**(Log)Seclusion and Restraint Plan**

**Sample Training Plan**

**Topics for Training**

1. **SEA 345: Understanding the Law and Rule**
2. **Understanding your school’s plan and determining staff responsibilities**
3. **Seclusion and Restraint: What it is and What it is not:**

*Understanding what seclusion and restraint are and how do use them appropriately and only when absolutely necessary*

1. **Learning alternatives to the use of seclusion and restraint**
   1. **De-escalation**
   2. **Positive behavior supports**
2. **Debriefing Practices**

**Training Protocol**

1. **All staff should be current in their seclusion & restraint training. This would include new staff orientation and periodic re-training of existing staff.**
2. **According to your S&R Plan, the school should determine your Core S&R Team for both training designation and to assist administration with training and implementation issues as outlined in the school’s plan.** 
   1. **This Core Team should receive annual training updates and can assist with staff training and with the monitoring function prescribed in the plan.**
   2. **This group could include: school principal or designee, guidance counselor, special education or resource teacher, school nurse, coach or PE teacher (could also include a school custodian).**
3. **An information packet should be available for adults who have student contact but not on a consistent basis (e.g., substitutes, contract employees, public school personnel, some volunteers).**
4. **If using a tiered approach to staff training, the Core team should determine what level of training is required by staff in each tier (e.g., Core Team, Regular Faculty/Staff, “Non-regular” personnel)**

**Training Documentation (Log)**

1. **The principal or his/her designee should maintain a training folder which documents each training session, the date and focus of the training, who conducted the training, and who was in attendance.**