<https://www.icdl.com/>

## **Life Space Crisis Intervention (LSCI)**

LSCI is a brain-based, trauma-informed relationship-building verbal strategy. It provides a systematic, six-stage process to move from stress and conflict to insight and learning opportunities. LSCI Institute offers staff professional learning to understand the dynamics of conflict and to connect with youth.

<https://www.lsci.org>

## **LivingWorks**

LivingWorks is an international suicide intervention training company that offers training programs to meet individual, community, and organizational needs. They focus on a collaborative approach that empowers all members of the community to have a role in building safety networks. Examples of training include Suicide Alertness for Everyone (safeTALK), Applied Suicide Intervention Skills (ASIST), and Training for Trainers (T4T).

<https://www.livingworks.net/>

## **Low Arousal**

The Low Arousal approach, developed by Andrew McDonnell and housed at Studio III, is a crisis management strategy that encourages stress reduction and de-escalation that does not include physical restraint. Managing stress is a component for both the person with challenging behaviour and staff. This strategy offers a humanistic approach by encouraging compassion, understanding, and empathy.

<https://www.studio3.org/training-and-coaching>

## **Nonviolent Crisis Intervention (NCI)**

Nonviolent Crisis Intervention training provides staff with behavioural management skills for preventing, de-escalating, and debriefing challenging behaviours. According to the Crisis Prevention Institute (CPI), this training is designed to help reduce the need for and use of restraint and seclusion.

<https://www.crisisprevention.com/>

## **North American Center for Threat Assessment and Trauma Response (NACTATR)**

NACTATR, established by J. Kevin Cameron, supports agencies and professionals in developing collaborative multidisciplinary teams that focus on early intervention, prevention, and aftermath strategies for crises, trauma, violence, and conflict. Examples of training include Violent Risk Threat Assessment (VTRA Levels I & II) and Traumatic Event Systems (TES).

<https://www.nactatr.com>

## **Pan-Canadian Joint Consortium of School Health (JCSH)**

JCSH was established by provincial, territorial, and federal governments in 2005 as a means of bringing together education and health systems across the country. The goal is to combine the strengths of each system for the wellness and achievement of children and youth in the school setting. There are 25 ministries/departments and agencies represented.

<http://www.jcsh-cces.ca/>

## **PREVNet: Promoting Relationships & Eliminating Violence Network**

PREVNet is a national network of leading researchers and organizations, working together to stop bullying and dating violence among youth in Canada. They are partners with the Canadian Safe School Network, among many other organizations.

<https://www.prevnet.ca/>

## **Positive Behavioral Interventions & Supports (PBIS)**

The U.S. Department of Education's Office of Special Education Programs (OSEP) supports the implementation and research of PBIS. This model is an evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting students. It represents a continuum of increasingly intense interventions that correspond to students' needs.

[www.pbis.org](http://www.pbis.org)

## **Public Health Agency of Canada: Canadian Best Practices Portal**

The Canadian Best Practices Portal includes three types of interventions: Best Practices, Promising Practices, and Aboriginal Ways Tried and True. These resources provide Canadian and international information to help plan public health programs in order to prevent violence that impacts all members of the community.

<https://cbpp-pcpe.phac-aspc.gc.ca/>

## **Real Restitution**

Restitution is a philosophy of discipline, created by Dianne Gossen, and based on Dr. William Glasser's control theory principles. Restitution helps students develop self-discipline and helps staff become better managers and mentors. Restitution builds on skills of problem solving, creativity, collaboration, and communication.

<https://realrestitution.com/>

## **Shanker Self-Reg**

The MEHRIT Centre (TMC) offers various professional learning series for individuals and teams. Dr. Stuart Shanker's Self-Reg framework presents a model of five integrated complex domains of self-regulation: biological, emotional, cognitive, social, and prosocial. The five key practices provide key understandings to supporting and responding to behavioural, emotional, and social problems.

<https://self-reg.ca/self-reg/>

## **Sources of Strength (SOS)**

The SOS model is a universal suicide prevention program designed to build socio-ecological protective influences around youth and to reduce the likelihood that vulnerable youth/young adults will become suicidal. The mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults. SOS uses a Train the Trainer (T4T) model in its delivery and certification.

<https://sourcesofstrength.org/>

## **Working Effectively with Violent and Aggressive States (WEVAS)**

WEVAS uses the concept of psychological of states: optimal (competent) state or problem (anxious, agitated, aggressive, assaultive) state and teaches differentiated communication strategies that are specific to match these states with the goal of returning to one's competent state. In addition to training sessions, WEVAS offers a Train the Trainer model.

<https://www.wevas.ca/>

## **Zones of Regulation**

The Zones of Regulation concept, created by Leah Kuypers, offers training, webinars, workshops, materials, and consultation to foster and support self-regulation and emotional control using core materials for both school-wide, classroom, and/or student-specific implementation.

<http://www.zonesofregulation.com/index.html>

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**Note:** This bibliography includes all works cited as well as all resources that informed the development of *Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the Use of Seclusion*.

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