December 2022

Report on the Utilization of Physical Restraints

Submitted by:
Juvenile Services Education Program
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MD Code, Education, 7 1104

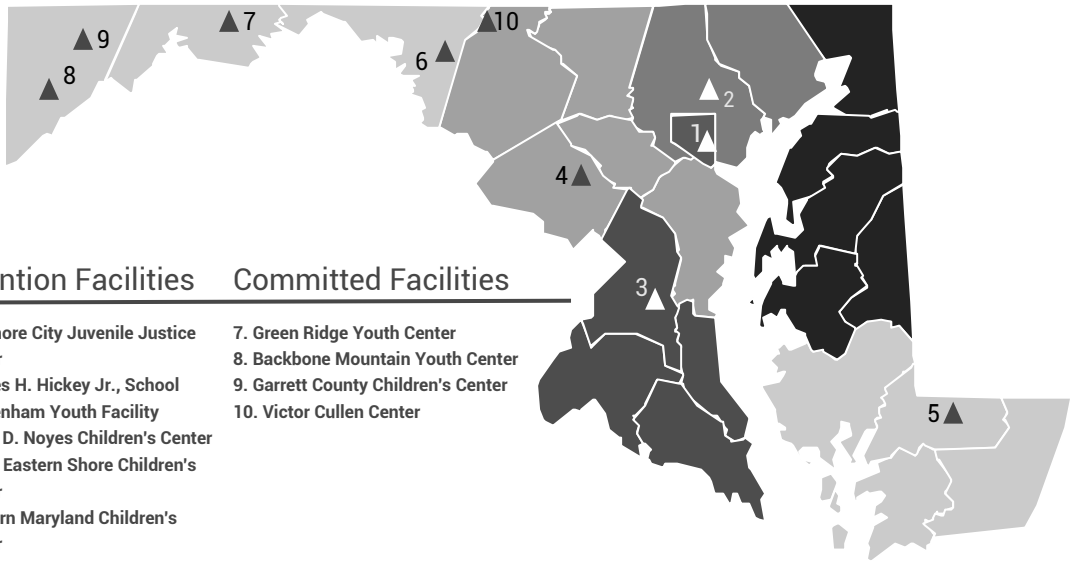
Introduction

Chapter 562 of the 2022 Laws of Maryland requires each public agency and nonpublic school to submit a report to the Maryland Department of Education that provides information related to the utilization of physical restraints, and the steps taken to encourage positive behavior interventions in the agency's educational setting.

Juvenile Services Education Program
Beginning on July 1, 2022 the Juvenile Services Education Program (JSEP) began operating the Department of Juvenile Services' educational programs. JSEP is an independent unit within the DJS and is tasked with overseeing and providing comprehensive educational services to all young people placed in a DJS operated detention and committed facilities.

This report provides information and data related to educational operations and utilization of restrains between July 1, 2022 and September 30, 2022.

JSEP Overview



Detention Facilities

1. Baltimore City Juvenile Justice Center
2. Charles H. Hickey Jr., School
3. Cheltenham Youth Facility
4. Alfred D. Noyes Children's Center
5. Lower Eastern Shore Children's Center
6. Western Maryland Children's Center

Committed Facilities

7. Green Ridge Youth Center
8. Backbone Mountain Youth Center
9. Garrett County Children's Center
10. Victor Cullen Center

Detention Facilities - provide for the temporary care of young people who, pending court disposition or other hearings, require secure custody either for the protection of the community, themselves, or to ensure their appearance in court.
Committed Facilities -serve young people court ordered to receive treatment interventions in an out-of-home setting.

- JSEP operates schools in the six DJS Detention Facilities and four Committed Residential Facilities
- JSEP began managing the DJS schools on July 1, 2022
- The JSEP schools operate year round and each school day is 6 -hours
- Each JSEP school has administrative support, leadership positions, teachers, and student support services
- DJS provides staff during school hours and in the classrooms to maintain safety and security in each facility

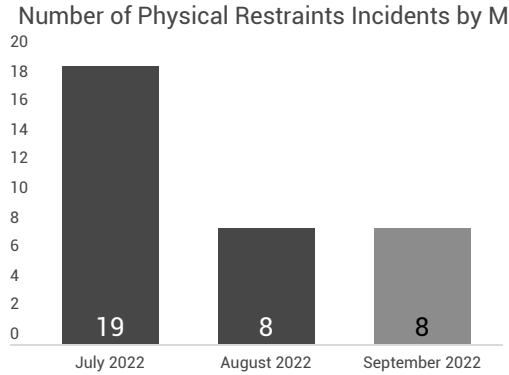
Restraints

The Educational Article of the Maryland Code defines "Physical Restraint" as a personal restriction that immobilizes a student or reduces the ability of a student to move their torso, arms, legs, or head freely that occurs during schools hours. "Physical Restraint" does not include:

- Briefly holding a student in order to calm or comfort the student;
- Holding a student's hand or arm to escort the student safely from on area to another;
- Moving a disruptive student who is unwilling to leave the area when other methods such as counseling have been unsuccessful; or
- Breaking up a fight in the school building or on school grounds. (Md. Code, Education, 7-1101)

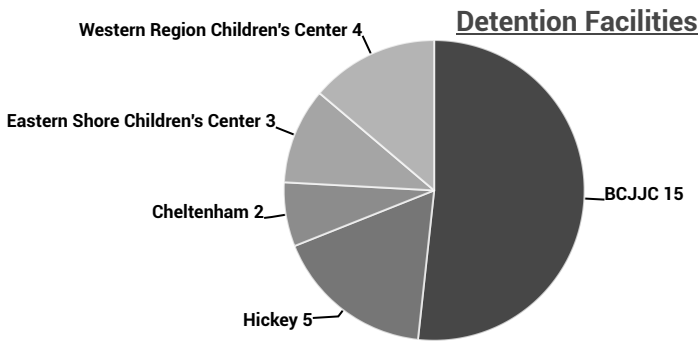
JSEP Data

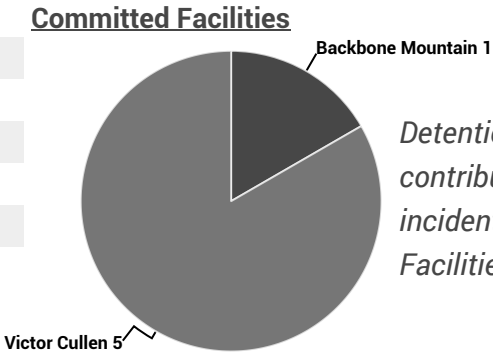
July 1, 2022 - September 30, 2022



Between July 1, 2022 and September 30, 2022 JSEP schools experienced 35 physical restraint incidents.

Race	Number of Incidents
Black	32
White	1
Hispanic/Other	2
Sex	
Male	35
Female	0
Age	
13	1
14	1
15	7
16	9
17	9
18	8
Total Incidents	35





Detention Facilities contributed to 29 incidents and Committed Facilities had 6 incidents.

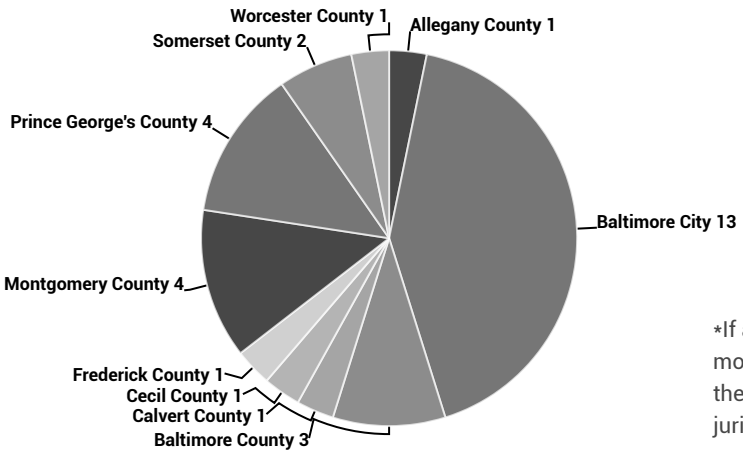
JSEP- Restraint Data - July 1, 2022 - September 30, 2022

- Of the 35 physical restraint incidents, 12 incidents involved students with an identified disability and 1 incident involved a student pending assessment.

Disability	Number of students with a Physical Restraint
Emotional Disablity	6
Health Impairment	2
Specific Learning DIsablity	1
Intellectual Disability	1
Multiple Disabilities: Emotional and Learning Disability	1
Autism	1
Pending Assessment	1
Total Physical Restraint Incidents	13

- 31 students where involved in the 35 physical restraint incidents during the reporting period. Four students each had two physical restraint incidents (8 incidents), the remainder 27 incidents involved youth with just a singular restraint event.

- Students from the following jurisdictions* experienced a physical restraint during the reporting period.



*If a student had cases in more than one jurisdiction, the committing jurisdiction is used for the purposes of this chart.

Behavioral Interventions and Supports

DJS utilizes Positive Behavior Interventions and Supports (PBIS) is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of youth in DJS facilities. PBIS principles guide the provision of medical, behavioral health, education, and recreation services, as well as Trauma-Informed Care (TIC) and the Department's STARR and RISE programs. Behavioral intervention strategies are embedded in the facility operations and educational settings through facility behavior motivation systems, de-escalation strategies, behavioral contracts, trauma informed care, and clinical interventions.

Facility Behavior Motivation Systems

STARR Behavior Motivation System – Treatment Programs

STARR is a behavior motivation system that incorporates PBIS principles and is focused on improving youth behavior. It is used throughout each DJS treatment program and involves youth and staff. STARR teaches youth skills to address negative behaviors and emotions and develop positive behaviors through a structured reinforcement system that includes rewards, supports, and levels. Youth are taught to take responsibility for their behavior, and a safe, predictable, and positive environment is maintained within facilities. It accomplishes these goals by focusing on the following positive behaviors that are captured in the STARR acronym: Solve Problems in a Mature and Responsible Manner; Task Focused; Act as a Role Model; Respect Self, Others, Facility Property, and Rules; Responsible for my Behavior.

RISE Behavior Motivation System – Detention Facilities

The RISE is the behavior motivation system in DJS detention facilities, which is similar to the treatment programs' STARR system in structure and goals. Core values of RISE are captured in the RISE acronym: Respect; Inspire Positivity; Seek Success; and Engage. Youth are taught and reinforced for meeting facility expectations that are focused on three core areas: Respect self, others and environment.

De-Escalation Strategies

MINOR DISRUPTIVE (NUISANCE) BEHAVIOR

Staff are encouraged to utilize a variety of strategies to address nuisance behavior (e.g. tapping a pen repeatedly), which is inappropriate behavior that does not meet the definition of a Type 1-4 infraction. Strategies may include the following:

- Physical Proximity – Using proximity to communicate awareness, caring and concern.
- Signal/Non-Verbal Prompt – Staff gestures to prompt a desired behavior, response or adherence to a procedures and routine.
- Direct Eye Contact – The staff look to get the youth's attention and non-verbally prompt the youth.
- Provide Behavior Specific Praise to Others – Identify the correct behavior in another youth or group, and use behavior specific praise to remind all youth of the expectation/specific behavior.

- Provide Choice – Give choice to accomplish task in another location, or choice about the order of task completion, use alternate supplies to complete the task, or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.

RISE DE-ESCALATION STRATEGY

If nuisance behavior continues or escalates, staff members are to address behaviors using the RISE de-escalation strategy. A timely response is important in order to meet the goals of de-escalation, which are to:

- Interrupt the inappropriate behavior and coach youth to engage in pro-social behavior.
- Increase the likelihood that youth will exhibit pro-social behavior in similar situations
- Avoid escalation of the inappropriate behavior.

The RISE de-escalation strategy emphasizes the use of coaching to assist youth who are having difficulty managing their emotions and behavior. The acronym FAVOR aids in remembering the steps of this process. If a youth continues to engage in inappropriate behavior, staff redirect the youth by reminding him/her of the behavioral expectations. The youth is informed that he/she will not earn program points for the activity/timeframe. If the behavior continues, staff direct youth to another location and remind the youth to refocus in order to avoid further consequences.

Focus	Focus on Yourself (regulate), the Youth & the Situation
Assess	Assess the problem (let the youth tell their story) and level of risk
Validate	Validate the youth's experiances (emotions, pain, difficulty, etc.)
Offer	Offer skills and problem sovling
Reinforce	Reinforce and continue to reassess the need for more coaching

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STARR DE-ESCALATION STRATEGY

The STARR de-escalation strategy consists of four main steps – Redirect, Refocus, Reflect, and Reinforce – that staff use to address continuing or escalating nuisance behaviors by redirecting and changing these behaviors.

The first step – **redirect** – involves staff using empathy and/or praise statements with youth. Empathy statements are used to help and support youth, while praise is used to encourage and reinforce positive youth behavior. Staff then identify the inappropriate behavior, redirect youth, and refer to the relevant behavior expectations.

In step two – **refocus** – youth are provided with up to 10 minutes to calm down, which typically occurs outside of the classroom. During this time, youth are encouraged to identify and apply strategies to regulate their emotions and regain self-control, with the support of staff.

During step 3 – reflect - youth are provided with the opportunity to reflect on what happened, in order to consider how they may respond differently in the future. As part of this processing, youth discuss triggers for their behavior, the impact of the behavior on others, strategies for correcting the behavior, and behavioral expectations.

In the final step – **reinforce** – staff reinforce behavioral expectations and remind youth about the problem solving strategies that were discussed.

Behavior Contract

A Behavior Contract may be developed with a youth to target a defined behavior or set of behaviors that are interfering with the youth's progress. In the contract, behavioral goals are clearly outlined as are the timeframe for review of the behavioral goal(s) and the youth's reward for achieving the goal(s). The behavior contract is written by the Case Manager with input and approval from the Treatment or Support Team.

Trauma Informed Care

Trauma-Informed Care (TIC) is a service delivery approach that takes into account past trauma and the resulting coping mechanisms when attempting to understand behaviors and provide services. Trauma-informed care is a framework or a lens through which we recognize the prevalence of early adversity in the lives of youth, view presenting problems as symptoms of maladaptive coping, and understand how early trauma shapes a youth's fundamental beliefs about the world and affects his or her behavior. In trauma-informed counseling clinicians apply the principles of trauma-informed care by identifying youth's strengths and positive coping strategies in order to assist the youth in managing stress.

Think Trauma: A training Curriculum for Staff in Juvenile Justice and Residential Settings

Think Trauma is a modularized, skills-based, interactive, trauma-informed training curriculum for staff who directly work with youth in the juvenile justice and child welfare systems. The presentation contains four modules that address the following general topics: 1) the relationship between trauma and delinquency; 2) the impact of traumatic stress on development; 3) survival coping strategies; and 4) organizational stress and vicarious trauma. Participants work in teams to discuss case vignettes and identify each youth's traumas, trauma reminders, traumatic reactions, and his/her developmental impact in order to develop a safety plan that includes coping strategies.

CLINICAL INTERVENTIONS

Guarded Care Plan

A Guarded Care Plan (GCP) is a specialized plan for youth who need additional supportive services or interventions outside of what is already provided in accordance with the Department's Behavioral Motivation System. A GCP may be developed with a youth and the youth support/treatment team (the team) when a youth is experiencing significant emotional distress, exhibiting clinically significant symptoms or have displayed aggressive/assaultive behavior at the facility or treatment program.

Behavioral Interventions and Supports - Training Activities

During November 2022 Professional Development Days all JSEP teachers and staff were trained Verbal De-escalation using Positive Behavioral Interventions and Supports(PBIS). The training provided an introduction to PBIS, and participants were given the opportunity to identify the overarching goals of PBIS to ensure fidelity and consistent application of the process. Additionally, the training focused on a variety of practices that can be used to assess behavior, and respond to students in order to de-escalate behaviors and resume educational programming. Lastly, the training introduced the RISE behavior motivation system used in detention facilities and the STARR program used in committed facilities. Teachers were able to explore their roles within those programs and practiced how to provide strength-based feedback to youth using a daily point sheet