

Coming into the Light: An Examination of Restraint and Isolation Practices in Washington Schools

A Forthcoming Report by Disability Rights
Washington and ACLU-WA



Research Questions

1. How prevalent are the practices of restraint and isolation in Washington schools?
2. Statewide, how do the practices of restraint and isolation differ across grade levels and student groups?
 - Which student groups experience the highest rates of restraint and isolation?
3. What are the reasons teachers and staff use restraint and isolation on students?
 - Are these consistent with law and policy?
4. What is the experience of restraint like for students? What is the experience of isolation like for students?
5. What are the short- and long-term impacts of restraint and isolation policies and practices on students?

Data

- **Two years of student group level data from OSPI on restraint and isolation.**
- **Student group level data on restraint and isolation from select NPAs.**
- Interviews with 144 students, survivors, staff, teachers, and administrators, among others.
- Observation of 34 schools or educational programs and their classrooms, and all isolation rooms in those settings.

Findings

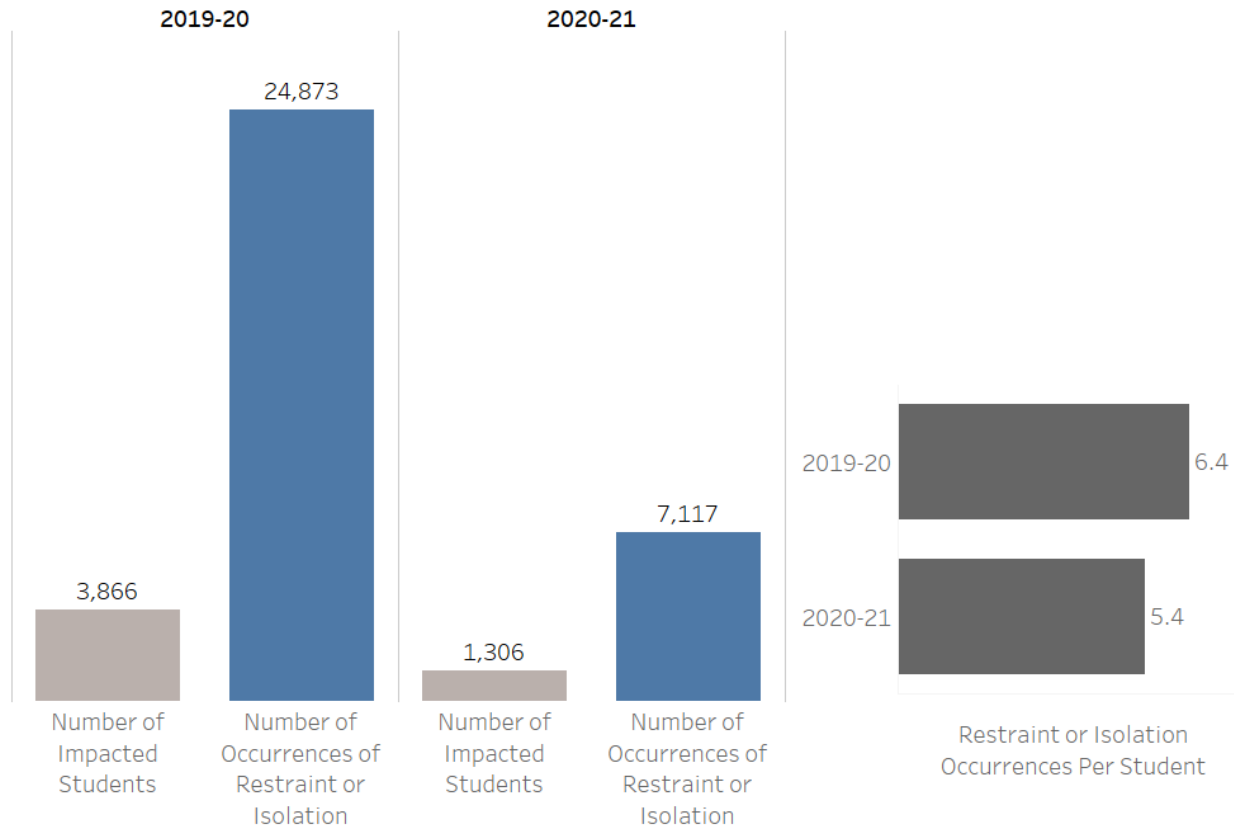


Figure 1: Occurrences of Restraint or Isolation and Number of Impacted Students By School Year

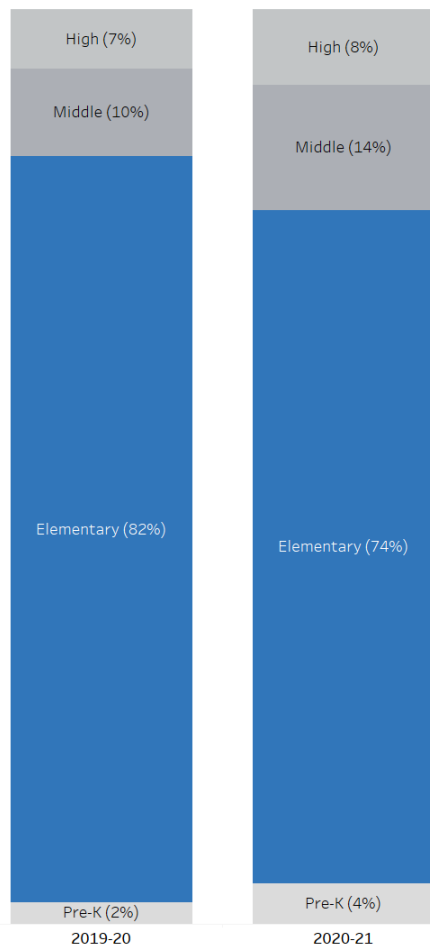


Figure 2: Proportion of Students Impacted by Restraint or Isolation By Grade Level

Disparities in Restraint and Isolation Use

Table 1: Share of Restraint and Isolation Occurrences by Student Group

School Year	Student Group	Share of Enrollment	Share of restraints	Share of isolations
2019-20	Students with Disabilities	15%	93%	93%
	Male Students	52%	87%	88%
	Low-Income Students	46%	67%	65%
2020-21	Students with Disabilities	15%	96%	94%
	Male Students	52%	85%	89%
	Low-Income Students	45%	64%	62%

Disparities in Restraint and Isolation Use

- Students with disabilities
- Low-Income students
- Male students
- Black students
- Multi-racial students
- Homeless students
- Foster care involved students

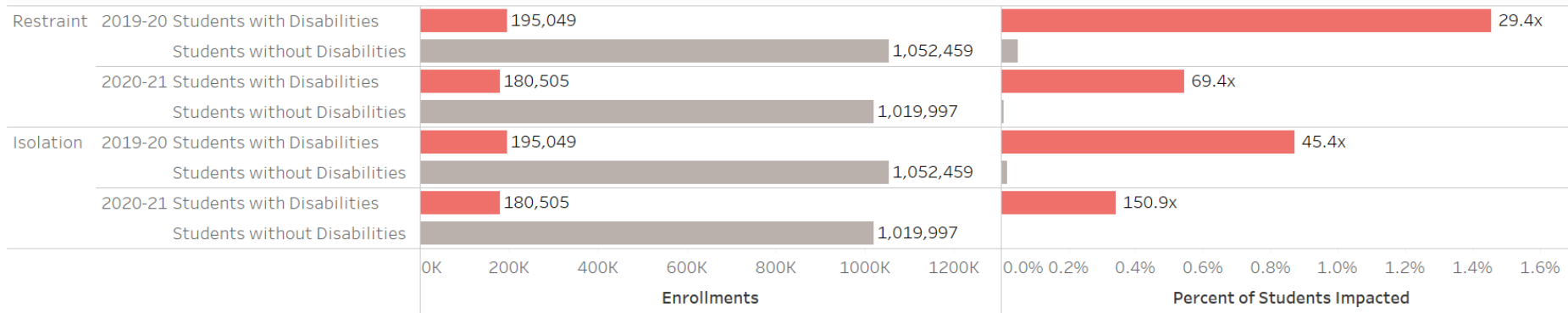


Figure 3: Disparities in Restraint and Isolation Practices -- Students with Disabilities

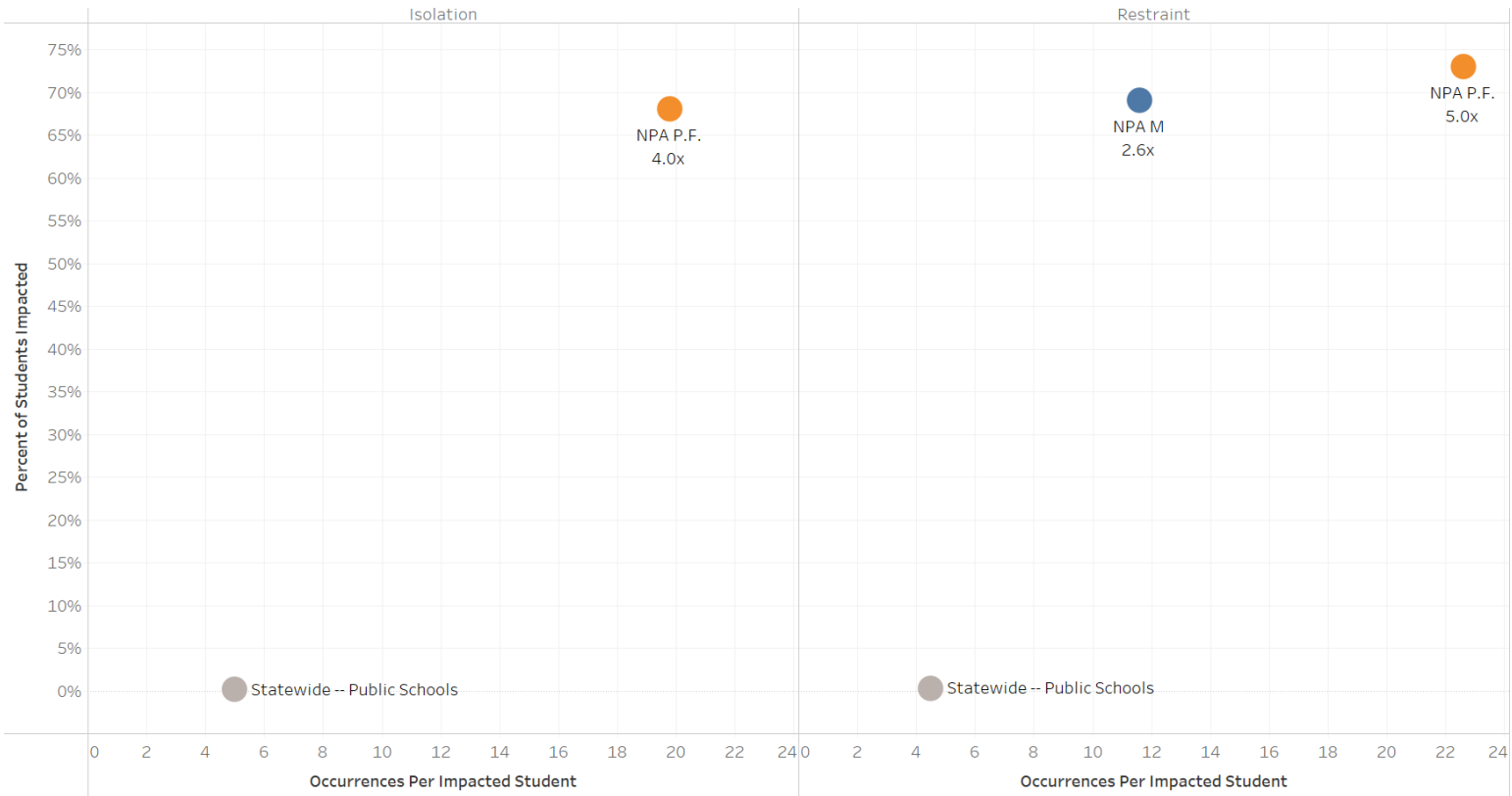


Figure 4: Disparities in Restraint and Isolation Practices – NPAs Compared to Public Schools Statewide



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For more information:

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