

Seclusion & Restraint Reduction Leadership Group Compendium

Following are a list of resources for use by organizations moving in the direction of reducing restraint and seclusion in their programs. These include academic journal articles, booklets, tools, manuals, and online resources.

Journal Articles & Publications

| Title | Author(s) | Year & Publisher |
|---|--|--|
| Creating trauma-informed correctional care: A balance of goals and environment | M.A. Miller & L.M. Najavits | 2012; European J. of Psychotraumatology |
| <p>Rates of posttraumatic stress disorder and exposure to violence among incarcerated people in the US are exponentially higher than rates among the general population. Abrupt detoxification from substances, the pervasive authoritative presence and sensory and environmental trauma triggers can pose a threat to individual and institutional stability during incarceration. The authors explore the unique challenges and promises of trauma-informed correctional care and suggest strategies for administrative support, staff development, programming, and relevant clinical approaches.</p> | | |
| <p>Miller, M. & Najavits, L. (2012) Creating trauma-informed correctional care: A balance of goals and environment. <i>European Journal of Psychotraumatology</i> 3:10 Retrieved online March 17, 2015 from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3402099/</p> | | |
| Draft example: Policy and procedure on debriefing for seclusion and restraint reduction projects | K.A. Huckshorn | 2007; NASMHPD NTAC |
| <p>Paper describing drafting policy for the three discrete events: firstly, the “immediate post-acute event analysis” and occurs immediately following the S/R episode and with all involved parties including those witnessing the event. The second Debriefing activity, called “Witnessing or Elevating Oversight” and includes a call from the person in charge of the unit where the event took place to a facility executive staff person to relate what occurred 24 hours/7 days a week. The third Debriefing activity is a formal rigorous event analysis</p> | | |
| <p>Huckshorn, K.A. (2007) Draft example: Policy and procedures on debriefing for seclusion and restraint reduction projects. Six core strategies for reducing seclusion and restraint use©. Alexandria, VA: NASMHPD, Retrieved online Sept. 2, 2011 from http://www.wafca.org/trauma%20training/sr%20debriefing%20policy%208%204%2007.pdf</p> | | |
| Effectiveness of Six Core Strategies Based on Trauma Informed Care in Reducing Seclusions and Restraints at a Child and Adolescent Psychiatric Hospital | M. Azeem, A. Aujla, M. Rammerth, G. Binsfeld, & R. Jones | 2011; J. of Child and Adolescent Psychiatric Nursing |
| <p>This empirical study was conducted to determine the effectiveness of the six core strategies based on trauma informed care in reducing the use of seclusion and restraints with hospitalized youth.</p> | | |
| <p>Azeem, M., Aujla, A., Rammerth, M., Binsfeld, G., & Jones, R. (2011) Effectiveness of six core strategies based on trauma Informed care in reducing seclusions and restraints at a child and adolescent psychiatric hospital. <i>Journal of Child & Adolescent Psychiatric Nursing</i>. 24, 11-15</p> | | |

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|---|---|--|
| Empowering direct care workers who work with children and youth in institutional care | G. Hodas | 2005; PA Office of MH & Substance Abuse Services |
| <p>From the level of the individual child and family to specific child-serving programs to the broader arena of policy, the recognition of the pervasiveness of trauma and the consequent provision of what is known as “trauma informed care” will need to significantly influence our work in mental health and related fields in the future. This report hopes to increase appreciation of the relevance of trauma in understanding clients and meeting their needs while in care.</p> | | |
| <p>Hodas, G. (2005): Empowering direct care workers who work with children and youth in institutional care. Pennsylvania Office of Mental Health and Substance Abuse Services. Harrisburg: PA, retrieved online January 14, 2010 from http://www.parecovery.org/documents/Hodas_Direct_Care_Worker.pdf</p> | | |
| Facilitating the use of evidence-based practice in community organizations. | C. Franklin & L. Hopson | 2007; J. of Social Work Education |
| <p>This article reviews the challenges of implementing evidence-based practices in community organizations and reports on factors that facilitate the use of evidence-based practice in community settings along with future steps necessary for successful translation of knowledge into community agencies.</p> | | |
| <p>Franklin, C., & Hopson, L. (2007). Facilitating the use of evidence-based practice in community organizations. <i>Journal of Social Work Education</i>, 43 (3), 377-404.</p> | | |
| Implementing Trauma-Informed Approaches in Access to Recovery Programs | SAMHSA Technical Assistance Package ATR-3 | (nd); SAMHSA |
| <p>Because ATR 3 grantees serve many justice-involved clients and are seeing an increased number of returned military veterans with diverse trauma histories, implementing trauma-informed approaches has become even more urgent. This TA package gives ATR staff and recovery support services (RSS) and treatment providers.</p> | | |
| <p>Available online: http://humanservices.arkansas.gov/dbhs/Documents/11-0901_TIS%20TA%20Package_508%20Compliant%20%28REVISED%29.pdf</p> | | |
| Models for developing trauma-informed behavioral health systems and trauma-specific services | Ann Jennings | 2004; NASMHPD NTAC |
| <p>This report identifies criteria for building a trauma-informed mental health service system, summarizes the evolution of trauma-informed and trauma-specific services in state mental health systems, and describes a range of trauma-based service models and approaches implemented by increasing numbers of state systems and localities across the country. We have included it here because it has sections dedicated to TIC and TI services for adults as well as children.</p> | | |
| <p>Jennings, A. (2004) Models for developing trauma-informed behavioral health systems and trauma-specific services. Available online: http://www.theannainstitute.org/MDT.pdf . Also, an update from 2008 is available: http://www.ct.gov/dmhas/lib/dmhas/trauma/TraumaModels.pdf</p> | | |

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| Preventing Seclusion & Restraint in Residential Programs | J. LeBel, K.A. Huckshorn, & B. Caldwell | 2014; Routledge |
| <p>This chapter briefly reviews the history of restraint and seclusion in residential facilities and the authors' experiences implementing the 6 Core Strategies (6CS) to reduce restraint and seclusion R/S; including many practice examples of facilities working to decrease R/S in their programs.</p> | | |
| <p>LeBel, J., Huckshorn, K., & Caldwell, B. (2014) Preventing seclusion & restraint in residential programs. In G. Blau, B. Caldwell, & R. Lieberman (EDs) <i>Residential interventions for children, adolescents, and families: A best practice guide</i>. New York, NY: Routledge.</p> | | |
| Responding to childhood trauma: The promise and practice of trauma informed care. | G. Hodas | 2006; PA Office of MH & Subs Abuse Servs. |
| <p>From the level of the individual child and family to specific child-serving programs to the broader arena of policy, the recognition of the pervasiveness of trauma and the consequent provision of what is known as "trauma informed care" will need to significantly influence our work in mental health and related fields in the future. This report works to increase appreciation of the relevance of trauma in understanding clients and meeting their needs while in care.</p> | | |
| <p>Hodas G. R. (2006) Responding to childhood trauma: The promise and practice of trauma informed care. Pennsylvania Office of Mental Health and Substance Abuse Services.</p> | | |
| Shelter from the Storm: Trauma-Informed Care in Homelessness Services Settings | E. Hopper, E. Bassuk, and J. Olivet | 2009; The Open Health Services & Policy Journal |
| <p>This article explores the evidence base for TIC within homelessness service settings, including a review of quantitative and qualitative studies and other supporting literature. The authors clarify the definition of Trauma-Informed Care, discuss what is known about TIC based on an extensive literature review, review case examples of programs implementing TIC, and discuss implications for practice, programming, policy, and research.</p> | | |
| <p>Hopper, E., Bassuk, E., & Olivet, J. (2009) Shelter from the storm: Trauma-informed care in homeless services settings. <i>The Open Health Services & Policy Journal</i>. 2: 131-151.</p> | | |
| Strengths and Secondary Trauma in Family Violence Work | H. Bell | 2003; Social Work Journal |
| <p>A recent body of literature has proposed that counselors who work with trauma survivors are susceptible to secondary trauma, a form of work-induced posttraumatic stress disorder (PTSD); i.e. negative reactions of helping professionals specific to their work with trauma survivors. This article explores the utility of the strengths perspective as a conceptual framework for research in a qualitative study of secondary trauma with counselors of battered women.</p> | | |
| <p>Available online: http://www.community.nsw.gov.au/docswr/_assets/main/lib100056/reading_bell.pdf</p> | | |

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|--|---------------------------|--|
| The business case for preventing and reducing restraint and seclusion use. | J. LaBel | 2001; SAMHSA |
| <p>This white paper examines the economic base of restraint and seclusion, including a literature review, data related to staff and client costs of injuries and impact on outcomes, and concludes that Substantial savings can result from effectively changing the organizational culture to reduce and prevent the use of restraint and seclusion.</p> <p>The business case for preventing and reducing restraint and seclusion use (2011) Substance Abuse and Mental Health Services Administration; HHS Publication No. (SMA) 11-4632. Rockville, MD: retrieved online from http://store.samhsa.gov/shin/content/SMA11-4632/SMA11-4632.pdf</p> | | |
| Strengths and Secondary Trauma in Family Violence Work | H. Bell | 2003; Social Work Journal |
| <p>A recent body of literature has proposed that counselors who work with trauma survivors are susceptible to secondary trauma, a form of work-induced posttraumatic stress disorder (PTSD); i.e. negative reactions of helping professionals specific to their work with trauma survivors. This article explores the utility of the strengths perspective as a conceptual framework for research in a qualitative study of secondary trauma with counselors of battered women.</p> | | |
| Transitioning from level systems to youth-centered programming in residential treatment centers as a strategy for reducing restraints and seclusion | J. Nowicki and A. Pestine | 2015; Relational Youth & Child Care Practice |
| <p>This article discusses how moving away from point and level systems can be one strategy of collaborating with trauma survivors to provide care in residential settings. There are implications for reducing seclusion and restraint, drawing from a case example.</p> <p>Available at: http://www.rcycp.com The issue number is: Volume 28/1 published 31 March 2015. The subscription rate is \$30 a year for individuals (or contact LeadershipGroup@TNOYS.org for an emailed copy of this article.)</p> | | |

Key Tools, Briefs, & Guidance Materials

| Title | Author(s) | Year & Publisher |
|--|----------------|--|
| How Safe Is The Schoolhouse? An Analysis of State Seclusion and Restraint Laws and Policies | Jessica Butler | The Autism National Committee (AutCom) |

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This 2015 updated (as of March 18, 2015) version of the report summarizes and analyzes state restraint and seclusion statutes, and regulations and discusses the impact various state laws have. The analyses are illustrated in maps and charts showing comparisons of states related to the different aspects of the law and regulations.

Butler, J. (2015) *How safe is the schoolhouse? An analysis of state seclusion and restraint laws and policies*. South Burlington, VT: The Autism National Committee. Retrieved online March 24 from <http://www.autcom.org/pdf/HowSafeSchoolhouse.pdf>

| Tools: Title | Author(s) | Year & Publisher |
|---|-------------------|---|
| Learning from each other: Success stories and ideas for reducing restraint / seclusion in behavioral health | SAMHSA TA Package | 2003; American Hospital Association |
| <p>This booklet is full of ideas for creative approaches that both clinical and administrative staff members can take today to create and maintain a culture of safety that will lead to improved patient satisfaction and improved quality of care. The goal was to identify a body of high-quality clinical and operational information related to restraint and seclusion that can be shared with the field. The document was developed with extensive input from behavioral healthcare providers throughout the country - front-line staff members, clinical leaders, behavioral health administrators, and system executives who have been working directly with their patients and their staffs to reduce the use of restraint/seclusion and to improve care within their facilities.</p> | | |
| <p>APA, APNA, & NAPHS, (2003) <i>Learning from each other: Success stories and ideas for reducing restraint / seclusion in behavioral health</i>. Washington, DC Retrieved online Dec. 13, 2011 from http://www.aha.org/content/00-10/learningfromeachother.pdf.</p> | | |
| The Trauma-informed Toolkit: A resource for service organizations to deliver services that are trauma-informed | Ed. T. Wall | (2013); Klinik Community Health Centre, Winnipeg, MB Canada |
| <p>A toolkit to help organizations increase their capacity in delivering trauma-informed services; including definitions, guidelines, etc. for working with trauma. <i>(Write more here)</i></p> | | |
| <p>Wall, T (Ed) <i>The trauma-informed toolkit: A resource for service organizations</i> http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf</p> | | |
| Trauma informed care (TIC) planning guidelines for use in developing an organizational plan | K. Huckshorn | 2009; NASMHPD <i>*Note: See 6CS Checklist below</i> |
| <p>This document is a template/checklist for use in designing a trauma-informed system of care that incorporates a prevention approach, operationalizes the core principles of trauma-informed-care, and follows a philosophy of continuous quality improvement. The guidelines can also be a monitoring tool for evaluating implementation of trauma-informed principles.</p> | | |
| <p>Huckshorn, K. (2009) <i>The trauma-informed care (TIC) planning guidelines for use in developing an organizational plan</i>. Alexandria, VA: National Association of State Mental Health Program Directors. Retrieved online February 19, 2013 from http://www.nasmhpd.org/docs/publications/docs/2008/SRBriefings/I_2_B_TraumaPlanningTemplate.pdf</p> | | |

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| Six Core Strategies Review & Progress Checklist | Jack Nowicki, TNOYS | 2012; TNOYS CCC Project |
| <p>A checklist for use with Huckshorn’s Trauma-informed Toolkit (above). Organizations use this checklist to plan, review, and rate their progress on incorporating and integrating the six core strategies into their culture of care.</p> | | |
| <p>Martinez, M. (2014) Bexar County Juvenile Justice Presentation to the Seclusion & Restraint Reduction Leadership Group quarterly meeting, April 10, 2014</p> | | |

| Tools: Title | Author(s) | Year & Publisher |
|---|---|---|
| Trauma-informed Organizational Toolkit for Homeless Services | Kathleen Guarino, Phoebe Soares, Kristina Konnath, Rose Clervil, & Ellen Bassuk | 2009; Center for MH Services, SAMHSA, US DHHS |
| <p>The NCFH created this toolkit to provide programs with a roadmap for becoming trauma-informed. The toolkit offers homeless service providers with concrete guidelines for how to modify their practices and policies to ensure that they are responding appropriately to the needs of people who have experienced traumatic stress. The toolkit includes: 1) a trauma-informed organization self-assessment; 2) a user’s guide to implement the results of their self-assessment and what it means to provide T-I-C; and 3) a ‘how-to’ manual with concrete steps to take in becoming trauma-informed.</p> | | |
| <p>Guarino, K., Soares, P., Konnath, K., Clervil, R., and Bassuk, E. (2009). <i>Trauma-informed organizational toolkit for homeless services</i>. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and the Daniels Fund, the National Child Traumatic Stress Network, and the W.K. Kellogg Foundation. Available at www.homeless.samhsa.gov and www.familyhomelessness.org</p> | | |
| Bexar County Juvenile Detention Center Intervention Continuum | Michael Martinez | 2014 Power Point from Bexar Cty Juvenile Justice Division |
| <p>A chart that shows the intervention continuum used in San Antonio’s Juvenile Justice programs</p> | | |
| <p>Martinez, M. (2014) Bexar County Juvenile Justice Presentation to the Seclusion & Restraint Reduction Leadership Group quarterly meeting, April 10, 2014</p> | | |

Online Resources

National Technical Assistance Center for Children’s Mental Health

<http://gucchd.georgetown.edu/64273.html>

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SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)

<http://www.nrepp.samhsa.gov/Index.aspx>

Six Core Strategies To Prevent Conflict and Violence: Reducing the Use of Seclusion and Restraint

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=278>

Trauma-Informed Care in Behavioral Health Services. A booklet from SAMHSA: available for order at

<http://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816>