Seclusion and Restraint in Schools: Connecting Research, Policy, and Practice

By

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Abstract

Seclusion and restraint are aversive behavioral practices used in schools for control and punishment. The practices were first used in psychiatric hospitals as a means of control over patients. Eventually, the practices began being used in schools alongside other aversive and exclusionary discipline practices, including corporal punishment, suspension, and expulsion. Limited research has explored the connection between policies governing the use of seclusion and restraint and practices in schools. Grounded in organizational theory, this study analyzes the impact of policies on seclusion and restraint practice in 18 states through a multi-phase analysis. The first phase of the analysis explored trends in practices across the U.S. related to discipline, seclusion and restraint, and inclusion of students with disabilities using geo-mapping. After identifying the 18 states for further review, the second phase used a quantitative analysis to identify predictors of seclusion and restraint in each state and with pooled data of all the selected states. The final phase reviewed policies from each of the 18 states on seclusion and restraint to identify similarities and differences. The findings suggest that seclusion and restraint practices will not disappear from the repertoire of teachers simply through policies and mandatory prevention. However, gradual steps must be taken to connect stakeholders and shift from a culture of discipline and control to prevention and inclusion. Policy and research must be utilized as levers to make this change possible.

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Dedication

I dedicate this dissertation to all the students who have been subjected to seclusion and restraint and to the advocates who continue to fight for change and equity. To those who are not given a voice in schools: I hear you, I see you, and I stand with you.

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Chapter 1: Introduction

Aversive and exclusionary discipline practices in public schools are highly controversial and contribute to an ever-growing academic achievement and access gap for subgroups of students (Benner, Kutash, Nelson, Fisher, 2013; Stonemeier, Trader, & Wisnauskas, 2014). Aversive interventions are often described as behavioral interventions that cause pain or trauma (Morrison, & Roberts, 2015), or that lead to negative outcomes for the student, such as decreased instructional time. Exclusionary discipline includes out of school suspension, expulsion, and arrest (Mediratta & Rausch, 2016). Exclusionary discipline and aversive interventions have limited impact on decreasing behavior identified by a teacher as disruptive (Stonemeier et al., 2014; Westling, Trader, Smith, & Marshall, 2010). Despite the evidence of harm and ineffectiveness of aversive and exclusionary discipline, the practices continue to be used across the country in the name of safety in schools. In fact, Mediratta and Rausch (2016) identified three key themes that guide the continued use of these practices including "(1) the narrative of safety and order, (2) the narrative of concentrated poverty, and (3) the narrative of culturally deficient norms of behavior among some students" (p. 7). These narratives helped bolster the use of exclusionary and aversive discipline and provide a reasoning for their continued use, despite the growing evidence of long-term harm.

Of particular interest are the aversive and exclusionary practices of seclusion and physical restraint. Although widely used in many settings since the 1700s, seclusion and restraint caught the attention of the media and educational policymakers over the past decade (Morrison, & Roberts, 2015). There is a long history of advocacy efforts by parents to remove these practices and other exclusionary and aversive discipline practices from schools. Further, there has been extensive research documenting the consequences of the practices, yet only recently

have policymakers and the media acknowledged the growing evidence of the harm of using seclusion and restraint. Several states such as California, through the passage of the Hughes Act in 1990, recognized the harm and sought to reduce aversive practices in schools before 2009, and most psychiatric institutions created policies limiting seclusion and restraint and increased staff training on prevention strategies (Morrison, & Roberts, 2015). Unfortunately, these efforts did little to quell the growing use of the practices across the U.S., with minimal attention given to the increasing number of deaths and injuries sustained by students. The issue only rose to those beyond the research and advocacy communities and few states who had taken proactive steps with the 2009 release of two reports, *School is Not Supposed to Hurt* (National Disability Rights Network [NDRN], 2009) and a Government Accountability Office (GAO) study, and a hearing in the U.S. House of Representatives Committee on Education and the Workforce (Jones & Feder, 2010). Seclusion and restraint finally became a national focus after several policymakers proposed legislation in the U.S. Senate and U.S. House of Representatives limiting the practices in schools.

Recent research on seclusion and restraint has focused solely on defining the practices in the context of public schools with minimal access to reliable data. Other than a basic understanding of the frequency of the practices, research has only contributed to the admiration of the problem. The purpose of this study was to expand what is known about seclusion and restraint in public schools today, including how it has been used with students, why it is used, and what makes the practices so difficult to remove from teachers' repertoires through an examination of state level aggregated historical and policy data, a quantitative data analysis, and a policy document analysis. With the combination of these data and the application of an organizational theory lens, the proposed study sought to explain the extent of seclusion and

restraint in schools, the policies governing practice, and meaningful steps that should be taken to reduce the use of seclusion and restraint. This chapter explores the barriers advocates and policymakers faced when working to prohibit use of seclusion and restraint in public schools through an organizational theory lens. The subsequent sections provide background on seclusion and restraint, a description of the purpose of the study, and an overview of the research methods.

Background

Students across the U.S. are subjected to exclusionary and aversive discipline practices (U.S. Department of Education OCR, 2016). Every two years the Office of Civil Rights (OCR) undertakes an analysis of school-level data that includes academic, behavioral, and school climate variables. An overview of the OCR data nation-wide provides insight into the use of these practices. More than 100,000 students were placed in seclusion or were physically restrained and 2.8 million K-12 students received one or more out-of-school suspensions during the 2013-2014 school year (Department of Education OCR, 2016). The OCR data also highlighted the number of students subjected to expulsions, including 178 preschool children who received an expulsion and 52,440 students in K-12 who received an expulsion without educational services in the 2013-2014 school year. These exclusionary practices removed students from the learning environment, inhibiting their educational opportunities and postsecondary opportunities.

While a growing number of schools have made significant changes to disciplinary practices regarding aversive interventions, such as suspension and expulsion (Yusuf, Irvine, & Bell, 2016), seclusion and restraint remain highly intractable. Only in 2009 did seclusion and restraint in schools gain significant public policy consideration after the introduction of federal legislation, two widely distributed reports, and a hearing in the House Committee on Education

and the Workforce. While some researchers, practitioners, and policy makers previously made efforts to decrease the practices and had successfully enacted legislation in hospital and residential settings, it was not until the release of these reports that seclusion and restraint gained national, public consideration for reduction in schools. The reports detailed injuries and deaths of students across the nation due to the use of seclusion and restraint procedures and resulted in scrutiny about the use of these practices in schools (Couvillon, Peterson, Ryan, Scheuermann, & Stegall, 2010; LeBel, Nunno, Mohr, & O'Halloran, 2012; NDRN, 2010). Public outrage regarding the use of these practices led to bi-partisan bills drafted in the U.S. House of Representatives and the U.S. Senate to decrease seclusion and restraint in schools titled the Keeping All Students Safe Act (KASSA). Seclusion and restraint again came into the spotlight in the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA). Provisions in ESSA require states to support schools in reducing aversive and exclusionary discipline practices, specifically referring to suspension, expulsions, seclusion, and restraint. As States across the country begin to implement their state and local ESSA plans to limit aversive interventions, it becomes increasingly important to understand who is secluded and restrained, why the practices continue to be used despite their harmful and potentially-deadly consequences, and what (if anything) can be done to support a policy shift in eliminating aversive discipline practices.

Before policymakers and educators can begin to limit seclusion and restraint, it is critical to understand the extent of the use of the practices in schools. Nationally, approximately 156,215 incidents of restraint and 107,010 incidents of seclusion occurred during the 2013-2014 school year (Department of Education OCR, 2016). In various studies conducted across the country, students in elementary school and students with lower socioeconomic status are more likely to be

restrained (Barnard-Brak, Xiao, & Xiaoya, 2014), students with disabilities are more likely to be restrained than their peers (Ryan, Peterson, Tetreault, & van der Hagen, 2007), students with emotional and behavioral disabilities are more likely to be restrained than students in other disability categories (Westling et al., 2010), and schools that previously used seclusion and restraint are more likely to use these practices in the future (Knackstedt, 2016). The data on injuries and deaths of students from seclusion and restraint are unclear, and in some states, there are no detailed records of injuries from these practices. Although death from seclusion and restraint is rare, high rates of usage, injuries, the risk of death, and disproportionate use are driving many advocates and families to encourage schools to reduce the use of seclusion and restraint.

Prevention and reduction of seclusion and restraint have been the primary goals in many states and in federal policies over the last seven years to address the growing problems with the practices. School-wide positive behavior interventions and supports (PBIS) has shown success in preventing crisis situations and escalation of behaviors in schools (Fogt & Piripavel, 2002; George, George, Kern, & Fogt, 2013). Crisis strategies for teachers with a focus on de-escalation have shown some reduction in rates of injuries and deaths when using seclusion and restraint (Couvillon et al., 2010; Villani, Parsons, Church, & Beetar, 2012). While these strategies do not entirely solve the problem of seclusion and restraint, they have the potential to lead to a reduction of their use and to maintain the safety of both students and teachers. These strategies must also consider the school culture, student identities, and systemic marginalization that occurs through the policies and practices in schools. A culturally responsive focus on PBIS helps to increase positive behavior practices with an eye to the racialization of practices embedded within the school (Bal, King Thorius, & Kozleski, 2012). While culturally responsive PBIS is not yet

used to the extent necessary to address the discipline disparities present in school contexts, a focus on reducing seclusion and restraint must consider the culture of the school and socio-historical views regarding race and ability that are deeply embedded in educators and stakeholders.

Theoretical Framework

The research questions, hypotheses, and study design are driven from current research on seclusion and restraint in U.S. schools. Researchers, policy makers, and practitioners are focusing on seclusion and restraint in isolation and struggling to understand why seclusion and restraint practices are used so often in schools today with policies, training, and education having varied impacts on practices. To better understand these practices, an organizational theory lens can be applied to seclusion and restraint in schools. As students with undesirable behaviors transitioned from exclusion in the educational system to separate classrooms and eventually general education classrooms, schools sought to maintain their legitimacy and stability in providing an education to all students as well as maintain efficient processes. Educating students with undesirable behaviors was challenging, with too many teachers being ill equipped to support diverse learners. Borrowing from practices in State-run residential institutions, schools adopted practices to control behavior and maintain the educational environment to continue including the students in school (legitimacy with the law), yet removing them from the typical educational routine (stability within the classroom). The aversive practices were reinforcing to teachers and administrators, allowing for the removal of the student from the classroom, yet staying within the guidelines set by laws and regulations. The practices expanded to other schools and, soon, practices looked similar from institutions to classrooms and across schools.

While it may appear that much of this evolution of seclusion and restraint happened organically, "powerful forces emerge that lead [organizations] to become more similar to one another" (DiMaggio & Powell, 1991, p. 65). The similarity arising between organizations can be seen clearly through the theory of isomorphism, a key conception within the broader theoretical framework of neo-institutional organization theory (DiMaggio & Powell, 1991). DiMaggio and Powell describe isomorphism, grounded in Hawley's classic 1968 description, as "a constraining process that forces one unit in a population [of organizations in a field] to resemble other units that face the same set of environmental conditions" (p. 66). Hannan and Freeman (1977) extended this theory based on organizational decision makers and proposed that isomorphism can also happen intentionally based on common constraints the organization faces and a need for efficiency. Organizations face constraints and external challenges that include political influence and policies, and internal challenges of efficiency and stabilization. Indeed, schools must appear legitimate in the eyes of policymakers and the public while maintaining their daily processes and keeping educators happy in their jobs.

These constraints lead to two types of isomorphism relevant to seclusion and restraint: coercive isomorphism and mimetic isomorphism (DiMaggio & Powell, 1991). These types of isomorphism are also influenced by competition and the desire to stay relevant and legitimate (Hannan & Freeman, 1977). Coercive isomorphism results from formal and informal influences (DiMaggio & Powell, 1991). In a school, coercive isomorphism can be seen based on federal policies or mandates, state regulations, and local decisions. Pressure from parent and advocacy groups also greatly influence decision making in a school. According to competition theory, competition leads to decision makers determining optimal solutions to problems and shifting the dynamics of the organization based on meeting those pressures (Hannan & Freeman, 1977).

Schools are constantly pressured by competition through a desire to be seen as the best performing, having the newest technology, labeled as highest achieving, or best serving a niche group of students. This pressure in tandem with formal and informal influences direct schools to develop similar practices as those seen as "successful" models. Thus, practices across schools, districts, and states end up looking nearly the same based on these influences and a desire to be legitimate in the public's eye. In fact, schools have changed very little since the late nineteenth century with the basic structure of education in place beginning in the 1880s (Katz, 1971). Once a structure of education was enacted and institutionalized, it was difficult to change, and that stability has maintained practices that other groups have desired to be removed.

The second type of isomorphism, mimetic processes, also influence how organizations begin to appear similar. "Modeling, as we use the term, is a response to uncertainty. The modeled organization may be unaware of the modeling or may have no desire to be copied; it merely serves as a convenient source of practices" (DiMaggio & Powell, 1991, p. 69). Policies from the federal, state, and local levels of the educational system have led to more inclusive schooling and the inclusion of students with undesirable behavior in the general education classroom. While inclusion of all students in the general education classroom have had profound outcomes, a lack of training and uncertainty left teachers with limited options in keeping students in order. This uncertainty led to modeling of practices, often from residential institutions where the students were first educated. These practices may have also been modeled and adopted to maintain efficiency (DiMaggio & Powell, 1991), allowing for schooling to continue for the majority of students and quickly removing the undesirable behaviors from the setting. "If the pupil conformed to the teacher's set of standards of learning and deportment, in other words, if she passed a performance test, she succeeded" (Tyack, 1974, p. 54). The inverse can be assumed,

that if the student did not conform, the teacher needed a strategy to remove the student and continue educating the other children that were conforming. The uncertainty, desire for efficiency, and pressures from forces described in the previous paragraph leave school organizations with few choices but to adapt based on similarity of what appears legitimate but maintains the stability within the organization (Skrtic, 1995).

The theory of isomorphism predicts field-level convergence (similarity, homogeneity) of policies and practices across units in a common field over time (DiMaggio & Powell, 1991); in the field of education, convergence of educational policies and practices across state education systems, school districts, and schools. However, the theory intentionally leaves open questions as to (a) which of the two, policy or practice, will become more uniform; and (b) whether the the resulting uniformity (in policy or practice) reflects genuine or mere "ritualistic" or symbolic convergence. The latter possibility is especially relevant to educational policy as the theory recognizes that policy and practice are likely to be loosely coupled (Orton & Weick, 1990), especially in a federalized and "localist" system of governance in which adopting units can use symbolic compliance to maintain discretion to proceed in ways they prefer or to which they are accustomed (Meyer & Rowan, 1978). Loose coupling notwithstanding, it is possible that both state-level policy across states and within-state practices across districts and schools can become more convergent. Institutional organization theory predicts that this is a function of power (social movements), authority, interests, and, importantly, of time. In early phases of a trend, divergence is common both in policy content and associated practices. Both elements are likely to experience convergence over time, if the trend continues, and if counter-movements and local inertia (symbolic tactics) do not undercut genuine change (see Tolbert & Zucker 1983).

Isomorphism will be used to help explain the extent to which seclusion and restraint policy converges across states and seclusion and restraint practices converge within them. Although the use of seclusion and restraint developed through a mimicking of practices from other organizations, the local context adapted and modified the practices to meet local needs, disconnected from policies in place. Isomorphism can help explain how the degree to which policies adopted were similar, further described in Chapter 4, while also recognizing the loose coupling of policies and practices in education (Orton & Weick, 1990).

Statement of Problem

Policy on seclusion and restraint appears extremely varied across the country, from states having no policies regarding the practices to state statutes requiring explicit procedures for carrying out these practices and collecting data on the frequency of use. What little research has been conducted on these practices demonstrated repeated use of seclusion and restraint without a clear connection to theory or empirical evidence of the impact of policy on the practices. Teachers carrying out seclusion and restraint procedures are not adequately trained to support diverse learners and resort to using seclusion and restraint to control and maintain order. There are clear gaps in the knowledge between policy, practice, and research regarding seclusion and restraint in U.S. schools. It remains unclear if policies are impacting practice; if research is informing policy and practice; and how policies, practice, and research are tied to the larger history of seclusion and restraint and theoretical understandings of organizational functions. The study addressed these gaps and sought to make stronger connections between policy, practice, and research to develop next steps to reduce seclusion and restraint in schools.

Research Questions and Hypothesis

The study included a secondary analysis of existing data to better understand policy as a factor in seclusion and restraint practices in schools. The study sought to answer the following questions: (1) how does policy affect seclusion and restraint practices in schools and (2) what factors lead to decreased use of seclusion and restraint in schools? Within each phase of the analysis, specific questions were addressed that connected back to the two larger questions above. Phase one was used to identify the 18 states for further analysis. Phase Two answered the question: what were the predictors of the use of seclusion and restraint in the 18 selected states? Phase Three addressed the question: (1) how did policies differ across the 18 states and were policies impacting practice? Taken together, the three phases, grounded in theory, led to a systemic view of the use of seclusion and restraint as embedded within the culture and climate of schools and states.

Based on previous studies and reports, it was predicted that schools would be more likely to implement seclusion and restraint as a function of student race, gender, disability status, and as a function of the size of the school. It was also predicted that schools with high rates of law enforcement would report lower rates of seclusion and restraint use with referrals removing students from school and thus minimizing the incidence of undesirable behaviors. Regarding policies, it was predicted that states with policies with either guidance, legally-binding regulations, or a statute, would generally report higher rates of seclusion and restraint as there were procedures for consistent data collection. It was also predicted that policies would be similar across states, yet the specific practices would not be impacted by the policies.

Purpose and Overview of Methods

Previous research on seclusion and restraint practices focused on defining the problem and suggesting steps that schools might take to reduce these practices. As schools are often

reluctant to disclose seclusion and restraint data, researchers have struggled to study these practices without reliable data. The OCR data collection contains a public school-level data set representing 99.5 percent of all U.S. public schools in 2013-2014 with a variety of variables on discipline, student achievement, and school climate. Within this data set were variables on seclusion and restraint incidents. The OCR data represents the only national data set on seclusion and restraint practices in U.S. schools, offering a unique opportunity to better understand these practices across the country. However, the data do not tell the whole story, as policy may have impacted practices. Thus, the study was sectioned into three phases: (1) mapping and selection of states, (2) quantitative analysis, and (3) policy document analysis. Phase one involved a visual analysis of the data and mapping to identify seclusion and restraint incidents, seclusion and restraint policy, corporal punishment policy, school inclusion of students with disabilities, and deinstitutionalization across the U.S. After examination of the maps and the creation of an index, described in detail in Chapter 3, 18 states were selected for phase two and phase three analyses. In the second phase, the analysis sought to describe the predictors of seclusion and restraint. The quantitative analysis included discipline and climate variables, school characteristic variables, and race and poverty variables entered in a sequential manner to determine the impact on these four dependent variables on seclusion and physical restraint. Phase three was a document analysis of the 18 states' seclusion and restraint policies, if identified as having a policy. The policy document review from the 18 selected states occurred by analyzing the documents by several key questions, further described in Chapter 3, that were developed to advance an understanding of the components of each state's policy and similarities and differences among states. When combined, the information obtained from the three phases of the study sought to connect policy and practices regarding seclusion and restraint by articulating the gaps between

what policymakers intend to be controlling and what was occurring in schools based on contextual factors.

The study contributes to an understudied area, extending the current understanding of seclusion and restraint in schools today. The results will help researchers to develop clear connections between research, policy, and practice regarding aversive discipline to determine steps forward in meaningfully reducing seclusion and restraint in schools. The selection of states allows for results to be generalized to other states with similar policies and practices or within the same census division, extending the impact of the study nationwide. The use of the OCR data also demonstrates the utility of national, freely available data and the importance of using federally-collected data to greater inform practices and policies.

Scope, Assumptions, and Limitations

The study seeks to be generalizable across states that use seclusion and restraint as a discipline practice or as an emergency intervention. The method of state selection allows for policy types, regional differences, and racial makeup to be considered in the results. The method of analysis of the OCR data and document analysis of policies provide a framework for other states not selected for the study to begin a self-analysis to evaluate their policies and practices on seclusion and restraint. Finally, the study may guide future federal policy by providing insight into what was occurring in states and changes that may be needed to federal, state, and local policy including additional data collection, oversight, and education.

Previously, I outlined my theoretical framework and a brief description of the study. Before moving forward, it is critical to identify my biases and assumptions. Regarding the data collected for the quantitative portion of the study, I am assuming that the schools reported information to the Department of Education accurately and honestly. Personally, I believe that

aversive practices such as seclusion and restraint should be removed from the classroom. These biases will likely shape my analysis throughout, and I will work to reflect on the data from multiple lenses and various perspectives. I will further describe these assumptions and biases in Chapter 5 as a part of the discussion of the findings.

The study has several limitations, primarily focused on the OCR data. The OCR data set contains data reported by schools, districts, and states to the Department of Education. There are many opportunities within this process for errors to occur such as mistakes entering the information, technology errors when uploading information to various websites, and miscommunication when correcting errors. Definitions for entering data such as the definition of restraint, seclusion, or the other variables used in the study may differ between schools, districts, states, and the definition described in the data variable list. This allows for some errors to exist within the data itself. A final data limitation is the case of incorrect data entry for the state of Florida during the 2013-2014 school year, thus the state was dropped entirely before the state selection. It is possible similar problems occurred in other states but none were identified at the time of the study. Further limitations identified during the completion of the study are detailed in Chapter 5.

Definitions

Throughout the five chapters, several practices and key terms were used and are defined below. These terms help to connect the findings across the three phases and maintain consistency in describing information uncovered from the data throughout the five chapters.

Definitions of practices. The first set of terms were compiled for use in describing specific practices. It must be noted that state definitions differ, but these definitions were consistent with the data used throughout the study from the CRDC. All definitions referring to

the specific practices were collected from the U.S. Department of Education OCR document that guides data collection efforts in each school and within the states (OCR, n.d.).

Chronic absenteeism. "A chronically absent student is a student who is absent 15 or more school days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason, regardless of whether absences are excused or unexcused" (p. 45).

Corporal punishment. The term corporal punishment "refers to paddling, spanking, or other forms of physical punishment imposed on a student" (p.53).

Physical restraint. The term physical restraint "refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort" (p. 69).

Physical escort. The term physical escort "means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location" (p. 69).

School resource officer (SRO). "A sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and a community liaison. An SRO may be employed by any entity" (p. 35).

Seclusion. The term seclusion "refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved

program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming" (p. 69).

Sworn law enforcement officer. "A career law enforcement officer, with arrest authority. […] A sworn law enforcement officer may be employed by any entity" (p. 35).

Definitions of key terms. The next set of definitions are for key terms used throughout the study and refer to specific components of the analysis. Several of these terms were used to describe practices within schools that were observed in the analysis.

Census division. The census created subdivisions of the four census regions (Northeast, Midwest, South, and West) resulting in nine census divisions. The divisions were created by geographical grouping. The Northeast was divided into New England and Middle Atlantic divisions; the South was divided into South Atlantic, East South Central, and West South Central divisions; the Midwest was divided into East North Central and West North Central divisions; and the West was divided into Mountain and Pacific divisions.

Culture of discipline. Throughout the study, the term "culture of discipline" is used to describe the views, practices, and perceptions of discipline within a school. A culture of discipline is rooted in the Bush-era initiatives of zero-tolerance policies with "harsh and exclusionary consequences for rule breaking" (Schotland, MacLean, Junker, & Phinney, 2016, p. 226). A culture of discipline includes the use of school police or other security measures used in the name of safety, yet none of the practices actually contribute to a safer environment. "Rather, discipline policy and practice have much more to do with how schools manage the learning environment" (Losen & Haynes, 2016, p. 246). A culture of discipline relies heavily on punitive discipline practices, quickly removing students from the classroom or school in the name of safety. As used in the study, schools with a culture of discipline have an over-reliance on

aversive and exclusionary discipline with reasoning for their use deeply rooted in teachers' belief systems.

Policy type: Guidance. A state with guidance had a policy governing the practice of seclusion and restraint that was not legally binding. The policy provided suggestions, example language to use at the local level, or recommendations regarding the use of seclusion and restraint in schools.

Policy type: Legally binding for all students. A legally binding policy on seclusion and restraint for all students was determined to be a statute, regulation, or statute and regulation. The states reviewed had legally binding policies limiting the use of the practices, defining terms related to the practices, requiring training of teachers, and/or requiring data collection. As educators implementing regulations do so in the same way as implementing a statute, a differentiation between the two policy types was not made during the analysis. Further, this policy type was governing the use of the practices for all students.

Policy type: Legally binding for only students with disabilities. A legally binding policy on seclusion and restraint for students with disabilities was determined to be a statute, regulation, or statute and regulation. These policies were similar to the policies for all students but were limiting or defining practice related to only students with disabilities, not all other students.

Policy type: No policy. A state without a policy for seclusion and restraint was one in which no guidance or legally binding policies were found within the state regarding the practices.

School climate. The term school climate is used more broadly than a culture of discipline. The school climate refers to the factors that may influence a students' success and learning (Haynes, Emmons, & Ben-Avie, 1997). The climate also refers to the relationships

among students and teachers within the school. Further defined by Haynes and colleagues (1997) as "the quality and consistency of interpersonal interactions within the school community that influence children's cognitive, social, and psychological development" (p. 322). Different from a culture of discipline, climate more broadly refers to the environment, whether positive or negative, within a school. While discipline contributes to the climate, many other factors are evident such as relationships, the physical setting of the school, inclusivity, and views on ability and achievement. Specific to this study, chronic absenteeism can occur because of a negative school climate while also contributing to a poor school climate. Students may be chronically absent due to skipping school or from punishment such as suspension. High levels of chronic absenteeism can be an indication of a problem in the school climate and impact student achievement.

Summary

Seclusion and restraint are aversive behavioral practices used in schools to control students. Research on seclusion and restraint practices increased in the last decade with the publication of reports detailing deaths and injuries due to use of seclusion and restraint. Simultaneously, federal, state, and local policies developed and led to more documentation of seclusion and restraint practices as well as their overuse in schools. Advocates, parents, educators, and policymakers believe seclusion and restraint are used too often, yet few individuals have been able to create a change in practice. Therefore, the study seeks to understand why and how often seclusion and restraint incidents occur, policies that seek to limit seclusion and restraint, and if policy has an impact on practice.

The study is organized in the following four chapters: chapter two is a literature review, chapter three is a detailed explanation of the methods, chapter four explains the results and

findings, and chapter five provides a discussion and conclusion. The literature review provides information on the history of seclusion and restraint beginning in institutions and gradually moving into schools followed by a review of policies impacting seclusion and restraint practices. Chapter three describes the methods that will be used to conduct the study. The study is broken up into three phases: (1) mapping and selection of states, (2) quantitative analysis, and (3) policy document analysis. In chapter four, the results of the study are presented with a description of the tables and review of the findings. Finally, chapter five provides a detailed discussion of the findings; connections back to the literature review and theoretical framework; and implications for policy, research, and practice.

Chapter 2: Literature Review

The following review seeks to examine extant literature on seclusion and restraint in schools, including the history, research, current practices, and policies at the federal and state level. Several questions were used to guide the literature analysis: (1) what is the historical context for using seclusion and restraint in schools, (2) how have policies at the federal and state level influenced seclusion and restraint practices, (3) who is most commonly secluded and restrained in schools, and (4) what are considered best practices for reducing seclusion and restraint use in schools? Recent research on seclusion and restraint practices in schools remains ahistorical, ignoring connections to the history of treatment of people with disabilities in State-run residential institutions and similar practices, such as corporal punishment. State policies on seclusion and restraint use seem disconnected from practices in schools and problems occurring from use of the practices. Finally, practices in schools vary significantly and continue despite decades of research demonstrating that seclusion and restraint procedures do not reduce undesirable behavior. This chapter examines these gaps, seeking to connect research, policy, and practice of seclusion and restraint in schools grounded in organizational theory, and includes policy and practice recommendations for making meaningful changes to reduce seclusion and restraint.

Isomorphism Revisited

As previously discussed in chapter one, Isomorphism is the theory that guides the present study from literature review, to methods, and to results. Using this theory as a guide to the question of how and why schools adopted seclusion and restraint provides an explanation for the rapid expansion of the practices despite their known negative effects. The literature for this review was obtained based on an understanding of how seclusion and restraint moved from

institutions to specialized schools and classrooms, resulting in their use in general education classrooms, influenced by the external forces such as changes in federal education policy over time. The method of the search, described in detail below, while not systematic in nature, was developed based on this framework through the collection of articles that included a history of psychiatry, institutions in the U.S., special schools and alternative settings, and finally the movement of aversive interventions into schools.

Method of Search

The goal of the literature review was to identify publications on the history, policies, current practices, and prevention of seclusion, restraint, and physical discipline to detail a brief history of aversive behavioral interventions and the disconnected nature of research, policy, and practice. The literature search was conducted through EBSCO Host to initially identify all peer reviewed articles about seclusion and restraint in schools. The first search took place using Academic Search Complete, Academic Search Premier, Eric, and Behavioral Sciences Collection search engines. The search terms were seclusion and restraint in schools without Boolean operators. Articles were selected for review if they focused specifically on seclusion and restraint in schools and were conducted in the U.S. An ancestral search of chosen articles published in or after 2012 was conducted to identify missing articles in the original search. References were chosen for further review from the ancestral search if they were about seclusion and/or restraint in schools and conducted within the United States. After reviewing the chosen literature and identifying gaps, additional articles on seclusion and restraint were added to the selection through a Google Scholar search that included peer reviewed articles, law reviews, and policy.

Once literature on seclusion and restraint practices in schools had been identified and reviewed, another search was conducted for articles on the history and policy sections of the review. Reflecting on isomorphism and the movement of seclusion and restraint to schools, it was clear that literature was needed documenting the history of seclusion and restraint outside of schools in psychiatric facilities and literature that focused on other physical discipline practices that were used by schools alongside seclusion and restraint. Using Google Scholar, searches were conducted on physical punishment, corporal punishment, history of seclusion and restraint, school discipline, and history of physical punishment to identify relevant works. An ancestral search was conducted on the articles selected ensuring historical articles missed in the Google Scholar search were identified.

Finally, policies and court cases regarding seclusion, restraint, and physical punishment were identified from the selected literature. A review of Education Weekly (http://www.edweek.org/ew/index.html), a top source on national education news, identified statements by advocacy and school organizations on the use of seclusion and restraint in schools. The complete reference list represents articles and chapters with historical perspectives and studies of current practices of aversive interventions, school discipline, and prevention.

History of Seclusion and Restraint

Seclusion and restraint practices are aversive practices used in the U.S. educational system, growing from their use throughout history in institutions in Europe and the U.S. The following section describes the history of seclusion and restraint in hospitals and the influence of the psychiatry movement during the Enlightenment, followed by the movement of discipline and physical punishment into schools. The historical context described sets the stage for

understanding the reliance on seclusion and restraint today, why and how schools adopted these practices, and the impetus for policy decisions.

Hospitals, asylums, and psychiatry. Researchers credit Philippe Pinel in Paris, France with the first documented use of the words seclusion and restraint in 1793 (Masters et al., 2002; Ryan & Peterson, 2004). These practices reportedly were used on adult patients committed voluntarily or involuntarily to hospitals across Europe. Historians link the use of mechanical restraints to the period of Enlightenment in the early 19th century (Colaizzi, 2005). The rhetoric providing a rationale for use of these practices centered around a need to protect people with mental illness and prevent them from becoming "social nuisances" (p. 31) through the use of the newly created field of psychiatry (Colaizzi, 2005). Psychiatry came to the forefront during the Enlightenment period with strong ties to religion and moral obligations, including the idea of "curing" individuals with mental illness. Prior to the age of Enlightenment, religion dominated the treatment of people with mental illness during the Reformation, with religious hospitals often dumping individuals with disabilities in "madhouses" and leaving them without care (Weiner, 2008). The Age of Enlightenment is marked by the combination of reason and science (Lewis, 2000), rather than a previous complete devotion to religion. "Psychiatry attempts to 'get it right' […and] understands itself as 'founded' on the Truth" (Lewis, 2000, p. 74). Psychiatry in this time was focused on categorization, rational inquiry, and the natural experience (Lewis, 2000). Thus, the focus on curing individuals and categorizing those with mental illness led to an increase in the number of patients identified and provided "treatment." Ultimately, the treatments employed were unsuccessful and hospitals became overcrowded, with behavior management becoming a significant problem (Colaizzi, 2005).

As the use of seclusion and restraint inevitably increased in the overcrowded hospitals throughout Europe, movements developed to document and limit seclusion and restraint, including the creation of the Lunacy Commission in 1854 in England to regulate private and public hospitals (Masters et al., 2002). Parliament required the use of logs to document seclusion and restraint incidences, and began to investigate these practices with a focus on alternative actions (Masters et al., 2002). Despite this scrutiny, use of restraint practices continued to increase (Masters et al., 2002) and logs provided a glimpse into the development of new restraint types. Mechanical restraint used in hospitals and justified for the patient's safety included manacles and wristlets; the "composing chair" that held the person in place and was attached to the floor; straitjackets; protection beds that appeared to be a coffin including a lid; and hydrotherapy that involved tightly wrapping patients in cold, wet sheets (Colaizzi, 2005). Chemical restraints also gained popularity during the late 19th century. Types of chemical restraints commonly used included opioids, bromides, alcohol, and chloral hydrate (Colaizzi, 2005).

Although scrutiny of the use of seclusion and restraint in Europe continued to grow in the late 19th century, reports of the practices in the U.S. increased simultaneously. British psychiatrists publically criticized American psychiatrists on their use of seclusion, an alternative developed to reduce injuries sustained during forceful interventions of mechanical, physical, and chemical restraints (Colaizzi, 2005). British psychiatrists also believed that Americans could not possibly give up mechanical restraints because of the violent nature of the "American frontier character and primitive social conditions of life in America" (Colaizzi, 2005, p. 34). Seclusion and restraint decreased slightly at the end of the 19th century with the departure of the "moral treatment" and the lack of evidence showing that seclusion and restraint cured mental illness

(Masters et al., 2002). Moving into the early 1900s, use of seclusion and restraint became accepted as needed only to control violent patients and not to treat mental illness in the U.S. and in Europe (Masters et al., 2002). Debates and critiques of these practices went through a period of silence between the early 1900s and 1950s, however, seclusion and restraint practices again gained the public's attention in the 1950s after the first documentation of the use of these practices with children in hospitals (Ryan & Peterson, 2004). Justification of these practices focused on their use for helping a child regain control (or the nurse and doctor regaining control), and many medical professionals recommended that the practices only be used in an emergency situation (Ryan, Peterson, Tetreault, & van der Hagen, 2007).

Documentation of these practices remained scarce between the 1950s and 1970s for both children and adults housed in residential or treatment institutions across the U.S. The 1970s saw growth of an "anti-psychiatry" movement focusing on reducing the inhumane and poor treatment of individuals with disabilities in hospitals and institutions (Murray, 2014). Critiques of forced treatment were published in journals, magazines, and newspapers and concentrated on the grotesque and dehumanizing nature of institutions and hospitals, and highlighted chemical, mechanical, and physical restraints as well as seclusion to control and confine individuals (Murray, 2014). Nevertheless, seclusion and restraint crept into the toolbox of nurses and doctors treating children with behavioral challenges in institutions and hospitals, as new practitioners borrowed the practices from other organizations. Already viewed as a legitimate way to control adults with disabilities, the doctors and nurses treating children used seclusion and restraint practices with the justification that they were keeping the children safe from themselves, though in actuality they were using these practices as a means of control. Further, these practices may have been scrutinized by the public but were viewed as a reasonable solution to stopping out of

control behavior in children since they had been used for years in institutions for adults with disabilities. The practices were further justified with two court cases: *Youngberg* v. *Romero* (1982) and *Wyatt* v. *Stickney* (1973) in which seclusion and restraint were deemed appropriate to protect the individual or others during a crisis (Masters et al., 2002). Formal acceptance of these practices led medical, psychiatric, and law enforcement agencies to develop standards and guidelines when using seclusion and restraint (Ryan & Peterson, 2004). Nationwide, most organizations required training, certification, documentation, and oversight on all uses of seclusion and restraint (Masters et al., 2002), yet most did not prohibit or significantly limit the use of such practices. Justifiable as a means of control by court cases and regulations, the use of seclusion and restraint maintained the order those in charge wanted and limited undesirable behaviors of children, reinforcing use of the practices. The only remaining major public organizations without such guidelines were schools.

Corporal punishment. Seclusion and restraint are not the only aversive discipline practices ignored in many school policies. Corporal punishment, or "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior" (Straus, 1994, p. 4), remains legal in 19 states with over 160,000 children subjected to the practices each year (Gershoff & Font, 2016). Although, most states developed laws or policies regulating the use of corporal punishment, the 2013-2014 data collected by the U.S. Department of Education's OCR found that schools reported the use of corporal punishment in states in which the practices were banned. States that continue to allow corporal punishment are concentrated in the South, with most incidents occurring in Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Tennessee, and Alabama (Gershoff & Font, 2016). "During the last two decades, policies shaped by the belief that school crime is much worse than

it really is, have contributed to an increase in programs based on punitive rather than preventative and remediation efforts" (Hyman & Perone, 1998, p. 9). The focus on preventing crime has led to policies that allow for punitive and physical punishment techniques for undesirable behavior. Students are subjected to corporal punishment for a variety of reasons that include fighting, illegal activity on school property, disruptive behavior, aggression, school bus incidents, cell phone usage, and inappropriate language (Gershoff & Font, 2016). Indeed, students receive corporal punishment for many types of infractions, and research has shown that corporal punishment is supported as a "last resort" for undesirable behavior (Shaw & Braden, 1990), but it is more often used as the first punishment technique (Hyman, 1996).

The history of corporal punishment in schools is not unlike that of the use of seclusion and restraint. In the U.S., corporal punishment was first documented in the 18th century, which allowed teachers and other school officials to assume the role of parenting (Dupper & Montgomery Dingus, 2008). During this time, teachers and parents were responsible for not only academic education but a moral education that would help students conform to society, remove original sin, and produce academic outcomes (Dupper & Montgomery Dingus, 2008). These practices were rooted in religion, drawing from conservative Christian and non-Christian beliefs about compliance and the importance of discipline (Gershoff, 2010). These practices continued and were not publically scrutinized until the 1970s with the landmark 1977 U.S. Supreme Court case *Ingraham v. Wright.* The students represented in the case included two middle school boys, Ingraham and Andrews, who received corporal punishment from the principal (Wright) and assistant principal at their school for tardiness and disruptive behavior. Both boys sustained injuries requiring medical attention, and the parents filed a complaint against the school and a class action on behalf of all students in the district. The case made its way to the Supreme Court

ending in a 5-4 decision that held that the Eighth Amendment does not prevent corporal punishment in schools and that Florida's due process procedure met the requirements of the Fourteenth Amendment. This case left the decision of whether to use corporal punishment up to the state's discretion, as long as they stayed within the boundaries of the Fourteenth Amendment.

Nationally, corporal punishment has been steadily declining since *Ingrahm v. Wright*, yet many states still engage in these practices today. Similar to the use of seclusion and restraint, the unintended consequences of corporal punishment are well known and include serious injuries to students, psychological trauma, higher dropout rates, lower math scores, and lower vocabulary scores (Gershoff & Font, 2016). Many national organizations have statements in opposition to corporal punishment (U.S. Department of Education, 2016a; Dupper & Montgomery Dingus, 2008; Gershoff & Font, 2016) and the United Nations Convention on the Rights of the Child prohibits corporal punishment, citing it as a civil rights violation (United Nations, 1989). Despite these known consequences and the fact that 64 percent of all countries ban corporal punishment from schools (Global Initiative to End All Corporal Punishment of Children, 2015), the U.S. continues to allow the practice in schools.

In late November 2016, the U.S. Secretary of Education, John King, released a Dear Colleague letter to governors and chief state school officers on corporal punishment (U.S. Department of Education, 2016b). In the letter, Secretary King urged governors and chief state school officers to eliminate the practice and use positive prevention-focused disciplinary methods. The letter outlined the dangers, lack of research, and disproportionate use of corporal punishment in schools. The letter was widely praised by civil rights advocates after 80 organizations released a letter in early November 2016 calling for policy makers to ban the practices. The letter does not appear to have impacted policies and practices in states, however,

and the new administration has not taken a public stance on the use of corporal punishment in schools. However, the OCR data demonstrate that despite polices banning the practices and pressures from national leaders, corporal punishment persists in schools.

Culture of discipline. Corporal punishment and a focus on punitive discipline measures led to the creation of cultures of discipline in schools that inhibit learning, increase dropout rates, and impede the development of a positive school climate. As initially described in Chapter 1, a culture of discipline relies heavily on punitive and exclusionary discipline practices that schools increased during Bush-era initiatives of zero-tolerance policies (Schotland et al., 2016). The policies developed from a view that our Nation's schools were violent and had increasing student misbehavior and disruptions since the 1970s (Hyman & Perone, 1998). Despite a lack of evidence of schools becoming more violent (Hyman & Perone, 1998), exclusionary discipline was used to "crack down" on behavior that did not conform with the expectations of the teacher or schools (Mediratta & Rausch, 2016). Exclusionary discipline was justified to maintain safety and order, but utilized for responding to all behaviors, not just those related to zero tolerance policies. "The majority of punitive disciplinary actions were issued in response to relatively minor violations of local school's conduct codes in which other, non-punitive measures could have been used" (Yusuf et al., 2016, p.100). In fact, as zero tolerance policies became more popular, the use of out-of-school suspensions and expulsions rose with higher rates of use on students of color and students with disabilities (Schotland et al., 2016; Skiba, Arrendondo, Gray, & Rausch, 2016; Yusuf et al., 2016). Black, Native American, and Latino students were most often subjected to exclusionary discipline under zero tolerance policies (Gregory & Cornell, 2009) leading to large gaps and disparities in discipline practices for students of color. The use of exclusionary discipline is impacted by factors such as the type of infraction, student

characteristics such as race, and school factors such as teacher and administrator beliefs (Skiba et al., 2014). The belief system focused on "safety" through exclusionary discipline that may be embedded within a school's culture, leading to many negative outcomes such as academic disengagement, low levels of academic achievement, and dropping out of school (Skiba et al., 2016).

A school culture of discipline creates an environment ripe to use practices such as seclusion and restraint. Fitting neatly within the framework for using punitive and aversive discipline, seclusion and restraint practices can be justified in the same manner as suspensions and expulsions: to maintain safety and order within a classroom or school (Mediratta & Rausch, 2016). As described previously, in psychiatric facilities seclusion and restraint procedures were used to establish control and were justified as needed to keep a patient safe. Corporal punishment is also used in schools in much the same way as a means to establish control and under the guise of reducing unwanted behaviors. Suspensions and expulsions remove students from the school setting, again justified in a "no excuses" policy with zero tolerance for any behavior deviating from the norm. As practices were borrowed and shared across various settings such as psychiatric hospitals, specialized settings (described in detail below), and schools, the culture of discipline created opportunities to absorb new practices that carried the same result: establishing control over the student and the setting. The use of seclusion and restraint naturally fit well in this toolbox by physically removing students from the classroom or locking them away in rooms where they could not be seen. The culture of discipline in place in schools allowed these practices to be easily appropriated and used with high frequency.

Schools and alternative settings. Prior to 1975 and the passing of the Education for all Handicapped Children Act, now referred to as the Individuals with Disabilities Education Act

(IDEA; 20 USC 1400), students with disabilities and students with significant behaviors were educated outside of public schools (Kaplan, 2011; O'Neal, 2013). Gradually, between the 1970s and 2000s, students with disabilities became part of mainstream education and were educated to a greater extent alongside their peers. Over the various reauthorizations of IDEA, the inclusion mandate or the requirement to educate students with disabilities in the least restrictive environment (LRE) strengthened, culminating in the 1997 and 2004 reauthorizations that emphasized the importance of inclusion in all aspects of the school setting. The push for inclusion resulted in students with more challenging behaviors being educated in general education settings (Arivett, 2015; Barnard-Brak et al., 2014; Freeman & Sugai, 2013; Kaplan, 2011; O'Neal, 2013; Ryan & Peterson, 2004). Movement of students with disabilities into public education resulted in numerous positive outcomes, but practices from institutions unfortunately followed students into classrooms (Ryan & Peterson, 2004).

As students with disabilities, especially children with emotional and behavioral disorders, appeared to be more likely to experience restraint events and included in the general education curriculum, then the likelihood of restraint events occurring in school settings would appear to increase. (Barnard-Brak et al., 2014, p. 463). The number of students with disabilities demonstrating behaviors unknown to teachers and deemed undesirable gradually increased with inclusive education, and resulted in practices borrowed from institutions being used to establish control. Teachers used the excuse of needing these procedures to keep students and themselves safe (Arivett, 2015), yet the use of seclusion and restraint resulted in substantial injury and death to students. Although institutions did not necessarily intend for the practices to be replicated, educators needed a control mechanism and found seclusion and restraint to be effective,

blending with similar practices of suspension, expulsion, and corporal punishment. Further, the replication of these practices in schools allowed teachers to maintain compliance with inclusion based policies through a means of control, yet not change actual practices to maintain efficiency within the classroom.

Concurrently, as students with disabilities moved into the general education setting, hospitals and psychiatric treatment facilities in the U.S. developed strict regulations governing aversive practices, including federal legislation in the Children's Health Act of 2000 (Barnard-Brak et al., 2014; Ryan & Peterson, 2004). Until only recently, schools had not made similar efforts and currently no federal legislation or commonly held guidelines govern use of these practices, making school personnel vulnerable to misusing seclusion and restraint (Ryan & Peterson, 2004). It is not surprising many states were reluctant to introduce legislation regarding seclusion and restraint as corporal punishment was already permitted in many schools with the allowance of physical punishment from the *Ingrahm v. Wright* case. As of March 2015, 22 states had "meaningful" protections for all children against the use of seclusion and restraint in the form of regulation or statute (Butler, 2015), 13 additional states had similar protections only for students with disabilities (Butler, 2015), and 31 states banned the use of corporal punishment (Gershoff & Font, 2016). Three states were also in the process of developing meaningful protections or safeguards for all children against the use of seclusion and restraint, and five states lacked laws, guidelines, or voluntary principles regarding use of these practices (Butler, 2015). However, recently, some states have started the process of rescinding protections previously in place due to pressure from educators to maintain safety and control in the classroom. In Nebraska, a bill passed the State Senate Committee on Education that allowed for seclusion and restraint, rolling back previous protections (Keierleber, 2017; Stoddard, 2017). As States lack

policies, guidance, education, and training, hospitals and psychiatric facilities acknowledged the harm in unregulated use of seclusion and restraint. Most hospitals and psychiatric treatment administrators recognized the importance of training in de-escalation strategies, yet only 27 states (of those with laws, regulations, or policies for all students and only for students with disabilities) required any type of staff training, which could include how to properly restrain or understanding the crisis cycle (Butler, 2015). The result of only recent, mismatched policy development despite an extensive history of use has been increased by media attention, accidental deaths, and developing false dichotomy between protecting children and protecting school personnel.

Federal and State Policy on Seclusion and Restraint

Before considering the growing concerns of the practices of seclusion, restraint, and physical punishment in schools, it is important to understand the development of policy at the federal and state level, as well as the intersecting supports provided by IDEA, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act ("Section 504"), and ESSA. Litigation, proposed federal bills, and increased media attention motivated many states to develop polices, guidelines, and recommendations for use of seclusion and restraint practices, some of which were described previously. The makeup of such policies and the impact of local litigation and the federal changes over the last seven years are discussed.

Federal policy and litigation. "It is high time members of Congress started showing a little restraint – not with respect to spending or political posturing, but with respect to federal legislation on the use of seclusion and restraint in schools" (Cope-Kasten, 2013, p. 217). The year 2009 marked the beginning of a long, unsuccessful journey toward federal legislation protecting students from seclusion and restraints in U.S. schools. Representative George Miller

(D-CA) and Senator Tom Harkin (D-IA), championed the KASSA from 2009 until each person's retirement in 2014, with no bill making it out of the Senate or to conference committee. Representative Miller first introduced a bipartisan bill into the House of Representatives with Cathy McMorris Rogers (R-WA) in late 2009, and that bill passed the House in March 2010 (Kaplan, 2011). In 2010, Senators Christopher Dodd (D-CT) and Richard Burr (R-NC) introduced the Senate companion bill, but it was riddled with flaws such as allowing seclusion and restraint to be written into safety and behavior plans (Gust & Sianko, 2012). Senator Harkin re-introduced a bill the following year with substantial changes more closely aligned to a new version introduced by Representative Miller in 2011. However, after the initial passage in the House, the bill never made it further, although it was re-introduced each of the following Congresses by Senator Harkin and Representative Miller. Efforts have been made to re-introduce legislation in the 115th Congress with a recognition that the bill sets the standard for state policies, but will likely never be passed due to partisan politics.

The lack of movement on the KASSA did not deter new champions of reducing seclusion and restraint in the Senate. During the reauthorization of ESEA in 2015, seclusion and restraint was embedded in several provisions and specifically addressed in the Health, Education, Labor, and Pensions Committee (HELP) conference report. In ESSA under other state plan provisions, state educational agencies must support local educational agencies in improving student learning by reducing bullying and harassment, overuse of exclusionary disciplinary practices, and the use of aversive behavioral interventions (20 U.S.C. 6311 (g)(1)(C)). The language was clarified in the conference committee report specifically stating that congressional intent was for the aversive behavioral interventions and exclusionary disciplinary practices to be referring to seclusion and restraint, suspensions, and expulsions. The Committee's intent was that the

provisions would help protect students from seclusion and restraint, although the practices were not specifically identified in the law. The language, although vague, created an opportunity for states to begin carefully considering reducing the use seclusion and restraint for behavior management. As state plans were developed across the 2016-17 and 2017-18 school years, stakeholders advocated for state leaders to consider seclusion and restraint in accountability systems and to explain in the state plan how the reduction of these practices might support greater student achievement. Unfortunately, many of these efforts were ignored. State plans included a variety of buzzwords, such as positive behavior intervention and supports, crisis intervention, de-escalation, and trauma informed care, but the plans lacked meaningful steps that might be taken to disrupt the culture of discipline in schools and reduce exclusionary and aversive practices.

The IDEA, ADA, and Section 504 also indirectly govern the practices of seclusion and restraint across the country. The ESEA was created as the primary law governing education across the U.S. for all children, however, the IDEA supported the foundation laid by ESEA and established rights for students with disabilities in education. Years after the passage of IDEA, the key civil rights law for individuals with disabilities was passed when the ADA became law in 1990. The ADA and the IDEA established the rights of students with disabilities in education, employment, and the community, further emphasized by the Supreme Court Olmstead decision mandating inclusion in all aspects of life for people with disabilities. The IDEA does not specifically address seclusion and restraint; however, the law provides procedural safeguards that help prevent students with disabilities from being excluded from education (Kaplan, 2011). Students with disabilities are guaranteed a right to a free, appropriate public education (FAPE) in the LRE under the IDEA (Bon & Zirkel, 2013; Miller, 2011). FAPE and LRE paired with

procedural safeguards against inappropriate discipline practices created an opening for parents to pursue litigation in cases of inappropriate restraint or seclusion on students with disabilities (Bon & Zirkel, 2013; Kaplan, 2011). Due process under the IDEA can be lengthy, time consuming, and costly as well as generally unsuccessful in most cases of seclusion and restraint because courts have struggled to find enough evidence that schools used seclusion and restraint in a way that greatly denied a child an appropriate education (Kaplan, 2011). If parents do not have a child served under the IDEA, they can also use Section 504 and the ADA if they can prove that the school violated a student's rights during a seclusion or restraint event (Bon & Zirkel, 2013). These federal avenues for litigation have been the primary levers used by families with resources to hold schools accountable for inappropriate use of seclusion and restraint, especially in states with limited regulations or statutes governing the practices.

State policies. Advocates, stakeholders, and Congressional staff have made minimal progress on reducing the use of seclusion and restraint federally, but the same cannot be said in most states. The KASSA undoubtedly guided states in undergoing the process of developing meaningful protections for students against seclusion and restraint (Butler, 2015). "Unique aspects of the 2011 Harkin bill quickly appeared in [state] statutes and regulations adopted in 2012 and 2013" (Butler, 2015, p. 92). Approximately 22 states have adopted components of the KASSA including the language around limiting practices, notification to parents, data collection, and training of staff (Butler, 2015). States that made changes after 2009 had several components in common including: (a) providing technical assistance in practitioner friendly language to clarify expectations and problem solve, (b) requiring the use of school-wide positive behavior interventions to prevent problem behaviors, (c) setting specific time limits on using seclusion or restraint, (d) prohibiting prone restraints, and (e) outlining specific procedures for informing

parents of incidents, with most states requiring notification within 24 hours up to two days from the event (Freeman & Sugai, 2013). Although many states are actively undergoing new policies, the analysis conducted by these researchers provides information on how states modeled after the KASSA and the importance of re-introducing the legislation in the future.

In a 2009 review of state policies, researchers found that over 50 percent of states that had policies on restraint allowed the use of restraint for a student damaging property (Ryan, Robbins, Peterson, & Rozalski, 2009). Further, close to three quarters of the states with policies required some form of training for staff using the procedures, but training substantially varied without clear guidance on best practices (Ryan et al., 2009). A 2007 review of policies concerning seclusion in schools found that 67 percent of states with policies set specific requirements for the size of the seclusion room, 62 percent required parental notification, 87 percent required specific documentation of the incidents, and 62 percent required some staff training (Ryan, Peterson, & Rozalski, 2007). In 2007, no state specifically banned seclusion practices (Ryan et al., 2007), yet in 2015 two states banned the use of seclusion for all children and an additional three banned the use of seclusion just for students with disabilities (Butler, 2015). Components of the various laws and regulations remained relatively consistent once established. A 2011 review of state policies (non-binding and legally binding) found that most policies had an emphasis on use of the practices or banning practices rather than an emphasis on prevention (Stewart, 2011). The same review also drew the conclusion that it is unclear if the policies were impacting practice and reducing the use of seclusion and restraint. Another review of state policies identified that California had more stringent restrictions than most states, yet permitted restraint with the student lying flat on the floor (prone restraint) (Nishimura, 2010). The author concluded that implementation of California's law had not reduced restraint

incidents, which had increased from more than 14,000 incidents prior to implementation of the law to more than 21,000 incidents after implementation (Nishimura, 2010, p. 207).

For policymakers, the use of seclusion and restraint procedures continues to dominate conversations at local, state, and federal levels including increased complaints as more individuals become aware of alternatives to the practices. The media also played an important role in highlighting the issues and continues to keep egregious uses of seclusion and restraint fresh on Americans' minds. Without federal legislation explicitly governing the practices, control has been left to states and local educational agencies to determine best practices for each context and disrupting a culture of discipline allowing the practices to continue.

Aversive Discipline Today

Punitive, aversive, and exclusionary discipline are used frequently in today's schools. Seclusion and restraint allow for control and teacher beliefs that the practices are necessary for safety when the behavior is temporarily removed are reinforced. Minimal information exists on the specific practices in schools outside of the OCR Data Collection, which continues to be regarded as an underestimate of seclusion and restraint due to the variation in state laws and lack of verification of the specific practices. The limited information gathered over the past several decades on seclusion and restraint in schools highlighted specific concerns about the practices including injuries and deaths of students, disproportionate use with specific subgroups of students, and lack of parental rights and notification. Removal of seclusion and restraint practices is further complicated by the narrative of safety and control by educators. The following sections review each of these key components in an effort to understand the practice of using seclusion and restraint in schools.

Consequences of aversive discipline. "The probability or likelihood that someone will die from a restraint procedure is low if we consider the number of restraints performed in a year" (Lebel et al., 2012, p.78). Compared to the number of restraints and seclusion incidents occurring daily across the U.S., death and serious injury are unlikely consequences of a seclusion or restraint event. Seclusion and restraint incidents may not be occurring in every school, and previous analysis of the OCR data has shown that most schools and districts report zero restraint incidents (Gagnon, Mattingly, & Connelly, 2017), yet with no oversight, it is unclear if those schools were not reporting incidents or did not engage in seclusion and restraint. Despite the low level of use in many schools, the consequence of death or serious bodily injury should deter the practice. The parent of a child that has been killed during a restraint or seclusion incident cares minimally about general statistics and likelihood of occurrence. Driven by frustration and devastation, advocates gathered stories of families whose children have been killed or seriously injured during restraint and seclusion, culminating in the publication of *School is Not Supposed to Hurt* (NDRN, 2009). Although not the first report documenting problems associated with these practices, it became one of the most cited works over the last seven years. The report shared stories of at least four children killed as a result of seclusion and restraint procedures, with these practices used for situations such as blowing bubbles in milk during lunch and refusing to leave the classroom. Countless other stories surfaced after the initial report, detailing substantial bodily injuries and psychological trauma suffered during restraint and seclusion episodes (NDRN, 2010), as well as significant injuries to teachers during such incidents. While seclusion and restraint procedures are recommended only to be used in an emergency (Knackstedt, 2016; Lebel et al., 2012), they are continually employed to control behavior and as punishment techniques (Magee & Ellis, 2001), similar to corporal punishment, suspensions, and

expulsions, all of which are permitted in schools. Despite the known negative consequences, seclusion and restraint procedures continue to be used widely.

A survey conducted by Westling and colleagues (2010) found that 64.7 percent of parents or family members completing a questionnaire (837 participants) had a child who was secluded or restrained at school, with 78 percent who reported a child had been restrained and 70.7 percent who reported that a child had been placed in seclusion (p. 123). In a single day school program for students with disabilities, 439 seclusion incidents and 68 restraints were performed during the 2002-2003 school year on 42 students (Ryan, Peterson, Tetreault, & van der Hagen, 2007). Many details of restraint and seclusion are often unknown and not made public. However, in the survey of parents described previously, 48.9 percent had a child who was restrained in a seated hold, 25.4 percent had their child restrained in a prone position, and 16.1 percent had their child restrained in a supine position (Westling et al., 2010). Regarding seclusion, 390 participants described their child being held in specially designed rooms for seclusion and 574 participants described their child being forcibly prevented from leaving the seclusion area (Westling et al., 2010). More recent data suggests that across the U.S., schools that reported to the OCR, 156,215 incidents of restraint and 107,010 incidents of seclusion occurred during the 2013-2014 school year (U.S. Department of Education OCR, 2016). It is unclear how long each seclusion and restraint incident occurred, likely resulting in thousands of minutes students were not participating in classroom instruction.

Who is secluded and restrained? The Department of Education OCR data and several research endeavors offer a glimpse into which students are most often secluded and restrained. Table 1 found in Appendix I, generated from data collected by the Department of Education OCR, shows a comparison of the number of seclusion and restraint incidents by race, gender, and

ability. The data in Table 1 indicates that students with disabilities experience restraint about six times more often than students without disabilities and experience seclusion almost three times more often than students without disabilities. Male students are almost four times more likely to experience restraint and three times more likely to experience seclusion as compared to females. The Department of Education OCR (2016) also released information on the disproportionality present in the data. Black male students represent only eight percent of the population, but made up 18 percent of all restraint and seclusion incidences (U.S. Department of Education OCR, 2016). Although these data were collected for the 2013-2014 school year, they are the most recent data collected nationally on the use of seclusion and restraint across the U.S.

Analyses conducted through research have produced similar and more detailed results describing the students most commonly secluded or restrained. High school students were less likely to experience restraint events and students in schools with lower socioeconomic status experienced more restraint events (Barnard-Brak et al., 2014). Students placed in seclusion in a day school for students with disabilities were more commonly in elementary or middle school as compared to high schools with higher rates of restraints also performed on younger students (Ryan, Peterson, Tetreault, & van der Hagen, 2007). Further, students with autism (47. 5 percent) and students with emotional and behavioral disorders (14.4 percent) were most often secluded or restrained as compared to students from other disability categories (Westling et al., 2010). The likelihood of seclusion and restraint incidences occurring in low socioeconomic status schools was found again, more recently, in an analysis of seclusion and restraint data from a Midwestern state (Knackstedt, 2016).

The results of these studies suggest disproportional use of seclusion and restraint with students most at-risk in schools. While data presented offer only a preview into daily practices in

schools, clear trends are suggested: (1) males are more likely to be secluded and restrained, (2) students with disabilities are more likely to be secluded and restrained, (3) students in low-income schools are more likely to be secluded and restrained, and (4) students of color are disproportionately subjected to seclusion and restraint. Not surprisingly, these trends mirror those found in the use of exclusionary discipline, such as suspensions and expulsions. Decades of research has found that males are more likely to be suspended than females; students with disabilities are more likely to be suspended; and students of color are more likely to be given an office discipline referral, suspension, or expulsion (Skiba et al., 2016). The inequities embedded within the use of aversive and exclusionary discipline paint a serious picture of current practices across U.S. schools.

Parental involvement and notification. IDEA established parents and guardians as important, required members of the decision-making process in the identification and development of an evaluation and individualized education plan (Miller, 2011). "Unlike parents of children in general education classrooms, parents of children in need of special education are expected to be heavily involved in their child's education" (Czapanskiy, 2013, p. 734). Parents may receive support from advocacy organizations and lawyers in navigating the education process, yet often struggle to balance the complex needs of the child in the home, supporting other family members, maintaining employment to support medical bills, as well as staying involved in the day-to-day events at school (Czapanskiy, 2013). The previous description of challenges does not include the layers of privilege embedded within the educational system and additional difficulties a low-income, minority family may face in navigating their child's education. As established previously, seclusion and restraint incidences are more likely to happen with students with disabilities, potentially adding to the often strained relationship

between the school and parents. Parents of children with disabilities have a right to due process when they disagree with choices the school has made regarding the education of their child (Miller, 2011). Exercising this right is often taxing, timely, and challenging, pushing parents to defer to schools in making educational decisions, especially behavioral. Although parental notice is required for a formal change of placement for a student served under IDEA, seclusion does not fall into this category despite the fact that it involves removal from the designated educational environment (Miller, 2011). Further, schools rarely inform or require consent to initially engage in restraint or seclusion and notify parents after incidents have already occurred (Miller, 2011). Parents who do not want to consent to restraint or seclusion are left with only the choice of picking their child up during a meltdown, interrupting the parent's work day and putting the family's financial status at risk (Czapanskiy, 2013). Despite the rights guaranteed to parents of children with disabilities, they too often have little say in seclusion and restraint events. Parents of students without disabilities do not have the same rights, as their children are not protected by a civil rights educational law such as the IDEA. Minimal information is available on how parents of students without disabilities navigate these challenges and protect their children, except for various lawsuits and media coverage.

Notification of seclusion and restraint incidents varies dramatically across the U.S. Twenty-eight states do not require any kind of parental notification for secluding and restraining children at school while seventeen states require notification to parents the same day or within 24 hours (Butler, 2015). Of the states that require notification to parents, some require written documentation of the events and others allow for phone calls to the parent or emergency contact (Butler, 2015). Even in states with requirements for notification, a few included loopholes such as allowing an IEP team to determine if a parent should be notified or pressuring the parent into

signing an agreement that he/she will only be notified if the incidents last a certain length (Butler, 2015). Parents are often left uninformed about seclusion and restraint episodes without being provided detailed information explaining state policies so as to make informed decisions when posed with the question whether to receive notification or not (Miller, 2011).

Safety and security. The culture of discipline in schools drives the most often used argument to use seclusion and restraint in schools: safety. School organizations, administrator associations, teachers unions, and policymakers who opposed federal and state policy efforts to reduce seclusion and restraint create a false dichotomy that in order for teachers and school personnel to have a safe work environment, seclusion and restraint must be employed. Seclusion and restraint are often referred to as behavior management techniques that enable a teacher to regain control if a student acts out violently (Cope-Kasten, 2013). Advocates of maintaining the use of restraint and seclusion pose this as justified by the need to use these practices to keep other students, teachers, and the acting-out student safe in the classroom (Arivett, 2015). The American Association of School Administrators (AASA) stated that their constituents and the organization itself oppose strict federal oversight on the use of seclusion and restraint, asserting that the use of seclusion and restraint allows students to be educated in the LRE (American Association of School Administrators, 2012). Further, AASA believes that mistakes will be made, but 99 percent of school personnel use the practices safely (American Association of School Administrators, 2012). The National School Boards Association (NSBA) developed a similar position statement on the use of seclusion and restraint, seeking to protect the many personnel employed through their local organizations. The NSBA believe federal legislation on the practices involves federal overreach and does not allow local educational agencies to make the educational decisions needed to match their unique contexts (National School Boards

Association, 2014). Conservative policy makers touted similar statements to those of the NSBA and AASA, concluding that federal legislation creates an issue of federal overreach and that the restriction of the practices puts school personnel at risk for serious injury (Vogell, 2014).

Some elements of these arguments regarding safety were legitimized in recent analyses of school personnel injuries. Researchers found that school personnel including teachers, administrators, paraprofessionals, and bus drivers are subjected to acts of violence in schools, both from students and parents (Kajs, Schumacher, & Vital, 2014). Some researchers believe the best way to combat the violence in classrooms experienced by school personnel is to hire additional security members, another highly scrutinized practice (Kajs et al., 2014). Data collection regarding school resource officers (SROs) is lacking, and was only recently required by the OCR for annual reporting. However, many interactions between SROs and students in schools have made their way into the headlines (Shaver, 2016). Researchers have drawn connections between the increase in challenging behaviors in schools and the rise of SROs in schools, and many argue for the need to better understand their role in school safety before further increasing their presence (Shaver, 2016). With the limited data, it is unclear how SROs and seclusion and restraint interact, but it is hypothesized that the practices are used even with the presence of security.

Safety of school personnel remains the primary concern for those opposing increased seclusion and restraint regulation, however, researchers have found another argument made by many still using the practices in psychiatric facilities (Busch & Shore, 2000). This reasoning focuses on therapy and argues that seclusion and restraint provide therapeutic relief for students acting out, including decreasing sensory stimulation (Busch & Shore, 2000). These theories of

seclusion and restraint are unsubstantiated by research, yet provide an argument for advocates who believe these practices are of upmost importance and must remain in schools.

A final component challenging the regulation and elimination of seclusion and restraint practices involves the lack of evidence demonstrating that regulations have actually impacted these practices in schools. As described previously, schools and private organizations that have carefully documented seclusion and restraint have not reported substantial decreases in the practices, some even reporting increased use (Gagnon et al., 2017; Gust & Sianko, 2012; Nishimura, 2010). Despite regulations in place, criminal charges have not been pressed against teachers who conducted a deadly seclusion or restraint, additionally the teachers often maintain their credentials and continue teaching (Gust & Sianko, 2012). The research reviewed has not documented any sanctions placed on schools overusing the practices or using the practices out of compliance with state law. Policy may not be impacting practice, outside of increased data collection.

The practice of using seclusion and restraint in schools remains highly controversial, polarizing, and at the forefront of many stakeholders' minds, from those in the classroom working to protect themselves to the parents struggling to understand the injuries sustained by their children. Each stakeholder provides reasons for their position, although unfortunately often contradictory and many lacking substantial evidence, other than maintaining control and order. In order to create a better system, all stakeholders must come to the table and work to ensure the safety of all members of the learning community and disrupt the culture of discipline.

Prevention of Aversive Interventions

The research, policy, and practice of seclusion and restraint in schools created a false divide between those wanting to protect students and those wanting to protect teachers. Dividing

the individuals who most value reaching a conclusion resulted in few changes toward improving the lives of all stakeholders in the educational community. Fortunately, nearly all stakeholders, regardless of their views on the use of seclusion and restraint, support prevention techniques that include training in de-escalation, which helps to stop escalating behaviors before they reach a point of crisis. The following sections describe the research behind such practices supporting their use to reduce seclusion and restraint, how the practices promote inclusion and reduce other exclusionary discipline methods, and policy changes through a prevention framework.

Research on prevention. Prevention and positive interventions to reduce challenging behavior are not novel topics in education. Many schools across the country utilize alternative methods to discipline that focus on prevention and positive intervention due to pressure from stakeholders, the media, and policies (Losen & Haynes, 2016). A larger federal focus on reducing exclusionary discipline has moved the needle on the use of the practices in schools in the last two decades. The 1997 and 2004 reauthorizations of IDEA were two such efforts that focused on reducing exclusionary discipline of students with disabilities and emphasized the importance of positive behavioral interventions and supports (PBIS) to reduce challenging behaviors (Ryan, Katsiyannis, Peterson, & Chmelar, 2007). Although seclusion and restraint were not directly identified in IDEA, similar aversive and exclusionary practices were limited with procedural safeguards in place to monitor their use. The shift in focus at the federal level went beyond statutory changes and included issuing guidance on reducing exclusionary discipline, allowing federal funds to be used to implement PBIS, and publishing national reports on the importance of community engagement to help reduce discipline. These efforts led to a stronger focus on finding prevention methods that worked, such as PBIS, crisis intervention, and character education or social skill instruction.

School-wide PBIS has been shown as effective in reducing the use of seclusion and restraint in day schools (Fogt & Piripavel, 2002; George et al., 2013). After the introduction of a school-wide PBIS system, the day school involved in one study reduced physical restraints by 69 percent (George et al., 2013). Components of the school-wide system involved a strong leadership team, school-wide consistent expectations for all students, school-wide expectations for faculty, a school-wide behavior recognition system, tiered academic instruction, data-based decision making, and celebrations of success (George et al., 2013). Other positive outcomes the school experienced included that suspensions declined by 88 percent, police involvement decreased by 95 percent, and truancy declined by 64 percent (George et al., 2013). Although this day school's day-to-day operations vary from traditional public schools, the information gleaned from the study helps to shape future work in schools. An important component of the day school's reduction in seclusion and restraint involved creating a caring school community and climate. Positive behavioral interventions afforded the opportunity to rethink issues pertaining to school climate with clearer communication, involving students in the community, and problem solving difficult situations (Ryan, Katsiyannis, Peterson, & Chmelar, 2007). Formal studies and data analysis have not been conducted in public schools assessing if school-wide PBIS reduced seclusion and restraints in public schools.

Supporting a student in crisis can be a challenging and dangerous task for teachers. Many schools across the U.S. provide crisis intervention strategies for teachers who may encounter a student in crisis (Couvillon et al., 2010; Lebel et al., 2012; Ryan, Katsiyannis, Peterson, & Chmelar, 2007; Ryan & Peterson, 2004; Villani et al., 2012). Commercial and non-commercial programs to teach crisis intervention are primarily focused on preventing crisis situations from occurring through conflict de-escalation and understanding a student's antecedents for crisis

events (Couvillon et al., 2010). Only a few studies have been conducted linking formal crisis training programs with seclusion and restraint reduction, yet their results show potential (Villani et al., 2012). A study conducted in a special school for students with emotional and behavioral disabilities found that well trained staff could safely and effectively manage out of control and aggressive behaviors, and, after undergoing training, seclusion and restraint incidents shortened due to their use solely for extreme crisis situations (Villani et al., 2012). Two of the most common commercial training programs used in schools include Crisis Prevention Institute's Nonviolent Crisis Intervention and the Mandt System (Couvillon et al., 2010; Ryan, Katsiyannis, Peterson, & Chemelar, 2007). These programs often include definitions and an overview of information on crisis interventions, common antecedents and triggers, de-escalation techniques, and a debriefing follow-up with students and staff (Couvillon et al., 2010). When selecting a program, educators and administrators must identify state and local policies that align with the program. Researchers recommend a focus on debriefing, a step often skipped in schools, with students and staff to understand why the crisis occurred, help build relationships, and prevent future crisis incidents (Lebel et al., 2012). Crisis intervention programs offer the potential to reduce seclusion and restraint, creating a safer and more positive school climate.

School-wide PBIS and crisis programs remain the most common options for schools seeking to reduce use of seclusion and restraint, however, other interventions are available to help minimize these practices. Implementing a character education or social skills program promotes positive values in students to create a better school climate, and explicitly teaches skills that students experiencing crisis situations need to help navigate social situations (Ryan, Katsiyannis, Peterson, & Chemelar, 2007). These programs are most commonly implemented in elementary and middle schools, helping to create a foundation for the students in upper grades.

Concurrently implementing bullying prevention can also support reduction in crisis events and may be carried through upper grades supporting students with difficult relationships in high school (Ryan, Katsiyannis, Peterson, & Chemelar, 2007). Another component often lacking in public schools is mental health education and support (Gust & Sianko, 2012). "An integrated system of mental health and education in schools could shift the focus of interventions from reducing symptoms […] toward improving competencies, increasing academic achievement and enhancing social climate" (Gust & Kianko, 2012, p. 95). Mental health professionals either working in the schools or collaborating with the schools help to address complex social, emotional, and behavioral needs that teachers are not adequately trained to support. Addressing the needs of students early allows for proactive solutions to reducing crisis events and the use of seclusion and restraint.

Though the research on crisis intervention, character education, and school-wide PBIS is extensive and has been shown to reduce seclusion, restraint, suspensions, and expulsions, a key element missing is a reduction in the discipline gaps associated with these practices based on race and ability. Despite the research described previously, "there are virtually no tests of these or any other strategy targeted specifically at closing the discipline gap" prior to 2010 (Skiba, 2016, p. 270). Efforts in the last seven years reduced this research gap, specifically addressing the need to address the persistent inequities embedded in the system. A more thoughtful approach than simply PBIS is implementing culturally responsive PBIS that focuses on three areas: (1) collaborating with stakeholders including families and the community, (2) using data to address disparities and address trends, and (3) implementing professional development that improves an understanding of culture and authority (Bal et al., 2012, p. 6). A culturally-responsive PBIS model considers the culture of discipline within the school across all practices,

seeking to "explore the cultures in schools as contextual mediators" (Bal et al., 2012, p. 7) or rather culture as a part of the implementation process. Skiba (2016) further described themes that arose across much of the work on implementing preventative interventions to address discipline disparities: (a) multicomponent interventions, (b) relationships, (c) a focus on reduction of practices first, before elimination, and (d) getting educator buy-in with any new intervention. These themes are critical in the implementation of any new framework, especially a framework that challenges educators to confront deeply rooted biases regarding race and ability (Skiba, 2016). With buy-in, positive relationships, and multiple strategies, schools can take the first steps towards shifting the culture of discipline and reducing aversive and exclusionary discipline practices.

Culturally responsive PBIS is one of the many options schools have available to reduce the use of seclusion and restraint. Although limited data are available on the use of this framework to reduce the use of seclusion and restraint in public schools, promising results are emerging from schools that have implemented culturally responsive PBIS and are documenting reduced discipline disparities and reduced exclusionary discipline practices. These promising practices can be initiated within the school or emphasized through federal, state, and local policies with funding and requirements to change the status quo of discipline use. Policies alone will most likely not make meaningful, lasting change (Skiba, 2016), but can leverage resources and set requirements to make positive steps toward prevention.

Policy supporting prevention. Prevention practices supported by local, state, or federal policies can assist in reducing exclusionary and aversive discipline practices by setting requirements for compliance, providing resources, and using oversight when necessary to sanction noncompliance. "Laws currently in place to protect children from [physical and

emotional abuse by their own teachers] should be improved to give students proper and prompt protections and remedies" (O'Neal, 2013, p. 200). Solutions proposed include federal amendments to current laws such as the IDEA and passing the KASSA, as well as local solutions such as mandating positive behavioral interventions and training for school personnel. Working at each level of policy making will help to ensure students are educated in a learning environment conducive to high-quality education.

Two key federal levers researchers recommend changing are the IDEA and KASSA. Recommendations for the IDEA include stronger language supporting positive behavior intervention plans, clear definitions outlining aversive interventions, banning the inclusion of seclusion and restraint practices in IEPs, and stronger language supporting the problem-solving process of functional behavioral assessments (Gust & Sianko, 2012; O'Neal, 2013). IDEA will probably not be reauthorized in the current political climate, yet changes are being made through the Supreme Court. In January 2017, the Supreme Court heard the case *Endrew v. Douglas County School District* regarding access to a free appropriate public education. The issue in question was the level of educational benefit that must be provided to a child with an individualized education program. The arguments moved beyond the placement of the child in private education and focused on the need for public schools to provide more than the previously held standard of a *de minimis* or trivial educational benefit (Yell & Bateman, 2017). The unanimous decision from the court issued in March 2017 did not set a specific standard but stated that the educational programs of students with disabilities must be "aimed at conferring educational progress" (Yell & Bateman, 2017, p.6). The focus of this case was on educational benefit, but it has direct application to the use of aversive and exclusionary discipline. A student with a disability cannot gain meaningful educational benefit if the student is not in the classroom,

receiving an education. Seclusion, restraint, suspensions, and expulsions remove students with disabilities from the learning environment, greatly reducing opportunities to learn. Without the opportunity to learn, a student with a disability cannot reasonably be expected to make progress and receive benefit from the education delivered. The case may not provide the evidence to bring further lawsuits against the use of seclusion and restraint, but the decision can be a lever stakeholders use in schools, districts, and states to hold educator accountable for meeting the needs of students with disabilities.

The second key federal lever is the KASSA. Described previously, the KASSA has been introduced in each Congress since 2009. Support for the KASSA remains strong with those wanting tighter regulations on seclusion and restraint, but researchers and advocates have proposed a critical change that could strengthen the bill: adding a private right of action. Including a private right of action for parents or guardians of students subjected to seclusion and restraint not only holds schools accountable for their actions using the practices, but also provides some remedies to the damages that the implementation of seclusion and restraint may cause (Kaplan, 2011). Most often parents of students with disabilities are the only people who can hold schools accountable because of protections provided by the IDEA and the ADA, but it is the case that all students are secluded and restrained. The private right of action would allow parents to contest these practices though the KASSA for all students. The KASSA will likely not be passed in the current political climate, but making key changes sets a standard for states as state leaders set policy requirements to reduce seclusion, restraint, and all exclusionary discipline.

At the state and local levels, policy makers should develop policies and procedures for data reporting, training, and collaboration and notification with parents. Relevant data collection

procedures to understand seclusion and restraint practices and inform future prevention efforts must include, at minimum, incidents of restraint and seclusion, length of time of restraint and seclusion, demographics of students restrained or secluded, training by staff members, and injuries sustained (Cope-Kasten, 2013). Consistent data collection across local and state educational agencies could help stakeholders understand the success or failure of prevention practices, identify gaps in training and education, and enable schools to track progress on decreasing the practices. Specific training and education requirements are dependent on the needs identified though the data collection, but may include PBIS (which may include culturally responsive PBIS), crisis-reduction, and de-escalation (Arivett, 2015, Gust & Sianko, 2012; O'Neal, 2013). Finally, local and state education agencies must develop standards for notifying parents within 24 hours of a restraint or seclusion incident occurring and increase collaboration between parents and schools regarding the practices (Arivett, 2015; Cope-Kasten, 2013; O'Neal, 2013) and the culture of discipline. Not only should parents of students with disabilities be informed of the education of their child, parents of students without disabilities should also engage in collaborative efforts to develop the best environment for learning (O'Neal, 2013).

Many stakeholders advocate for federal legislation as the only way to reduce the practices, yet effective state and local policies provide another avenue to make changes that are appropriate for the context of the educational system and align with state and local initiatives for academic achievement expectations. Aspects of federal legislation that many believe create the most support for reducing the practices and can be implemented at local and state levels include: (1) clear definitions for seclusion and restraint, (2) prohibition of restraints and seclusion that likely lead to death or injury (i.e. prone and supine restraint), (3) data collection procedures, (4) mandatory training and education procedures, (5) a process for notifying parents within 24 hours

along with increased collaboration between parents and the school, and (6) private right or action or appeals process for parents to engage in during a complaint. The inclusion of these principles into local and state policies hold the potential to decrease seclusion and restraint and increase positive interventions to provide a safe, positive learning environment for all students.

Final Thoughts

Seclusion and restraint are practices associated with injury and death and with media attention on extreme forms of the practices used by schools. While relatively new to the field of education, seclusion and restraint have long histories rooted in psychiatry and social control in Europe and the U.S. Students with disabilities and students with challenging behaviors were gradually accepted into public schools and the aversive practices used in hospitals and institutions were adopted in schools without the guidelines and training utilized in the medical fields. Despite an extensive history and connections with other forms of physical punishment, seclusion and restraint was thrust into the media in 2009 as a hot button issue for policy makers, educators, and advocates, culminating in a proposed federal bill limiting the use of seclusion and restraint. In the past decade with increased data collection efforts, more information has surfaced about these practices, including that students with disabilities, students of color, and students of low-socioeconomic backgrounds are more likely to be secluded and restrained. Parents of students secluded and restrained had minimal communication with schools during the incidents and, at times, were completely unaware seclusion and restraint practices were being used on their child. Parents who consented to use of the practices received little information and often signed away their rights to receive notice of each incident. Further, deep divides between school groups and parents grew over the safety of school personnel and the safety of students, respectively. Despite the divides, most stakeholders agree that prevention is the best option to create a safe,

positive learning environment. Federal, state, and local policies can further support the efforts with consistent regulations and clear procedures to maintain the safety of all students and school personnel.

The research described in this chapter developed the foundation for the methods of the study. Chapter 3 provides a description of the methods, grounded in previous research and the theoretical framework. The following chapters, 4 and 5, describe the findings and a discussion of the findings, respectively.

Chapter 3: Methods

I conducted a secondary analysis of existing data to examine the role of policy as a factor in seclusion and restraint practices in schools. I sought to answer the following questions: (1) how does policy affect seclusion and restraint practices in schools and (2) what factors lead to decreased seclusion and restraint in schools? To answer these questions, the study occurred across three phases. Phase one involved a visual analysis of the data and mapping across seclusion and restraint frequency, seclusion and restraint policies, corporal punishment policies, rates of inclusion in schools, and deinstitutionalization in the United States. After examination of the data, 18 states, two from each of the nine census divisions that represented differences across the data elements, were selected for more complex analyses. In the second phase, the analysis sought to describe the predictors of seclusion and restraint through a quantitative analysis of the 18 states' data. Phase three was a document analysis of the 18 states' seclusion and restraint policies. The following sections provide detailed information about the data, sample, analytic procedures, and each of the three phases.

Hypothesis

As described in the previous chapter, limited research has been conducted on the use of seclusion and restraint in schools beyond specific student characteristics of those subjected to these practices, yet a substantial evidence base regarding discipline and corporal punishment shed light onto the impact of such practices. Based on this research, it is predicted that schools are more likely to implement seclusion and restraint practices based on socio-cultural markers such as race, gender, and disability status, as well as the size of the school. It is also likely that schools with high rates of law enforcement interaction, including referrals to law enforcement agencies and arrests, may report lower rates of seclusion and restraint because referrals remove

students from the classroom setting and teachers may defer to law enforcement agencies in handling undesirable behavior rather than engaging in seclusion or restraint. Regarding policies, it is predicted that states with policies that are either guidance or legally-binding will generally report higher rates of seclusion and restraint. The existence of state interest indexed in either guidance or legally-binding policies likely creates the demand for consistent data collection. It is also predicted that policies will be similar across states, yet rates and practices will differ regardless of the similarities. Seclusion and restraint practices have been used for many years and are firmly in the repertoire of teachers and administrators as a means of controlling behavior. Despite policy changes over the last decade, it is unlikely practices were influenced and altered. Further, the small nuances in various policies across states are unlikely to be impacting practice in different ways. The following sections describe the procedures used to test these hypotheses.

Phase One: Mapping

The first phase of the analysis was conducted to identify 18 states for further analysis. The phase involved nationally available data and policies to map states with high and low rates of use of seclusion and restraint. The following section details the data used for phases one and two, identification and coding of state policies, and mapping procedures to select the 18 states.

Measures and sample. Data for phase one and phase two came from the U. S. Department of Education's Office for Civil Rights (OCR). Beginning in 1968, OCR collected data on education and civil rights issues across the U.S. through the Elementary and Secondary School Survey, now commonly known as the Civil Rights Data Collection (CRDC; U.S. Department of Education OCR, n.d.). The CRDC occurs every two years and contains information related to school characteristics, programs, services, and outcomes of students. The data were disaggregated by race/ethnicity, sex, limited English proficiency, and disability status

for each of the characteristics, programs, services, and outcomes. Data from 2013-2014 and 2011-2012 school years were collected from every public school in the country that chose to report. Previously, data were only collected from a sample of schools. However, reporting data to the OCR was not mandated until February 2014, suggesting that some schools and districts may not have reported any or accurate data across previous years of data collection. Thus, the data may be an underrepresentation of current practices nationwide. For the purposes of the study, CRDC for the school year 2013-2014 was used.

The CRDC for the 2013-2014 school year consisted of 99.2% of all school districts and 99.5% of all public schools. The total number of students included in the data was 50,035,744. Demographic characteristics of the students represented in the sample are displayed in Table 2 in Appendix I. The data set consisted of 50.3 percent white students, 24.7 percent Latino students, 15.5 percent black students, 4.8 percent Asian students, 1.1 percent American Indian or Alaskan Native, 3.1 percent reporting two or more races, and 0.4 percent Native Hawaiian or other Pacific Islander. The data set contained a relatively even split of boys and girls with 51.4 percent boys and 48.6 percent girls. English learners comprised 9.9 percent of the data and students with disabilities (those served by the IDEA and Section 504 of the Rehabilitation Act) comprised 14.0 percent of the data.

The data were reported and organized in the original files for each school with an identifier for the local education agency and state. In the seclusion and restraint data set, the total students subjected to mechanical restraint, physical restraint, and seclusion were disaggregated by each category of race for males and females and by disability status. For example, each school reported on the total students subjected to physical restraint who were black, female, and served on an individualized education plan (IEP); black, male, and served on an IEP; black, female, and

not served on an IEP; and black, male, and not served on an IEP. Total incidences of mechanical restraint, physical restraint, and seclusion were also reported for students with disabilities, students without disabilities, students served only on Section 504, and English learners. For the purposes of the present study, mechanical restraint was removed from the analysis. Further analyzing the mechanical restraint data was outside the scope of the work to understand the practices of physical restraint and seclusion.

Using the CRDC database on seclusion and restraint, totals for each variable were aggregated at the state level from school and district data. Total students and total incidents of seclusion and restraint were added together then aggregated by gender and race. The total student population was also aggregated at the state level. In order to develop maps that took into account the state student population size, the total incidents of state seclusion and restraint was divided by the total state student population size as reported in the CRDC. This developed a ratio of incidents per student to compare states.

After the data set was created with seclusion and restraint incident ratios for each state, all identified policies regarding seclusion and restraint were downloaded (n = 45). Each state educational agency website, state legislature website, and state board of education website were used to search and locate seclusion and restraint policies such as guidance, regulation, or law. A 2015 publication (Butler, 2015) that included a list of recently identified state policies regarding seclusion and restraint was used as a reliability measure to ensure state policies were accurately located. Search terms on each website included seclusion, restraint, emergency interventions, and aversive interventions. After each state policy was downloaded, indicator variable codes were created to use in the maps. The indicator variable codes were as follows: states without a policy were labeled with a zero; states with non-binding guidance were labeled with a one; states with

legally binding regulations or law for both seclusion and physical restraint were labeled with a two; and states with legally binding regulations or law for only students with disabilities were labeled three. The definitions of these types of policies can be found in Chapter 1.

The next variable added was corporal punishment policy codes. The CRDC data base had a specific question related to allowing corporal punishment, which was used to begin the development of the variable. Next, each state legislature website was searched to locate the corporal punishment policy. If no policy was found, further searches were completed to determine if a policy existed in the state. Each state was coded by the type of policy: states with no reference in law of corporal punishment received a zero, states that explicitly permitted corporal punishment in law received a one, and states that explicitly banned corporal punishment in law received a two. Seven states were coded zero, 15 states were coded one, and 28 states were coded two.

As the literature described in Chapter 2 suggested, higher rates of inclusion have been suspected to increase seclusion and restraint rates. Seclusion and restraint practices may have traveled from segregated settings as students with more significant needs were moved into general education. Once they became normalized, they may have been used to remove students who did not conform to the behavioral, social and academic norms developed by the teacher. Therefore, inclusion of students in schools reported to the U.S. Department of Education Office of Special Education Programs (OSEP) through the annual IDEA 37th Annual Report to Congress was added to the database for the maps. State by state Indicator 5 variables were added to the database. Indicator 5 data reported the amount of time students with disabilities spent in specific settings. The indicator was broken down into three categories: 5A, 5B, and 5C. Indicator 5A reported the percentage of students educated in the general education classroom for 80

percent or more of the school day. Indicator 5B reported the percentage of students educated in the general education classroom less than 40 percent of the school day. Indicator 5C reported the percentage of students with disabilities educated in a separate facility or location, such as a special school, hospital, psychiatric facility, or other specialized setting. The percentages for each indicator were added to the database with the seclusion and restraint ratios, seclusion and restraint policies, and corporal punishment policies.

The final database variable reported the deinstitutionalization rates for each state. Torrey (1998) compiled the rates of deinstitutionalization from each state from 1955 to 1994, ending shortly after initial implementation of the ADA. As this data represented historical rates of deinstitutionalization prior to the implementation of the ADA, it was selected to demonstrate the willingness of each state to engage in deinstitutionalization prior to requirements of the law. Each state was assigned a rate for the deinstitutionalization that took place between those years (i.e., the percent of the institutionalized population de-institutionalized). Hawaii and Alaska were excluded from this data set as they were not part of the United States when the data collection began. In the database, 13 states had 90 percent or higher rates of deinstitutionalization, 23 states had between 80 percent and 89.9 percent deinstitutionalization, 10 states had between 70 percent and 79.9 percent deinstitutionalization, and two states had lower than 69 percent of deinstitutionalization. Seclusion and restraint incidents per student, seclusion and restraint policy type, corporal punishment policy type, inclusion rates of students with disabilities, and deinstitutionalization data made up the data set used to develop the maps and select the 18 states for further analysis.

Procedures. After finalizing the data set, the next step for phase one consisted of developing a map of the U.S. on which to visually represent the data elements described above to

select 18 states for further analysis. The software ArcGIS was used to create the maps. First, the TIGER files were accessed from U.S. Census data to obtain a .SHP file that contained the basic map of the U.S., which created the base layer with outlines of each state. Using the join procedure in ArcGIS, the excel file of data was merged into the base layer of the U.S. with location identifiers by state. States were then organized by gradient or color for each of the data elements described above. The seclusion and restraint ratio map was colored with a red gradient; the darker shades of red represented higher rates of seclusion and restraint. The seclusion and restraint policy map had four different colors: red for no policy (coded 0), orange for non-binding guidance (coded 1), green for legally binding guidance for all students (coded 2), and yellow for legally binding guidance for only students with disabilities (coded 3). The corporal punishment policy map used three different colors: white was given to states with no reference of corporal punishment in law (coded 0), red was given to states that permitted corporal punishment in law (coded 1), and green was given to states that banned corporal punishment in law (coded 2). The OSEP indicators for inclusion in schools had a gradient of colors based on the level of inclusion or exclusion. In the three maps, green represented states with the highest rates of inclusion while red represented states with the lowest rates of inclusion. In the map for Indicator 5A, green states had higher numbers representing more students served in the general education classroom for 80 percent or more of the school day. In the map for Indicator 5B, green states had lower numbers, representing less students spending less than 40 percent of their school day in general education. In the last inclusion map for Indicator 5C, green states represented lower numbers of students educated in specialized settings that were not traditional public schools. The final map of the data elements for deinstitutionalization rates was on a similar gradient as the inclusion maps; green represented higher rates of deinstitutionalization while red represented

lower rates. In total, this created seven maps. Next, with a base of deinstitutionalization rates, layers were added for seclusion and restraint policy and corporal punishment policy. The same gradient was used for the deinstitutionalization map, layered with a pattern for corporal punishment policy and an additional layer of a symbol for seclusion and restraint policy. This provided a clear visual representation of the states across the data elements to assist in identifying trends.

After developing the maps, an index score was created to assist in selecting the 18 states and provide further comparison between states within each of the nine census divisions. The index was developed using the data from the seclusion and restraint ratios, the three inclusion indicators, and the deinstitutionalization data. For each of these five data elements, each state was ranked one through 50. One represented the best score (i.e. lowest seclusion and restraint rates, highest inclusion rates, and highest deinstitutionalization rates) and 50 was the worst score. After giving each state a score for each of the five data elements, the scores were averaged to create one final index score. The index score allowed the states to be ranked across the five data elements and assisted in comparing across the country and within the nine census divisions. After developing the index score, two states from each census division were selected based on the type of policies, index score, and demographics of the school-age population and general population. Variation in state size, location, policies, index score, and demographics allowed for a diverse sample representing some of the best performers on the data elements and worst performers on the data elements with differences in policies and state make up. This process of selection allowed for a sample of 18 states to conduct phases two and three of the analysis.

Phase Two: Quantitative Analysis

Phase two of the study consisted of a quantitative analysis. The analysis sought to examine the predictors of seclusion and restraint as well as the impact of policy on seclusion and restraint practices in the 18 states selected during phase one. The following describes the sample and analytic procedures.

Measures and sample. As described previously, the data set used for the analysis was developed from the CRDC in the 2013-2014 school year. The CRDC data consisted of district and school level characteristics. The district characteristics contained only information regarding demographics, distance education, and GED completion, and were therefore not used for the purposes of the analysis. Each school level data item was located in a separate file when downloaded from the OCR website or received on a disk. The files came in a variety of forms, and excel was chosen for ease and integration into the software for the analysis. From the 27 excel data files available, eight were chosen for the analysis: school characteristics, enrollment, chronic absenteeism, corporal punishment, suspensions, expulsions, student referrals and arrests, and restraint and seclusion. Each data file contained a variety of variables related to the theme disaggregated by race, gender, and disability status. Some variables were further disaggregated by English proficiency. Table 3, found in Appendix I, includes variables used in the analysis in the original form and organized by the CRDC theme label and a brief description. Once the variables were selected, they were organized in a single database in excel by the seven-digit identification number developed by the OCR for the purposes of the CRDC process. Additional variables were included in the database by combining variables. First, in order to not overwhelm the analysis, variables separated by male and female in Table 3 were combined to include both males and females in one variable. The variables were kept separate for students with and without disabilities as the dependent variables described below were also separated by this status.

Second, to get a picture of enrollment, enrollment data from the CRDC was used to code schools as one of the following: not identifying a grade served (ungraded), serving pre-school students only, serving elementary students in grades kindergarten through fifth grade only, serving students in elementary and middle school up to grade eight, serving secondary students only that may include grades six through 12, and serving multiple grades across elementary and secondary grades kindergarten through 12. Schools were coded a one or a zero for each of those data elements with one indicating the school met the criteria and zero indicating it did not. A school could receive a one for only one of the enrollment options, thus creating exclusive categorization and independence between the variables. Finally, data reported to the CRDC regarding Title I status was added. Using enrollment data based on race, each school was coded across nine variables: (a) MOST_WHITE_NONTITLE1 serving 80-100 percent white students in a non-Title I school, (b) SOME_WHITE_NONTITLE1 serving 40-79.9 percent white students in a non-Title I school, (c) MIN_WHITE_NONTITLE1 serving 0-39.9 percent white students in a non-Title I school, (d) MOST_WHITE_TITLE1 serving 80-100 percent white students in a Title I school, (e) SOME_WHITE_TITLE1 serving 40-79.9 percent white students in a Title I school, (f) MIN_WHITE_TITLE1 serving 0-39.9 percent white students in a Title I school, (g) MOST_WHITE_NOTITLE1DATA serving 80-100 percent white students in a school that did not report data on Title I, (h) SOME_WHITE_NOTITLE1DATA serving 40-79.9 percent white students in a school that did not report data on Title I, (i) MIN_WHITE_NOTITLE1DATA serving 0-39.9 percent white students in a school that did not report data on Title I. Schools could only meet one of these nine categories and were coded with a one if the category was met and a zero if the category was not met. The nine variables captured race and socio-economic data in the analysis.

Dependent variables. To achieve the goal of examining predictors of use of seclusion and restraint, four analyses for each state were conducted based on four dependent variables: number of instances of physical restraint for students without disabilities, number of instances of physical restraint for students with disabilities, number of instances of seclusion for students without disabilities, and number of instances of seclusion for students with disabilities. The four variables were selected as the best overall indicators of the use of seclusion and physical restraint. As described above for the mapping analysis, these four dependent variables were used to create ratios of incidents per school divided by the school's total student enrollment resulting in incidents per student. The creation of the ratio variable accounted for school size in the analysis. The ratio was reported in decimal form for the analysis.

Independent variables. Research described in the previous chapter detailed variables likely to impact the use of seclusion and physical restraint in schools. Variables used in the analysis were broken into several categories: (1) chronic absenteeism and discipline variables selected based on the literature, (2) school characteristic variables, and (3) race and poverty variables.

A primary use of the CRDC has been to understand discipline practices across the U. S. There are many variables included in the analysis related to discipline due to the wealth of information collected and the similarities between disciplinary practices and seclusion and restraint. Suspensions and expulsions remove students from the educational setting, similar to seclusion and physical restraint. Very few analyses with data from multiple states have been conducted, and the precise relationship between these practices and seclusion and physical restraint remains unclear. However, it was predicted that schools with higher rates of suspension and expulsion would also have high rates of seclusion and physical restraint. The final discipline

variable contained in the CRDC was related to law enforcement. After initial review, law enforcement information appeared to be one of the more unreliable variables in the CRDC as many states reported a variety of structures related to school resource officers and inconsistent data collection practices on student referrals and arrests. The rates of law enforcement involvement were predicted to be low estimates, but nonetheless would likely influence a school's use of seclusion and physical restraint. It was predicted that higher rates of law enforcement involvement would result in lower rates of seclusion and physical restraint as the practices remove students from the classroom setting and teachers may choose not to engage in the practices with law enforcement officers available to handle undesirable behavior. Chronic absenteeism was also included in this category of variables. Chronic absenteeism identified the time students were not in schools, which could impact opportunities to learn and rates of discipline. School attendance has been shown to influence the climate and outcomes for a school such as rates of discipline, dropout, and graduation (U.S. Department of Education, 2016). For the first time in 2013-14, the CRDC included questions regarding the number of students considered chronically absent (missed at least 15 days of school) throughout the year. Chronic absenteeism has adverse effects on a student throughout their life, as can seclusion and restraint (U.S. Department of Education, 2016). Chronic absenteeism was chosen because it was likely this variable would impact the outcome of the frequency of seclusion and physical restraint. Chronic absenteeism has also gained popularity in the year prior to the completion of the study due to its use as an indicator for many states in plans under the ESSA, the most recent reauthorization of the ESEA. For these reasons, chronic absenteeism was included in the analysis.

The second category included school characteristic variables that were likely to influence schools' use of seclusion and physical restraint. These variables included the type of school (special education, charter, magnet, or alternative) and grades of enrollment (coding described previously). Schools that served populations of students who were thought to demonstrate high rates of teacher described undesirable behavior were predicted to be more likely to report high rates of seclusion and physical restraint, such as schools specific to populations of students with disabilities and alternative schools. The enrollment variables were selected to identify whether schools with specific grades served were more likely to use seclusion and restraint. For example, as students in elementary school are often smaller than teachers and easier to restrain, including this data identified if that was a predictor of higher rates of physical restraint.

The final category included the race and poverty variables into the analysis. As described previously, these variables were created using a combination of Title I data and enrollment based on race. The variables captured a wealth of information about poverty and race as they intersected with the use of seclusion and restraint. It should be noted that these variables were not student specific, but rather a representation of school composition. It was outside the scope of the analysis to analyze student level data. Therefore, the results should be read as representative of the total school climate and population, not characteristics of the individual student.

An important note is that the used data were from the school level, not state level, throughout the quantitative analysis. This is an important point when connecting the research and the analysis together, grounded in the theory of isomorphism. As the overarching goal of the study was to understand connections between policy, practice and research within and across states, the school level information was also factored into this. Using data at the school level

provided an understanding of how policies may have been interpreted on the ground, and the disconnect of policies from practice. State level data would have captured broad differences across states, but the contextual elements that were found within the states would have been lost without school level data.

A data set was created for each state based on these variables and an additional data set was created combining the data from the 18 states to run an analysis for all the states together. Thus, 19 data sets were developed for this phase of the analysis.

Analytic procedures. Prior to conducting the analyses using the four dependent variables for each state and for all the states combined, descriptive statistics and cross tabulations were run on the aggregated state data used in phase one. The mean, standard deviation, and range for each dependent variable, prior to developing the ratios of incidents per student, were found in order to gather descriptive information about the data set as a whole and provide a view of the actual number of incidents occurring nationwide. Next, cross tabulations between seclusion and restraint policy codes and each dependent variable were run to determine the connection between the type of policy and overall incidents reported. The cross tabulations helped to inform the next step of the analysis by providing information about the range of incidents within each policy type.

The variables and their likely impact on the use of seclusion and restraint led to the selection of sequential ordinary least squares regression analysis. The regression analysis was chosen because of the nature of entering the variables into the analysis in a specific, predetermined order to analyze the impact of the variables (Keith, 2006). Not only were the total effects of the variables considered in the final analysis, but the impacts of adding new variables and interactions between variables at each stage. This allowed for the analysis of change in R

squared to determine the amount of variance explained by the addition of new variables and whether the change was statistically significant (Keith, 2006). In the analysis, the order of entry for the variables was as follows based on the previously discussed independent variables: (1) chronic absenteeism and discipline variables, (2) school characteristic variables, and (3) race and poverty variables. This resulted in three stages of variable entry with the third combining all the variables together. Four separate analyses were run for each of the outcome variables for each state. The statistical software package chosen to conduct the analysis was STATA 14 (http://www.stata.com).

After conducting the four analyses for each state, the "all state" data set was used to run a hierarchical linear model (HLM) to enable clustering by state identifiers for each of the dependent variables. The same initial analytic procedures were used for this analysis with a sequential entry in level one. The fourth step in the HLM was adding the level two data, the state identifiers. This allowed clustering around the state identifiers within the model after all the variables had been entered. Phase two was complete after conducting the four analyses for each of the 18 states and the four analyses for the data from all the states combined.

Phase Three: Document Analysis

The third phase of the study consisted of a document analysis of the 18 selected states' policies. This phase of the study sought to answer the question of how policies differ across the 18 states, and it was used to analyze whether similarities and differences in the policies impacted practice. The following sections describe the collection of materials and the analytic procedures.

Measures and sample. During phase one of the study, each state's policy regarding the use of seclusion and restraint was downloaded and coded as a regulation or statute for only students with disabilities (3), regulation or statute for all students (2), non-binding guidance (1),

or no policy (0). The document retrieval from phase one to initially code each state policy was the first level of material collection. After the 18 states were selected, a more thorough search was conducted on the state educational agency website, state board of education website, and state legislature website regarding any information related to seclusion and restraint in the schools. Newsletters, press releases, data analyses, dear colleague letters, and other documents freely available on the websites were downloaded and included in the review. This process was especially critical in the states without policies so as to get a clear picture as to how data were collected for the CRDC, how parent complaints were handled, and general oversight regarding seclusion and restraint for the state. A final search was conducted of major news outlets in the state to determine if and how the use of seclusion and restraint had ever been a topic of interest from parents, advocates, teachers, or the state legislature. As the information was collected from each state, an excel file was used to track information collected. The file contained the code for the type of policy or lack of policy and columns with indicator variable codes were used to identify whether other documents were located on the website. Links directly to any information found were also stored in the excel file for ease of locating the information. Once all the information was collected, the document analysis began.

Analytic procedures. The analytic procedures of the document review were partially drawn from a 2009 study of state policies regarding physical restraint (Ryan et al., 2009). During the study conducted by Ryan and colleagues, the authors reviewed each state policy for several key factors in the use of physical restraint: allows for safety of student, self/others; allows for property damage; allows for escort remove from area; allows for mechanical restraint; calls for written procedures; calls for parental notification; calls for administrator notification; calls for inclusion in IEP/BIP; calls for documentation of procedure; and calls for staff training. States

were coded as containing the factor, prohibiting the factor, or no mention of the factor. The study was the most recent analysis of state policies on physical restraint, thus it served as a base to begin the analysis.

The document analysis was conducted in two stages: first, a determination of whether the factors identified were contained in the policy, and then a second review of the documents to examine themes, if any, that emerged after reviewing the documents and may not have been captured within the questions used for review. As the documents for each state were reviewed, the excel document created during the collection of documents was expanded to include codes for the factors identified and notes regarding the information found. The factors that were used for the initial review of the documents can be found in Table 4 in Appendix I. The factors from the study conducted by Ryan and colleagues were noted with a symbol. Additional factors were developed for seclusion, parent involvement, and further steps taken, such as an IEP meeting or the development of a behavior intervention plan. Notes were made during the review to highlight any information that differed from the established factors. After the initial review based on the factors, a more thorough review that identified themes in each of the policies took place. This review identified other factors that previous research and policy analysis may not have included. After each policy was reviewed for the factors listed in Table 4 and other themes that were identified, the policies were compared to one another based on the information gathered. Similarities across state policies were noted as well as key differences.

Connecting the Phases

The final step in the study involved connecting the results from each of the phases. The quantitative analysis and document analysis provided a national view of the degree of use of seclusion and restraint in each state. The combined results helped provide answers to the

questions: (1) how does policy affect seclusion and restraint practices in schools and (2) what factors lead to decreased seclusion and restraint in schools? Results and Findings and the discussion are described in the following two chapters, respectively.

Chapter 4: Results and Findings

The purpose of the study was to examine the impact of policy on the degree, frequency, and selective use of seclusion and restraint practices in schools. Through a three-phase approach, the analysis provided visual representation of trends in states across several data elements, a quantitative analysis of practices based on data collected through the CRDC by the Department of Education, and a policy analysis to identify trends within and between states. The primary questions the study sought to answer were: (1) how does policy affect seclusion and restraint practices in schools and (2) what factors lead to decreased seclusion and restraint use in schools? The three-phase analysis offered opportunities to quantify and compare the use of seclusion and restraint across states, as well as consider the emerging socio-cultural trends within schools, districts, and states.

Four hypotheses helped to frame the analysis: (a) schools are more likely to implement seclusion and restraint based on socio-cultural markers such as race, gender, and disability status (size of school may also be a factor); (b) schools with high rates of law enforcement interaction may use less seclusion and restraint; (c) states with policies will report higher incidents of seclusion and restraint (due to having a process for data collection); and (d) policies will be similar across states yet reported practices will differ regardless of the policies. These hypotheses can be categories: hypotheses (a), (b), and (d) can be clustered because they may be determined by the culture of the school, district, or state. Implementing practices based on socio-cultural markers, achievement, and the use of law enforcement may be reflective of the views of the school, community, and state on race, ability, and poverty. For example, a state such as Georgia with an extensive history of slavery and racial discrimination would be expected to use seclusion and restraint in a discriminatory fashion as well, singling out students from historically

marginalized racial groups, such as African Americans. Indeed, Georgia is currently under investigation through the Department of Justice for unnecessarily segregating students with disabilities, many of whom were young men of color. It was hypothesized beliefs embedded within the states would impact the use of seclusion and restraint. Hypothesis (d) may be a case in which pressures external to local communities may have led to the development of a policy, but very little changed in practice since local schools and practitioners did not see a need to change their practices. This is consistent with literature on the relationship between educational policies and practice (Cohen & Ball, 1990; Cohen, Moffitt, & Goldin, 2007; Sabatier & Mazmanian, 1980). In fact, this relationship was best described by Cohen and Ball (1990), who noted that: "[m]any of the teachers whom we observed did change their practice in response to the new policy, but the frame for those changes was the pedagogy that had been pressed by the older policies. New wine was poured, but only into old bottles" (p. 334). The remaining hypothesis, (c), referred to the impact of policy on performance. If policies were established, it may be likely that districts and schools complied with the requirement (i.e., performed the task) without changing their underlying beliefs and sense of urgency about the practice.

The findings further connect these results into key themes regarding historical practices and their influence on seclusion and restraint, the impact of inclusivity and segregation on the use of seclusion and restraint, the connection between exclusionary discipline and seclusion and restraint, and the impact of policy on practice. The chapter is presented in the three phases: mapping, quantitative analysis, and policy analysis. Connections between the three phases are described throughout and synthesized at the end of the chapter, resulting in five key findings. A thorough discussion of the implications of the results and direction for further work can be found in Chapter 5.

Definitions

Several key terms will appear throughout the description of the three phases. The terms are briefly defined below.

- Census division – the census created subdivisions of the four census regions (Northeast, Midwest, South, and West) resulting in nine census divisions. The divisions were created by geographical grouping. The Northeast was divided into New England and Middle Atlantic divisions; the South was divided into South Atlantic, East South Central, and West South Central divisions; the Midwest was divided into East North Central and West North Central divisions; and the West was divided into Mountain and Pacific divisions.
- Index - the index score and ranking described throughout the phases was developed using the data from the mapping phase. The index was developed using the data from the seclusion and restraint ratios, the three inclusion indicators, and the deinstitutionalization data. A lower score represented the best score (i.e. lowest seclusion and restraint incidents, highest inclusion rates, and highest deinstitutionalization rates). Once each state was ranked on the five data elements, an average score was given. The index score assisted in comparing the states across the country and within the nine census divisions.
- Policy type: No policy - a state without a policy for seclusion and restraint was one in which no guidance or legally binding policies were found within the state regarding the practices. Three states of the selected 18 had this type of policy
- Policy type: Guidance – a state with guidance had a policy governing the practice of seclusion and restraint that was not legally binding. The policy provided suggestions, example language to use at the local level, or recommendations regarding the use of seclusion and restraint in schools. Three states of the selected 18 had this type of policy.

- Policy type: Legally binding for all students – a legally binding policy on seclusion and restraint for all students was determined to be a statute, regulation, or statute and regulation. The states reviewed only had legally binding policies limiting the use of the practices, defining terms related to the practices, requiring training of teachers, and/or requiring data collection. As stakeholders implementing regulations do so in the same way as implementing a statute, a differentiation between the two policies types was not made during the analysis. Further, this policy was governing the use of the practices for all students. Eight states had this policy type of the selected 18 states.
- Policy type: Legally binding for only students with disabilities - a legally binding policy on seclusion and restraint for students with disabilities was determined to be a statute, regulation, or statute and regulation. These policies were similar to the policies for all students but only were limiting or defining practice related to only students with disabilities, not all other students. Four states had this policy type of the selected 18.

More description of how the index was created and details of the method of the policy analysis can be found in Chapter 3.

Phase 1: Mapping

The first phase of the analysis involved mapping several data elements through GIS software onto a map of the U.S. The maps provided a visual analysis of trends, similarities, and differences across the U.S. and the data elements. Across the seven maps of the different data elements, clear trends appeared. Practices were clustered within the census divisions of the U.S. and inclusionary practices varied in patterns that connected seclusion and restraint with increased rates of inclusive enrollment for students with disabilities. For example, states with low incidents of seclusion and restraint and corporal punishment bans also had higher rates of inclusivity and

deinstitutionalization. Based on the trends in use of seclusion and restraint and their links to inclusive education and deinstitutionalization, 18 states were selected for deeper analysis, drawing states from each of the census divisions. The following provides a detailed description of each map and the selection process for the 18 states. All figures can be found in Appendix II.

Description of maps. The first map (see Figure 1) displayed the proportion of the total seclusion and restraint incidents for all students in each state as a ratio of number of incidents per student. As shown in the key, the number of incidents per student in each state was less than 1 incident – no state had rates in which it secluded or restrained every student. As described in Chapter 2, seclusion and restraint are not used on most students and the resulting injury and death are even less likely. However, it is important to understand that while the incidents per student may be negligible, there are still nearly 30,000 incidents per year of students placed in locked rooms and held down by teachers. Lighter colors represented lower seclusion and restraint incidents while darker colors represented higher seclusion and restraint incidents. As displayed on the map, 12 states had a range of incidents between zero and 0.0025, 13 states had a range of incidents between 0.0026 and 0.0050, 10 states had a range of incidents between 0.0051 and 0.0100, 14 states had between 0.0110 and 0.0250, and one state had more than 0.0250 incidents. The color coding shows that states with the lowest proportion of seclusion and restraint incidents (n = 0 to 0.0025 incidents) were scattered throughout the U.S. including California (0.0007), Louisiana (0.0003), and North Carolina (0.0002). States including Minnesota (0.0109), Michigan (0.0106), Illinois (0.0116), and Maine (0.0227) were darker on the map representing higher rates as compared to population size. Kansas (0.0182), Iowa (0.0189), Connecticut (0.0245), and Vermont (0.0406) also reported high incidents.

The second map (see Figure 2) represented seclusion and restraint policies. States colored red (n = 5) had no policy regarding seclusion or restraint (code 0), orange (n = 6) states had non-binding guidance on seclusion and restraint (code 1), yellow states (n =9) had a policy for only students with disabilities on seclusion and restraint (code 3), and green states (n = 30) had a legally binding policy on seclusion and restraint for all students (code 2). Initially, it was expected this map would be congruent with the trends culled from Figure 1. However, only a few similarities existed. The concentration of red states (no policy) were similar to those with low incidences of seclusion and restraint. States without a formal policy may not be collecting data through a uniform procedure, resulting in lower reported rates. West, Midwest, and Northeast states primarily were green or yellow with legally binding policies for either all students or students with disabilities. Thus, there was some linkage between the population size of the states and the existence of policies that governed the use of seclusion and restraint, although population was likely not the only factor in this relationship. However, two of the largest states, Texas (population approximately 27.8 million) and California (population approximately 39.3 million), had seclusion and restraint policies that applied only to students with disabilities. In the case of California and Texas, population size did not produce similar incident counts of reported seclusion and restraint: California reported 0.0007 incidents per student (4,142 actual incidents) while Texas reported 0.0041 incidents per student (21,306 actual incidents).

Figure 3 displayed a map of the corporal punishment policies across the U.S. States coded as green (n = 28; code 2) had specific policies banning the use of corporal punishment, red states (n = 15; code 1) had policies specifically allowing corporal punishment, and states without any color (n = 7; code 0) did not mention corporal punishment in any law. As with Figure 1, clusters of policy types were seen across the U.S. Of the 15 states that explicitly permitted

corporal punishment, 13 of them were located in what can be considered the southeastern part of the U.S. They occurred within four of the nine census divisions: South Atlantic, East South Central, West North Central, and West South Central. The majority of the states (n = 28) outside of the Southeast prohibited the use of corporal punishment. The distribution of seclusion and restraint and corporal punishment policies was not congruent. For instance, 11 states had legally binding policies on seclusion and restraint but had explicit policies that permitted corporal punishment. While Montana, North Dakota, and New Jersey were silent on seclusion and restraint, they explicitly banned corporal punishment. In a variation of this, Colorado, Kansas, Indiana, New Hampshire, and Maine had legally binding policies on seclusion and restraint but had were silent on the use of corporal punishment.

I also examined the relationship between inclusive education for students with disabilities and seclusion and restraint policies. Figures 4, 5, and 6 displayed maps depicting the U.S. Department of Education's Office of Special Education Programs (OSEP) indicators for inclusivity in schools during the 2013-14 school year. Figure 4 displayed color coding related to the percentage of students with disabilities in the general education classroom 80 percent or more of the school day ("inclusive settings"). Green states (n = 12) had higher rates of students with disabilities in inclusive settings (68.62 to 95.31) while orange (n = 11) and red states (n = 2) had rates of inclusivity lower than the mean (36.71 to 58.16). Most states were coded yellow (n = 25), a mid-range of inclusivity (58.17 to 68.61). Utah and Florida represented the two states with the lowest rates of inclusive settings, while Texas, West Virginia, and Virginia all educated at least 90 percent of students with disabilities in the general education setting for more than 80 percent of the school day.

The map in Figure 5 displayed the data for OSEP Indicator 5B: the percentage of students with disabilities who spent less than 40 percent of their day in general education ("segregated settings"). Red (n = 7) and orange (n = 13) states represented those with higher numbers of students spending time in segregated settings (11.84 to 23.60) and green states (n = 17) represented those with lower numbers of students spending time in segregated settings (0.00 to 8.43). Yellow states (n = 13) represented a mid-range of exclusion (8.44 to 11.83) as compared to the other states. Florida, which had low rates of inclusivity in Figure 4, had higher rates of students with disabilities in segregated settings. Vermont (20.16), Mississippi (20.68), Montana (21.47), and Arizona (23.60) had over 20 percent of students with disabilities who spent less than 40 percent of their day in general education classrooms. Wyoming (0.00), West Virginia (0.99), and Virginia (1.83) had less than two percent of their students with disabilities spending the majority of their time in segregated settings.

The final indicator for inclusivity was OSEP Indicator 5C: the percentage of students with disabilities educated in a separate school or separate facility such as a home, hospital, or residential facility ("specialized setting"). In Figure 6, states that were coded orange and red (n = 10) had higher rates of students with disabilities educated in specialized settings (4.34 to 12.40), yellow states (n = 11) had mid-range of students with disabilities educated in specialized settings (2.31 to 4.33), and green states (n = 29) had lower rates of students with disabilities in specialized settings (0.00 to 2.30). Although Florida was reported one of the worst rankings of inclusive education in Figures 4 and 5, in Figure 6, it was green with low rates of students with disabilities educated in specialized settings. Connecticut (12.40), California (7.40), Kansas (6.97), Kentucky (6.82), Georgia (6.43), and Nevada (6.11) all had more than six percent of their students with disabilities placed in specialized settings. Wisconsin (0.00), Virginia (0.24), Texas

(0.26), Rhode Island (0.81), Mississippi (0.93), and Washington (0.95) had less than one percent of students with disabilities educated in these settings.

The next map, displayed in Figure 7, represented the deinstitutionalization rates for each state dating from 1955 to 1994. The deinstitutionalization rate was determined as the percent of the institutionalized population moved out of institutions from 1955 to 1994. States were given a percentage rate of how many people each state moved into less restrictive, community settings. States coded green (n = 22) had higher rates of deinstitutionalization of people with disabilities (88 to 96), states coded yellow (n = 13) had mid-range of deinstitutionalization (81 to 87), and states coded orange (n = 8; 74 to 80) and red (n = 5; 0 to 73) had lower rates. Alaska and Hawaii were not included in this part of the analysis or in the map due to not having complete data for the duration of the review of deinstitutionalization. Delaware (61.3), Florida (65.5), Georgia (72.3), Arizona (72.7), and Nevada (72.7) had less than 75 percent of deinstitutionalization. Most of these states also had low inclusivity levels and high rates of students with disabilities being educated in segregated or specialized settings. Georgia and Florida both permitted corporal punishment in law. New Hampshire (95), Vermont (95.1), West Virginia (96), Arkansas (96.4), Massachusetts (96.6), and Rhode Island (98.2) had at least 95 percent deinstitutionalization. Many of these states, in particular West Virginia, had high rates of inclusivity throughout the maps. Interestingly, West Virginia banned corporal punishment and had a legally binding policy for all students regarding seclusion and restraint.

A final map (see Figure 8) was developed to offer a way to visually inspect the states across three of the factors: (a) deinstitutionalization; (b) seclusion and restraint policies; and (c) corporal punishment policies. State color represented the deinstitutionalization rate. Shapes inserted within state boundaries depicted the seclusion and restraint policy code. A pattern of

either checks or vertical lines indicated the type of corporal punishment policy. The layered map further emphasized similarities identified in the maps and within the census divisions.

The maps provided a view of the similarities and differences between states across seclusion and restraint practices, seclusion and restraint policies, corporal punishment policies, inclusive education policies for students with disabilities, and deinstitutionalization rates. Across the maps, similar states were clustered together, often within their census divisions. Their practices remained relatively constant across the variables with the exception of seclusion and restraint policies. States that had exclusionary practices and a culture of aversive discipline appeared consistent across policies. For example, the South Atlantic, East South Central, West North Central, and West South Central divisions had many states that permitted corporal punishment along with similar rates of seclusion and restraint, higher rates of students with disabilities in segregated settings, and lower deinstitutionalization rates. Isomorphism along with shared sociocultural and economic histories could account for these similarities and clusters. States located in similar divisions likely modeled practices and appropriated views from nearby states.

Seclusion and restraint practices did not follow these trends (see Figure 2). While there were clusters of states with similar policies, they did not follow the pattern of similarity found across the other maps. However, the map showing the rates of seclusion and restraint use (Figure 1) did reproduce the same trends as other maps. The maps seem to indicate that the practice of seclusion and restraint seemed to be influenced by sociocultural histories of inclusion, exclusion, punishment, discipline, and ability.

States selected. The trends and similarities across the maps influenced the selection of the 18 states for deeper analysis. As trends were similar throughout various census divisions,

with a few exceptions, all the factors were critical in selecting states that represented different practices and policies to provide the clearest picture of how policy may impact practice and the factors that led to decreasing seclusion and restraint. Through the use of the index described in Chapter 3 and visual representation, 18 states were selected. Two states from each of the nine census divisions were identified to represent differences within regions across the data elements found in the maps. The index for all 50 states can be found in Table 5. The table contains the rankings for each of the five data elements. States are listed alphabetically. The index is listed in the last column. West Virginia had the lowest index ranking (11.0) due to high inclusivity, low rates of exclusion, and high rates of deinstitutionalization. Connecticut has the highest index ranking (41.2) due to high rates of exclusivity and low rates of inclusivity. Eighteen states were then selected for further analysis with two from each census division. States were selected to represent variance in policy (seclusion and restraint "SR" and corporal punishment "CP"), index ranking, and demographics within the divisions based on racial makeup to further identify the socio-cultural and isomorphic tendencies that may have influenced practice and policy regarding seclusion and restraint. The final states selected can be found in Table 6. Table 6 contains the seclusion and restraint policy code, corporal punishment policy code, index ranking, school-age diversity, and state diversity. The states are organized by census division as described below. The next sections describe the rationale for the selection of specific states in each of the nine regions identified by the U.S. Census.

Division 1: New England. The New England Division contained six states: Rhode Island (index score 23.2; SR Policy 2; CP Policy 2), New Hampshire (index score 16.4; SR Policy 2; CP Policy 0), Vermont (index score 35.8; SR Policy 2; CP Policy 2), Massachusetts (index score 21.6; SR Policy 2; CP Policy 2), Connecticut (index score 41.2; SR Policy 2; CP Policy 2), and

Maine (index score 34.0; SR Policy 2; CP Policy 0). Rhode Island and Maine were selected for the New England division. Rhode Island had a lower index rating (23.2). It had a legally binding policy for all students regarding the use of seclusion and restraint. Corporal punishment is banned statewide through law. While Rhode Island was not a very diverse state, it represented a higher level of diversity than the other states in the division. Rhode Island's White population comprised more than 70 percent of its entire population. Maine was also selected. It had very little diversity state-wide and was the least diverse state of the division. Similar to the other five states, it had a legally binding policy for all students for the use of seclusion and restraint but it did not mention corporal punishment in law. These differences signal that a variety of external and internal pressures shape statistics.

Division 2: Middle Atlantic. The Middle Atlantic division provided three very similar states: New York (index score 26.8; SR Policy 3; CP Policy 2), Pennsylvania (index score 29.0; SR Policy 3; CP Policy 2), and New Jersey (index score 19.4; SR Policy 0; CP Policy 2). New York and New Jersey were selected because of the difference in the seclusion and restraint policy. All three states in the region had similar diversity, index rankings, and corporal punishment policies. However, New Jersey was one of the very few states in the country with no policy on the use of seclusion and restraint. New York had a law that provided protection from the use of seclusion and restraint only for students with disabilities. While practice was the same for these states, the policy was different – New York and Pennsylvania both had policies only for students with disabilities while New Jersey had no policy regarding the use of seclusion and restraint.

Division 3: South Atlantic. One of the largest divisions, the South Atlantic Division was made up of eight states: West Virginia (index score 11; SR Policy 2; CP Policy 2), South

Carolina (index score 20.8; SR Policy 1; CP Policy 1), Florida (index score 30.8; SR Policy 3; CP Policy 1), Maryland (index score 28.8; SR Policy 2; CP Policy 2), Virginia (index score 14.2; SR Policy 2; CP Policy 2), North Carolina (index score 23.4; SR Policy 2; CP Policy 1), Georgia (index score 36.2; SR Policy 2; CP Policy 1), and Delaware (index score 34.2; SR Policy 2; CP Policy 2). South Carolina and Delaware were selected for the South Atlantic Division. Both states, similar to the others in the division, were transitioning to minority-majority[1] diversity, with the exception of West Virginia. South Carolina had a relatively low index ranking but explicitly permitted corporal punishment in law and had non-binding guidance for the use of seclusion and restraint. In contrast, Delaware explicitly banned corporal punishment and had legally binding policies on the use of seclusion and restraint. Compared to the other states selected, these two appeared to represent the range of differences within the division.

Division 4: East North Central. Five states comprise the East North Central division: Wisconsin (index score 20.2; SR Policy 2; CP Policy 2), Ohio (index score 16.4; SR Policy 2; CP Policy 2), Illinois (index score 26.2; SR Policy 2; CP Policy 2), Indiana (index score 30.8; SR Policy 2; CP Policy 0), and Michigan (index score 22.2; SR Policy 2; CP Policy 2). Ohio and Michigan were selected for the East North Central Division. All states in this region had legally binding policies on the use of seclusion and restraint, yet Michigan only recently passed its law after data were collected for the practices. All five states within the division had similar school-

[1] Minority-majority refers to a region, state, or the U.S. having no racial group as the majority race, yet the non-Hispanic white population may remain the largest single group. The term refers to a more ethnically diverse population (U.S. Census, 2012).

age and state diversity. The primary difference within the division was based on index ranking. Again, these states provided a unique view of how policies may not be impacting practice.

Division 5: East South Central. All states within the East South Central permitted corporal punishment in law. The four states within this division included Kentucky (index score 35.2; SR Policy 2; CP Policy 1), Tennessee (index score 21.4; SR Policy 3; CP Policy 1), Alabama (index score 33; SR Policy 2; CP Policy 1), and Mississippi (index score 29.8; SR Policy 2; CP Policy 1). Kentucky and Mississippi were selected to represent the most and least diverse states within the division. Both states had legally binding policies on the use of seclusion and restraint for all students. Unlike some of the other divisions, these states were still very similar. The data gleaned from the quantitative analysis and policy analysis for these two states could confirm the prevalence of similar practices adopted by schools, districts, states, and within divisions of states.

Division 6: West North Central. The seven following states comprised the West North Central division: Missouri (index score 21.8; SR Policy 1; CP Policy 1), Minnesota (index score 28.8; SR Policy 3; CP Policy 2), Iowa (index score 22.6; SR Policy 2; CP Policy 2), North Dakota (index score 15.0; SR Policy 0; CP Policy 2), Nebraska (index score 33.0; SR Policy 1; CP Policy 2), Kansas (index score 35.2; SR Policy 2; CP Policy 0), and South Dakota (index score 25.4; SR Policy 0; CP Policy 0). Missouri and South Dakota were selected within the West North Central division. This division had similar diversity within each state, but the states varied based on policy type and index ranking. When reviewing states selected from other regions, most states selected had included seclusion and restraint policies that were legally binding for all students. More representation of the other policy types was needed to provide input if policy were impacting practice and if the type of policy had any impact on the occurrence of seclusion

and restraint. Missouri had a relatively low index ranking (21.8) with non-binding guidance on seclusion and restraint and permitted corporal punishment in law. South Dakota did not have any policy on the use of seclusion and restraint and did not mention corporal punishment in law. The two states represented differences within the division including policy differentiation.

Division 7: West South Central. Four states comprised the West South Central division Arkansas (index score 20.8; SR Policy 1; CP Policy 1), Oklahoma (index score 17.6; SR Policy 1; CP Policy 1), Texas (index score 12.2; SR Policy 3; CP Policy 1), and Louisiana (index score 23.4; SR Policy 3; CP Policy 1). Oklahoma and Texas were chosen for the West South Central division. All the states in this division had more diversity in the school-age population than in the overall state, with Texas having the most extreme difference with 70.63 percent of the school-age population non-white and only 45.90 percent of the state population identifying as non-white. The states ranked similar on the index and corporal punishment policy. However, Oklahoma had non-binding guidance on the use of seclusion and restraint while Texas had legally binding policy for only students with disabilities. These two states, while having similar practices, provided more opportunity for insight into the impact of policy on the use of seclusion and restraint. Further, they may provide opportunities to investigate the kinds of internal and external pressures that may have been more significant than the policy.

Division 8: Mountain. Also a larger division, the Mountain division included Colorado (index score 28.6; SR Policy 2; CP Policy 0), Idaho (index score 18.8; SR Policy 0; CP Policy 0), Arizona (index score 39.4; SR Policy 2; CP Policy 1), Montana (index score 32.2; SR Policy 0; CP Policy 2), Utah (index score 30.8; SR Policy 2; CP Policy 2), New Mexico (index score 26.6; SR Policy 1; CP Policy 2), Wyoming (index score 23.0; SR Policy 2; CP Policy 1), and Nevada (index score 31.2; SR Policy 3; CP Policy 2). Nevada and Idaho were chosen for the Mountain

division. This division was not as homogenous as many of the other divisions with an array of differences among policies, index rankings, and diversity. Idaho was selected because it represented one of the few states without a policy on the use of seclusion and restraint. Nevada was quickly transitioning to becoming much more racially diverse state as indexed in the minority-majority school-age population. Nevada also represented a state with a policy only for students with disabilities on the use of seclusion and restraint and banned corporal punishment. Nevada also had low inclusivity (only 72.7 percent deinstitutionalization, ranking 45th out of 50 states).

Division 9: Pacific. In the Pacific division, Hawaii (index score 15.25; SR Policy 2; CP Policy 2) and California (index score 18.4; SR Policy 3; CP Policy 2) were selected with the other three states including Alaska (index score 14.25; SR Policy 2; CP Policy 2), Washington (index score 17.0; SR Policy 2; CP Policy 2), and Oregon (index score 27.8; SR Policy 2; CP Policy 2). Both states were two of the most diverse states in the region and within the country. Hawaii had a legally binding policy on the use of seclusion and restraint, while California only had a policy for students with disabilities. With Hawaii having a very small population and unique factors relating to educating students on the islands, it provided an interesting perspective on how it had supported individuals with disabilities over time. California had an extremely large population and faced very different challenges when educating the diverse student population in the state. The two states provided very different elements not found in the other states selected.

The diversity in state size, racial makeup, inclusivity, and policy type provided a sample to conduct the quantitative analysis and policy analysis that had various elements impacting the use of seclusion and restraint and the impact of policy on practice. The raw data for each of the data elements in the selected states is displayed in Table 7. Three states were selected with no

policy on the use of seclusion and restraint, three states were selected with guidance on the use of seclusion and restraint, eight states were selected with legally binding policies for all students on the use of seclusion and restraint, and four states were selected with legally binding policies for only students with disabilities on the use of seclusion and restraint. Two of the three states without a policy on the use of seclusion and restraint also had no policy on corporal punishment. The third state without a policy on corporal punishment had a legally binding policy on the use of seclusion and restraint. Six states selected explicitly allowed corporal punishment in law. Of those six, three had guidance on the use of seclusion and restraint, two had legally binding policies for all students, and one had legally binding policies for only students with disabilities. Nine of the selected states had policies that banned corporal punishment. Within those nine states, one did not have a policy on the use of seclusion and restraint, five had legally binding policies for all students, and three had legally binding policies for only students with disabilities. The variety of policy types allowed a comparison of the discipline practices used in schools and a determination if the various combination of policy type influenced practice. The states selected had a wide range of (a) inclusivity for students with disabilities (49.74 to 92.64), (b) use of segregated settings (3.75 to 20.68), (c) use of specialized settings (0.26 to 7.40), and (d) deinstitutionalization (61.3 to 98.2). This variance allowed all factors to be analyzed if contributing to the use of seclusion and restraint. The quantitative analysis results from the selected states are detailed below.

Phase 2: Quantitative Analysis

After selecting 18 states for a deeper analysis, the second phase of the study began. The quantitative analysis sought to answer the questions: (1) what are the predictors of seclusion and restraint? and (2) is policy a factor in the incidences of seclusion and restraint? The first question

was answered though the use of an ordinary least squares sequential regression analysis. The second analysis compared states within and between regions and policy contexts. The regression analysis for question one involved running models for each state with school level data and all states with combined school level data on four dependent variables: (a) number of instances of physical restraint per student without disabilities, (b) number of instances of physical restraint per student with disabilities, (c) number of instances of seclusion per student without disabilities, and (d) number of instances of seclusion per student with disabilities States with similar characteristics identified in the mapping phase had similar practices and predictors. For example, states within the same division were found to have similar predictors such as discipline practices increasing the use of seclusion and restraint. Further, states that had seclusion and restraint policies reported higher rates of seclusion and restraint. Higher rates may have occurred because of the mandates in most policies for data collection on the usage of seclusion and restraint. The following section provides an in-depth review of the findings for each state analysis and the all state combined analysis. In tables 10 through 81, standardized coefficients are used. Thus, each result can be compared to one another and are represented in terms of changes in standard deviations rather than the individual units used for each variable. Using standardized betas allows for comparison across each of the data elements and between the four dependent variables. All tables can be found in Appendix I.

Descriptive statistics and cross tabulations. Prior to running the models for each state, general information was gathered from aggregated data at the state level. Table 8 displays the mean, standard deviation, and range for each of the dependent variables across the 18 states. Restraint and seclusion incidents for students with disabilities had a larger range with more incidents as compared to the incidents for students without disabilities. In fact, all states had at

least one school that reported a physical restraint incident for a student with disability. Thus, in the 18 states that were analyzed, every state restrained at least one child in the 2013-2014 school year, regardless of policy type. It must be noted that the cross tabulations and descriptive statistics used total incidents rather than the ratio of incidents per student as was used throughout the mapping analysis in phase one and in the regression analyses. The raw number of incidents was used to provide a view of the actual number of incidents nationally as the ratios represent decimal representations. While the ratios were important when comparing state to state, it was critical that the reader understand how many times seclusion and physical restraint were used nationwide.

Table 9 contains the cross tabulations between policy code and each dependent variable. As described previously, states without a policy were coded zero, states with non-binding guidance were coded one, states with a legally binding policy for all students were coded two, and states with a legally binding policy for only students with disabilities were coded three. This table shows the number of incidents based on policy code type to provide a visual representation regarding differences in policy. The number of states with each type of policy was listed under the number of incidents for each of the four dependent variables. For example, under the dependent variables of physical restraint for students without disabilities, three states had no policy. One state was listed as having from one to 100 incidents, one state was listed as having 101 to 150 incidents, and one state was listed as having 201 to 299 incidents. There were also three states that had non-binding guidance. Under the same dependent variable, physical restraint for students without disabilities, one state had 151 to 200 incidents and two states had 201 to 299 incidents. Eight states had the policy code for legally binding guidance for all students. One state had no incidents, one state had between one and 100, two states had between 201 and 200

incidents, one state had between 300 and 399, one state had between 600 and 699, and two states had between 1000 and 1999 incidents. The final policy code for states with a legally binding policy for only students with disabilities had four states. One state had 201 to 299 incidents, one state had 300 to 399 incidents, one state had 400 to 499 incidents, and one state had 6000 to 6999 incidents. In each of the three remaining dependent variables, the states are listed for each of the ranges of incidents for the four policy codes.

Other than one outlier in restraints for students with disabilities (between 2000 and 2999 incidents) the three states without a policy had fewer than 600 incidents for each of the dependent variables for physical restraint for students without disabilities, physical restraint for students with disabilities, seclusion for students without disabilities, and seclusion for students with disabilities. Each of the three states without a policy also reported at least one incident for the four dependent variables. Thus, at least one student with a disability and at least one student without a disability were restrained and secluded in each of those states.

A similar trend was seen for the three states with non-binding guidance (coded 1). None of the three states reported zero incidents for the four dependent variables, but the total incidents were higher than for states without a policy, ranging between 151 and 299 for physical restraint for students without disabilities, 151 and 1999 for physical restraint for students with disabilities, one and 499 for seclusion for students without disabilities, and on to 999 for seclusion for students with disabilities. However, the overall range was lower than for states with a policy for all students (coded 2; range between zero and 6999 for the four dependent variables) or for states with a policy for only students with disabilities (coded 3; range between one and 12,977 for the four dependent variables). States with a policy for all students had at least one school that reported zero incidents for three of the four dependent variables. However, the total incidents

were much greater reaching nearly 7,000 incidents for physical restraint and seclusion for students with disabilities.

All states with legally binding policies required a mechanism for data collection. The higher range of incidents for states with policy codes two and three could be due to reporting of all incidents rather than at the discretion of the school when a policy was not in place that required reporting and without clear definitions of incidents. States with policies only for students with disabilities had at least one incident in each state for the dependent variables. Similar to states with policies for all students, the total number of incidents was much greater reaching 12,977 incidents in restraint for students with disabilities. Seclusion use for these states appeared lower than the other policy codes while restraint averaged much higher total incidents. The states within the other three policy codes had more consistent patterns across the dependent variables.

The aggregate data confirmed that there were trends for states with similar policy types, yet all states, regardless of policy type, were using seclusion and restraint frequently and primarily for students with disabilities.

State by state analysis. The following information presents the results of the state by state analysis. The states are listed by census division. This presentation allowed for comparisons within the division and across the divisions to identify differences in policy type. All tables are found in Appendix I, Tables 8 through 79 (listed alphabetically). As described in Chapter 3, an ordinary least squares sequential regression was run for each dependent variable with school level data in each state. Three variable sets were entered sequentially: (1) variables related to discipline, chronic absenteeism, and law enforcement involvement; (2) variables regarding school type and grade levels served; and (3) indicator variables related to poverty level and race.

The measure of poverty was determined by a school's status as a Title 1 or Non-Title 1 school. Schools become title 1 eligible depending on the percentage of children who were eligible for free and reduced lunch. This has become a proxy for the number of children in any given school living in poverty. However, it only estimates poverty, since families and/or students must self-identify. There is reluctance in some families and communities to do so while others may over identify as needing free and reduced lunch.

Division 1: Maine. Maine had a policy for all students on seclusion and restraint, did not mention corporal punishment in law, and had an index ranking of 34.0 (16^{th} highest out of 18 states). The results of Maine's analysis can be found in Tables 26-29. None of the models for Maine were significant and no variables were significant. As a state with a predominately white population and large rural areas, the variables in these models were not predictors of seclusion and restraint in Maine. As the policy is similar to other states and it is in a region with very similar states based on the data elements used to identify the 18 states for further analysis, it is likely other factors outside the scope of this analysis are impacting the use of seclusion and restraint.

Division 1: Rhode Island. Rhode Island had the eleventh lowest index ranking across the selected states of 23.2. The state also had a policy for all students on seclusion and restraint and banned corporal punishment. Interestingly, it had a lower amount of inclusion for students with disabilities in K-12 settings, but a high percentage of deinstitutionalization. Nearly 13 percent of students with disabilities in Rhode Island are educated in segregated educational settings, but not specialized schools.

Table 62 shows the results for restraint for students without disabilities, and Table 65 shows the results for seclusion for students with disabilities. Neither model was significant, yet

in both models, charter schools increased restraint for students without disabilities and seclusion for students with disabilities. No other variables were significant for the two models.

Table 63 shows the results for restraint for students with disabilities. The R-squared for the first set of variables was 0.0320 ($p < 0.8291$), in the second set of variables it was 0.1514 ($p < 0.0017$), and in the third set of variables it was 0.1779 ($p < 0.0013$). None of the variables in the first set impacted restraint for students with disabilities in Rhode Island. Instead, the grade level variables decreased the use of restraint for students with disabilities, while the type of school, specifically special education schools (0.17, $p < 0.00$; 0.21, $p < 0.00$), increased the use of restraint on students with disabilities. Practically speaking, a school that only educated students in grades kindergarten through fifth decreased restraint for students with disabilities by 0.9811 standard deviations before poverty variables were entered. Once the third set of variables was entered, educating only students in grades kindergarten through fifth grade decreased restraint for students with disabilities by 1.0206 standard deviations – a higher rate than the previous but only a marginal change. A special education school, on the other hand, increased restraint for students with disabilities by 0.1733 standard deviations in the second variable entry and by 0.2105 standard deviations after the poverty variables were entered. Although the special education school increased restraint and seclusion, the amount of increase was substantially lower than the decrease from having a school that educated only students in kindergarten through fifth grade. All variables can be interpreted in a similar way as each coefficient in the tables is standardized representing the amount of standard deviations increase or decrease.

Table 64 shows the results for seclusion for students without disabilities. The R-squared for the first set of variables was 0.1658 ($p < 0.00$), in the second set of variables it was 0.1798 ($p < 0.00$), and in the third set of variables it was 0.1823 ($p < 0.00$). Although not significant for

restraint, the variables in the first set were the only variables that impacted seclusion for students without disabilities in this model. Chronic absenteeism (0.32, $p < 0.05$), one out of school suspension for students without disabilities (0.34, $p < 0.04$; 0.37, $p < 0.03$), and referral to law enforcement for students with disabilities (0.61, $p < 0.00$) increased seclusion for students without disabilities. More than one out of school suspensions for students without disabilities (-0.36, $p < 0.02$, -0.43, $p < 0.01$), referral to law enforcement for students without disabilities (-0.22, -0.23; $p < 0.01$), and school arrests of students with disabilities (-0.3, $p < 0.00$) decreased seclusion for students without disabilities.

Unlike many of the other states described below, there were no consistent trends across the models in Rhode Island. The type of school and grade levels enrolled had a large impact on restraint for students with disabilities, while the discipline practices and law enforcement involvement in the school had a large impact on seclusion for students without disabilities. As with several other states, restraint seemed to be the preferred method for students with disabilities while seclusion was preferred for students without disabilities.

Division 2: New Jersey. New Jersey is one of three states of the selected 18 without a policy on the use of seclusion and restraint. New Jersey prohibited corporal punishment in law and had an index ranking of 19.4, ranking seventh out of 18. Table 42 shows the results for restraint for students without disabilities. The R-squared for the first set of variables was 0.0213 ($p < 0.00$), in the second set of variables it was 0.0601 ($p < 0.00$), and in the third set of variables it was 0.0738 ($p < 0.00$). Increased referrals to law enforcement for students without disabilities (0.07, $p <$0.02-0.03) and arrests of students with disabilities (0.22, 0.22, 0.23; $p < 0.00$) increased restraint for students without disabilities. The race and poverty variables all decreased restraint for students without disabilities. Schools that enrolled students in only grades K-5, grades K-5

and 6-8 and grades 6-12 all increased restraint for students without disabilities after the race and poverty variables were entered. It is possible an interaction was occurring between the grade level enrollment and race and poverty variables. Alternative school type, as with other states, also increased restraint for students without disabilities (0.20, $p < 0.00$).

Table 43 shows the results for restraint for students with disabilities. The R-squared for the first set of variables was 0.0137 ($p < 0.0159$), in the second set of variables it was 0.1299 ($p < 0.00$), and in the third set of variables it was 0.1412 ($p < 0.00$). The R-squared increased after the school type variables were added and continued to increase after the race and poverty variables were added. The race and poverty variables all increased restraint for students with disabilities, the opposite impact the variables had on previous states and in restraint for students without disabilities. Schools that educated students grades K-12 in the same school increased restraint for students with disabilities (0.20, $p < 0.00$). As mentioned previously, often schools that provide specialized services for students with disabilities include a combination of grade levels. Thus, special education schools also increased restraint for students with disabilities (0.28, $p < 0.00$), but charter schools decreased restraint for students with disabilities (-0.05, $p < 0.02$). Often charter schools have strict zero tolerance policies and may resort to expulsion or removal rather than restraint or may not allow many students with disabilities who display undesirable behavior to enroll in the school (Losen & Keith, 2016; Tuzzolo & Hewitt, 2006). The seclusion models had less significant variables than the restraint models. Table 44 shows the results for seclusion for students without disabilities. The R-squared for the first set of variables was 0.0029 ($p < 0.9908$), in the second set of variables it was 0.0380 ($p < 0.00$), and in the third set of variables it was 0.0434 ($p < 0.00$). Alternative schools increased seclusion for students without disabilities (0.1905, 0.2151; $p < 0.00$). Enrollment in schools with 40-79.9% white

students but without poverty data, decreased seclusion for students without disabilities (0.0654, $p < 0.005$).

Table 45 shows the results for seclusion for students with disabilities. The R-squared for the first set of variables was 0.0097 ($p < 0.1784$), in the second set of variables it was 0.0564 ($p < 0.00$), and in the third set of variables it was 0.0589 ($p < 0.00$). Alternative schools increased seclusion for students with disabilities (0.06, $p < 0.002$; 0.06, $p < 0.01$) and special education schools increased seclusion for students with disabilities (0.22, $p < 0.00$). Seclusion was more likely to occur for students with disabilities in schools that enrolled students in only grades K-5, grades K-5 and 6-8 and grades 6-12, counter to the restraint findings. Chronic absenteeism for students with disabilities also increased seclusion for students with disabilities.

New Jersey had very similar patterns across the data as states with policies on the use of seclusion and restraint. Although there is no required mechanism in place to collect data in New Jersey, the state reported data with consistent trends. New Jersey is located within the same region as New York but similar trends appeared for all the states in the Northeast.

Division 2: New York. Similar to California and Nevada, New York had a seclusion and restraint policy for only students with disabilities. New York also banned corporal punishment in law and had an index ranking of 26.8, ranking 13th out of 18. The state had lower amount of inclusion for students with disabilities in the school age population and higher usage of segregated settings, as compared to other states.

Table 50 shows the results for restraint for students without disabilities. The R-squared for the first set of variables was 0.0153 ($p < 0.00$), in the second set of variables it was 0.0222 ($p < 0.00$), and in the third set of variables it was 0.0279 ($p < 0.00$). Chronic absenteeism for students with disabilities (-0.09, $p < 0.00$; -0.08 $p < 0.01$) and referral to law enforcement for

students with disabilities (-0.04, $p < 0.05$) decreased restraint for students without disabilities after the second set of variables were entered. One or more in school suspension for students without disabilities decreased restraint for students without disabilities (-0.13, $p < 0.00$), while one or more in school suspensions for students with disabilities increased restraint for students without disabilities (0.18, 0.19, 0. 20; $p < 0.00$). As with 13 other states, special education schools increased restraint for students without disabilities (0.1, $p < 0.00$). Minority, Title I schools increased restraint for students without disabilities (0.12, $p < 0.02$).

Table 51 shows the results for restraint for students with disabilities. The R-squared for the first set of variables was 0.0097 ($p < 0.00$), in the second set of variables it was 0.0214 ($p < 0.00$), and in the third set of variables it was 0.0256 ($p < 0.00$). The two variables in the first set that showed significance in increasing restraint for students with disabilities, chronic absenteeism (0.06, $p < 0.03$) and out of school suspensions (0.05, $p < 0.02$; 0.05, $p < 0.05$), lost significance when the next two sets of variables were entered. All grade level enrollment variables, except "ungraded" were significant and decreased restraint for students with disabilities. Special education schools (0.06, $p < 0.00$; 0.05, $p < 0.00$) increased restraint for students with disabilities while charter schools (-0.04, $p < 0.02$) decreased restraint for students with disabilities.

Table 52 shows the results for seclusion for students without disabilities. The R-squared for the first set of variables was 0.0070 ($p < 0.0249$), in the second set of variables it was 0.0104 ($p < 0.0092$), and in the third set of variables it was 0.0120 ($p < 0.0078$). Less variables were significant for this seclusion model. Expulsion without educational services for students without disabilities (0.08, $p < 0.00$) increased seclusion for students without disabilities. Expulsion without educational services for students with disabilities (-0.04, -0.04, -0.05; $p < 0.01$) decreased seclusion for students without disabilities. Although charter schools decreased

restraint for students with disabilities, in this model, charter schools increased seclusion for students without disabilities (0.04, $p < 0.01$). Table 53 shows the results for seclusion for students with disabilities. The model was not significant and did not have any significant variables.

The variables significant in the restraint models for students with and without disabilities were similar, but the seclusion models did not follow the same trends. The type of school (charter, alternative, or special education) impacted the levels of seclusion and restraint. Although the race and poverty variables were not significant for three models, minority schools with high poverty rates were more likely to use restraint for students without disabilities.

Division 3: Delaware. Delaware, the second smallest population state in the selected states with a population of 952,000, had a seclusion and restraint policy for all students, banned corporal punishment, and had an index ranking of 34.2, higher than 17 of the states chosen. No schools in Delaware reported seclusion for students without disabilities. Therefore, only three models were run for the state. Table 14 displays the results for the model on physical restraint for students without disabilities. The R-squared for the first set of variables was 0.0596 ($p < 8.115$), in the second set of variables it was 0.0677 ($p < 0.9710$), and in the third set of variables it was 0.0718 ($p < 0.9974$). None of the variable sets entered resulted in significant models. This could be due to the low number of incidents compared to population size with limited observations in the model. One variable was significant across the three models with a stable beta. Higher rates of expulsion of students with disabilities without educational services increased physical restraint on students without disabilities by 0.3018 standard deviations ($p < 0.005$) in the first set of variables, 0.2889 standard deviations ($p < 0.009$) in the second set of variables, and 0.2969 standard deviations ($p < 0.009$) in the third set of variables.

Table 15 displays the results for physical restraint on students with disabilities. The R-squared for the first set of variables was 0.0405 ($p < 0.9698$), in the second set of variables it was 0.1417 ($p < 0.2347$), and in the third set of variables it was 0.1798 ($p < 0.2099$). None of the variable sets entered results in significant models. Again, this was likely due to minimal observations for the state. Several variables showed significance in the model. In the first set of variables, higher rates of chronic absenteeism for students with disabilities increased restraint for students with disabilities by 0.3416 standard deviations ($p < 0.01$). This variable lost significance when the other variables were entered. In the second and third sets of variables, schools that were only for students in special education increased restraint on students with disabilities by 0.2614 standard deviations ($p < 0.018$) in the second model and 0.3176 standard deviations ($p < 0.006$) in the third model. In the third model, schools that only served students in K-5 grades or only served students in 6-12 grades decreased restraint on students with disabilities. It is possible this was related to the special education school type that served students across elementary and secondary rather than specializing in only elementary or only secondary.

Table 16 displays the results for seclusion on students with disabilities. The R-squared for the first set of variables was 0.0126 ($p < 1.000$), in the second set of variables it was 0.1022 ($p < 0.7021$), and in the third set of variables it was 0.01321 ($p < 0.7114$). None of the variable sets were significant. As with the previous model that showed restraint on students with disabilities, special education school was significant in increasing seclusion for students with disabilities (0.2678 standard deviations, $p < 0.018$ in the second set and 0.3056 standard deviations, $p < 0.011$ in the third set). Schools that only served students in grades K-5 decreased seclusion on students with disabilities (-0.4367 standard deviations, $p < 0.0440$).

Further, in Delaware, school type and grade levels served were key indicators for determining the use of seclusion and restraint. The data for students without disabilities was limited and resulted in minimal significant variables.

Division 3: South Carolina. South Carolina had non-binding guidance for the use of seclusion and restraint for students, legally permitted corporal punishment, and had an index ranking of 20.8, ranking eighth of the 18 selected states. Across the data elements used to develop the index, South Carolina fell within the middle of most states with lower levels of inclusion of students with disabilities in general education, but fewer instances of completely segregated or specialized settings.

Table 66 shows the results for restraint for students without disabilities. The R-squared for the first set of variables was 0.1317 ($p < 0.00$), in the second set of variables it was 0.1561 ($p < 0.00$), and in the third set of variables it was 0.1603 ($p < 0.00$). Many of the variables in the first set were significant for restraint of students without disabilities in the state. Chronic absenteeism, one or more in school suspensions for students with disabilities, expulsion with and without educational services for students without disabilities, expulsion without educational services for students with disabilities, school arrests for students without disabilities, and alternative schools increased restraint for students without disabilities. High incidents of one or more in school suspensions for students without disabilities, expulsion under zero tolerance for students without disabilities, and the grade level variables decreased the use of restraint on students without disabilities.

Table 67 shows the results for restraint for students with disabilities. The R-squared for the first set of variables was 0.0127 ($p < 0.6358$), in the second set of variables it was 0.1184 ($p < 0.00$), and in the third set of variables it was 0.1213 ($p < 0.00$). Fewer of the suspension and

expulsion variables were significant in this model as compared to that in Table 66. In this model, high incident counts of expulsion without educational services for students without disabilities, referral to law enforcement of students without disabilities, school arrests of students with disabilities, and special education schools increased the use of restraint on students with disabilities. Similar to the previous model, the grade level variables decreased restraint on students with disabilities. Fewer instances of the use of restraint on students with disabilities also occurred in charter schools and in schools with high incidents of referral to law enforcement for students with disabilities.

Table 68 shows the results for seclusion for students without disabilities. The model was not significant with any of the variables added. However, higher incidents of expulsion with educational services for students with disabilities increased seclusion for students without disabilities (0.1, $p < 0.01$)

Table 69 shows the results for seclusion for students with disabilities. The R-squared for the first set of variables was 0.0147 ($p < 0.4723$), in the second set of variables it was 0.1064 ($p < 0.00$), and in the third set of variables it was 0.1089 ($p < 0.00$). Nearly identical trends to restraint for students with disabilities in Table 67 were seen in this model. High incidents of expulsion without educational services for students without disabilities, referral to law enforcement of students without disabilities, school arrests of students with disabilities, and special education schools increased the use of seclusion on students with disabilities. The grade level variables and a high number of incidents of referral to law enforcement for students with disabilities decreased the use of restraint on students with disabilities.

Across the models, race and poverty had no significant impact on seclusion and restraint. There were consistent trends with the type of variables impacting restraint for students with and

without disabilities and seclusion for students with disabilities. As South Carolina has non-binding guidance, the similarities in trends were interesting and could be the result of certain schools better reporting data while others chose not to report data. School type continued to play a large role for South Carolina's use of seclusion and restraint, as was true in 13 other states.

Division 4: Michigan. The state of Michigan had a policy for all students and prohibited corporal punishment in law. The index ranking for the state was 22.2, ranking the 10th highest state of those selected.

Michigan has similar trends across restraint results for students with and without disabilities, shown in Tables 30 and 31. Table 30 shows the restraint results for students without disabilities. The R-squared for the first set of variables was 0.0177 ($p < 0.003$), in the second set of variables it was 0.027 ($p < 0.004$), and in the third set of variables it was 0.0379 ($p < 0.00$). The restraint results for students with disabilities (see Table 31) include an R-squared value for the first set of variables of 0.0085 ($p < 0.4288$). For the second set of variables it was 0.0455 ($p < 0.00$), and in the third set, 0.0484 ($p < 0.00$). In both models, more incidents of out of school suspension for students with disabilities increased the likelihood of the use of restraint on students with and without disabilities. The betas remained similar across the three sets of variables entered indicating this variable was not impacted by school level and race and poverty variables. Non-traditional schools, such as special education schools and alternative schools, increased the likelihood of the use of restraint for students with and without disabilities. Enrollment in an alternative school was related to increased restraint of students without disabilities. Special education school or alternative school enrollment seemed to predict increased restraint for students with disabilities. The alternative school model lost strength for students without disabilities, when race and poverty variables were entered. This may mean that

an interaction exists between students enrolled in alternative schools and their race and socio-economic level. Higher rates of in school suspension for students without disabilities decreased the incidents of restraint for students without disabilities (-0.18, $p < 0.00$ across the three variable entries). It is possible students without disabilities may have received in-school suspension rather than restraint. In both restraint models, schools that were predominately white and non-Title I (-0.1564, $p < 0.00$ in Table 30; -0.061, $p < 0.05$ in Table 31) were less likely to have restraint for students with and without disabilities. While this finding is not surprising based on the literature, the other race and poverty variables also showed a decrease in restraint. All title 1 schools (-0.1564, $p < 0.00$; -0.1066, $p < 0.003$; -0.0944, $p < 0.007$) were less likely to use restraint on students without disabilities, and minority-majority Title 1 schools (-0.0738, $p < 0.033$) were less likely to use restraint on students with disabilities. These findings do not provide enough comparison to determine if race and poverty are truly factors in restraint for students with and without disabilities.

Table 32 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0012 ($p < 0.9997$), in the second set of variables it was 0.0065 ($p < 0.7019$), and in the third set of variables it was 0.0075 ($p < 0.8362$). This model was not significant and did not have any significant variables.

Table 33 shows the results for seclusion for students with disabilities. The R-squared for the first set of variables was 0.0184 ($p < 0.00$), in the second set of variables it was 0.0667 ($p < 0.00$), and in the third set of variables it was 0.0681 ($p < 0.00$). Seclusion of students with disabilities had similar trends to restraint of students with disabilities with the variables in the first set having a greater impact on seclusion. In-school suspensions for students with disabilities, referrals to law-enforcement, and being educated in a special education school increased

seclusion incidents for students with disabilities across the three variable sets entered. However, school arrests for students without disabilities decreased the use of seclusion on students with disabilities. The grade level variables all demonstrated a negative impact on seclusion for students with disabilities. Chronic absenteeism for students with disabilities increased seclusion in the first set (0.098, $p < 0.00$), but lost its strength when the school level and race and poverty variables were added. There may have been an interaction between students who were chronically absent and the grade level or type of school or race and poverty.

Michigan had several strong variables increasing seclusion and restraint across the models. It was one of the few states that consistently had variables within the first set that were significant indicating the views on and use of discipline and exclusion were large factors in determining the use of restraint and seclusion with all students. Michigan and 14 other states had some discipline practice as a key predictor of seclusion or restraint.

Division 4: Ohio. Ohio, as all other states in its census division, had a legally binding policy for all students for seclusion and restraint and banned corporal punishment in law. Ohio's index ranking was 16.4, ranking third of the selected 18 states. Ohio also had one of the largest populations of the 18 states at more than 11,600,000 people living in the state, ranking higher than 14 other states.

Ohio was one of the few states with nearly all variables showing significance in impacting the use of seclusion and restraint for students with disabilities and students without disabilities. Table 54 shows the results for restraint for students without disabilities. The R-squared for the first set of variables was 0.1448 ($p < 0.00$), in the second set of variables it was 0.2924 ($p < 0.00$), and in the third set of variables it was 0.3111 ($p < 0.00$). More than one out of school suspensions for students without disabilities, more than one out of school suspension for

students with disabilities, expulsion without educational services for students without disabilities, referral to law enforcement for students without disabilities, school arrests for students with disabilities, and special education schools increased the use of restraint for students without disabilities. One or more in school suspensions for students without disabilities, one out of school suspension for students with disabilities, expulsion with educational services for students with disabilities, expulsion without educational services for students with disabilities, referral to law enforcement for students with disabilities, school arrests for students without disabilities, grade level variables, and the race and poverty variables all decreased restraint for students without disabilities. Many of the variables entered in the models related to discipline of students with disabilities decreased restraint for students without disabilities.

Table 55 shows the results for restraint for students with disabilities. The R-squared for the first set of variables was 0.3765 ($p < 0.00$), in the second set of variables it was 0.3989 ($p < 0.00$), and in the third set of variables it was 0.3863 ($p < 0.00$). Similar trends as with the use of restraint for students without disabilities were seen in this model. One or more in school suspensions for students without disabilities, more than one out of school suspensions for students without disabilities, one out of school suspensions for students with disabilities, expulsion with educational services for students without disabilities, expulsion with educational services for students with disabilities, referral to law enforcement for students with disabilities, school arrests for students without disabilities, and elementary schools increase restraint for students with disabilities. Further, affluent schools with mixed diversity were more likely to restrain students with disabilities (0.9438, $p < 0.00$). One or more in school suspensions for students with disabilities, expulsion without educational services for students without disabilities, expulsion without educational services for students with disabilities, referral to law enforcement

for students without disabilities, and school arrests for students with disabilities decreased restraint for students with disabilities. Counter to 14 other states, special education schools decreased restraint for students with disabilities (-1.92, -0.92; $p < 0.00$). Minority-majority schools with high rates of poverty also decreased restraint (-0.26, $p < 0.02$). Many of the variables decreasing the use of restraint for students without disabilities actually increased the use of restraint for students with disabilities. The same was true for variables that increased the use of restraint for students without disabilities and decreased the use of restraint for students with disabilities.

Table 56 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.3816 ($p < 0.00$), in the second set of variables it was 0.4299 ($p < 0.00$), and in the third set of variables it was 0.5458 ($p < 0.00$). One or more in school suspensions for students with disabilities, more than one out of school suspension for students with disabilities, expulsion under zero tolerance for students without disabilities, expulsion without educational services for students with disabilities, referral to law enforcement for students with disabilities, school arrests for students without disabilities, elementary schools, and secondary schools increased seclusion for students without disabilities. Many of the race variables also increased seclusion for students without disabilities including predominately white affluent schools (0.0957, $p < 0.00$), mixed diversity affluent schools (1.4294, $p < 0.00$), predominately white Title I schools (0.1378, $p < 0.00$), mixed diversity Title I schools (0.1117, $p < 0.00$), and minority-majority Title I schools (1.8797, $p < 0.00$). One or more in school suspensions for students without disabilities, more than one out of school suspension for students without disabilities, expulsion without educational services for students without disabilities, expulsion under zero tolerance for students with disabilities, referral to law enforcement for

students without disabilities, and school arrests for students with disabilities decreased the use of restraint for students with disabilities. As with the use of restraint for students with disabilities, special education schools decreased seclusion for students without disabilities (-2.366, -3.1084; $p < 0.00$). The variables impacting the use of seclusion for students without disabilities were very similar variables to those impacting the use of restraint for students with disabilities.

Table 57 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.1781 ($p < 0.00$), in the second set of variables it was 0.2514 ($p < 0.00$), and in the third set of variables it was 0.3294 ($p < 0.00$). One out of school suspension for students with disabilities, expulsion without educational services for students without disabilities, expulsion with educational services for students with disabilities, expulsion without educational services for students with disabilities, referral to law enforcement for students with disabilities, and school arrests for students without disabilities increased seclusion for students without disabilities. Although decreasing the use of seclusion and restraint in the previous models, special education schools increased the use of seclusion for students with disabilities (2.5998, 3.0658; $p < 0.00$). One or more in school suspensions for students without disabilities, more than one out of school suspensions for students without disabilities, more than one out of school suspensions for students with disabilities, expulsion with educational services for students without disabilities, expulsion under zero tolerance for students without disabilities, referral to law enforcement for students without disabilities, and school arrests for students with disabilities decreased the use of seclusion for students with disabilities. The race and poverty variables all decreased the use of seclusion for students with disabilities, although these same variables increased the use of seclusion for students without disabilities.

Ohio had interesting results. For the most part, exclusionary discipline practices for students with disabilities increased the use of restraint and seclusion for students without disabilities, similar to results found in 14 other states. Further, the race and poverty variables decreased the use of restraint for without disabilities, but increased the use of seclusion for students without disabilities. Only two additional states were found to have race and poverty as key predictors in the use of seclusion or restraint. The state's views on ability, race, poverty, and discipline had a significant impact on the use of seclusion and restraint.

Division 5: Kentucky. Kentucky had an interesting policy combination with a legally binding policy for all students on the use of seclusion and restraint but also had a policy specifically allowing the use of corporal punishment. The index ranking for the state was 35.2, which placed it as the highest index ranking of the 18 selected states. Four states had rankings of at least 29, falling closely behind Kentucky. However, the lowest index ranking, held by Hawaii at 15.25, was less than half of Kentucky's index ranking.

Table 22 shows the results for restraint for students without disabilities. The R-squared for the first set of variables was 0.0108 ($p < 0.6745$), in the second set of variables it was 0.0441 ($p < 0.00$), and in the third set of variables it was 0.0537 ($p < 0.00$). School type, grade level, and school arrests for students with disabilities were significant in impacting an increase in the use of restraint for students without disabilities. Initially, none of the variables within the first set were significant, but the school arrests became significant after entering the school level variables. Table 23 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0156 ($p < 0.2580$), in the second set of variables it was 0.1612 ($p < 0.00$), and in the third set of variables it was 0.2041 ($p < 0.00$). This model was different than many of the previous models in that several variables within the first set were initially

significant then lost significance once the school type and race variables were added. School arrests had a similar pattern as the previous model with not showing significance prior to entering in the school level and race and poverty variables. Special education school type had the strongest beta (0.3724 in the second set of variables, 0.3564 in the third set of variables; $p < 0.00$) as compared to all other variables. Enrollment in a minority-majority school that was affluent increased the likelihood of restraint for students with disabilities (0.2057, $p < 0.01$). This was the only race and poverty variable that was significant across the four models.

Table 24 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0048 ($p < 0.9932$), in the second set of variables it was 0.0290 ($p < 0.0216$), and in the third set of variables it was 0.0383 ($p < 0.0061$). Again, the school type and grade level were significant in impacting an increase and decrease, respectively, in the use of seclusion for students without disabilities. Schools with enrollment in only secondary grades 6-12 were less likely to use seclusion for students without disabilities (-0.1570, $p < 0.032$), but the variable was no longer significant when the race and poverty variables were added. Alternative schools were significant across the last two variable sets entered and gained beta strength when the race and poverty variables were added. Although none of the race and poverty variables were significant it is possible there was an interaction between race, poverty, school type, and grade level enrollment.

Table 25 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.0090 ($p < 0.8282$), in the second set of variables it was 0.0920 ($p < 0.00$), and in the third set of variables it was 0.1029 ($p < 0.00$). Similar variables as the use of restraint for students with disabilities were seen in this model. Again, chronic absenteeism was significant prior to entering school level variables then lost significance. Arrests

for students with disabilities and enrollment in a special education school increased seclusion for students with disabilities. The grade level variables all negatively impacted seclusion but the K-12 combination variable was omitted due to co-linearity. It is possible the special education schools in the state were all K-12 grade level.

In all four models, the first set of variables entered resulted in a non-significant R-squared. The second and third sets of variables entered resulted in a significant R-squared across the four models. In three of the models, enrollment in a secondary school decreased the likelihood of the use of seclusion or restraint. This could be due to greater involvement of school resource officers (significant in three of the models) or lack of training or space for secondary teachers to conduct the practices. While the discipline practices of the school were less of a predictor in Kentucky, school type and enrollment remain strong indicators of seclusion and restraint. This trend has remained consistent across nearly all the states, 14, regardless of policy type and index rating.

Division 5: Mississippi. Mississippi had a policy for all students on the use of seclusion and restraint, and similar to Kentucky, permitted corporal punishment in law. The index ranking for Mississippi was 29.8, higher than fourteen other states selected and close behind Kentucky. Mississippi's data from the mapping analysis showed relatively low numbers of restraint and seclusion incidences, more similar to the states without a policy. The state had one of the lowest rates of inclusion in K-12 settings and high rates of segregated settings for students with disabilities. The state also had lower rates of deinstitutionalization. This information suggests that Mississippi has a culture of exclusionary practices and biases regarding ability.

The trends for the use of restraint for students with and without disabilities were very similar. Table 38 shows the results for the use of restraint for students without disabilities. The

R-squared for the first set of variables was 0.0311 ($p < 0.0406$), in the second set of variables it was 0.0362 ($p < 0.031$), and in the third set of variables it was 0.4041 ($p < 0.00$). The R-squared had a large increase after the third set of variables was entered with race and poverty being major factors in describing the model. Table 39 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0183 ($p < 0.4979$), in the second set of variables it was 0.0232 ($p < 0.3953$), and in the third set of variables it was 0.2949 ($p < 0.00$). In these models, higher rates of referral to law enforcement for students with disabilities increased the use of restraint for students without disabilities and students with disabilities. However, increases in arrests for students with disabilities decreased the use of restraint for students with (-0.12, $p < 0.02$) and without disabilities (-0.15, $p < 0.002$; -0.16, $p < 0.002$; -0.08, $p < 0.03$). It is possible when incidents escalated to the point of a restraint and students were arrested that teachers who were required to take data did not have to engage in a restraint. Alternative schools and special education schools increased the use of restraint for students without (0.07, $p < 0.03$) and with disabilities (0.07 $p < 0.04$), respectively, but both variables lost significance when the race and poverty variables were added. The race and poverty variables, as with the previous states, were significant in decreasing the use of restraint for students with and without disabilities with strong betas. Title I schools with higher minority populations strongly decreased restraint for students with (-5.667, $p < 0.00$) and without disabilities (-6.7154, $p < 0.00$) as compared to the other race variables. The race and poverty variables may be picking up unexplained variance in the model specific to demographic characteristics of schools within the state that impacted the use of restraint.

Table 40 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0520 ($p < 0.0001$), in the second set of variables it

was 0.0522 ($p < 0.0003$), and in the third set of variables it was 0.0526 ($p < 0.006$). For students without disabilities, more than one out of school suspension (0.21, $p < 0.00$) and referral to law enforcement (0.35, $p < 0.00$) increased the use of seclusion incidents with a steady beta across the new variables introduced. Chronic absenteeism reduced the seclusion incidents for students without disabilities (-0.14, $p < 0.01$). The race and poverty variables were not significant in the seclusion models as was evident in the restraint models.

Table 41 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.0122 ($p < 0.9107$), in the second set of variables it was 0.0116 ($p < 0.9644$), and in the third set of variables it was 0.0143 ($p < 0.9904$). The model for seclusion on students with disabilities was not significant but more than one out of school suspension did appear to increase seclusion incidents for students with disabilities (0.11 $p <$ 0.02-0.03). The minimal significant variables could be due to low incidents of seclusion and limited observations in the state.

In previous states, there were similar trends across the student type (students with disabilities or students without disabilities) and across the use of seclusion or restraint. The data generally revealed that ability and exclusion based on ability were factors in increasing seclusion and restraint in Mississippi.

Division 6: Missouri. Missouri was one of the few states selected that had non-binding guidance for the use of seclusion and restraint. Missouri also explicitly allowed corporal punishment in law and had an index ranking of 21.8, ranking ninth out of the 18 selected states. Table 34 shows the results for the use of restraint for students without disabilities. The R-squared for the first set of variables was 0.0117 ($p < 0.0032$), in the second set of variables it was 0.0270 ($p < 0.0004$), and in the third set of variables it was 0.0379 ($p < 0.00$). More than one out of

school suspensions for students with disabilities (0.15, 0.15, 0.16; $p < 0.00$) and enrollment in an alternative school (0.0451, $p < 0.039$) increased the use of restraint for students with disabilities. However, the alternative school variable lost significance in the final set of variables entered. Higher rates of in-school suspensions for students without disabilities decreased incidents of restraint for students without disabilities with a consistent beta strength across the variables entered (-0.18, $p < 0.00$). In this model, the race and poverty variables also displayed a decrease in incidents of restraint for students without disabilities. However, none showed an increase. It is possible another interaction was occurring that made this data difficult to interpret.

Table 35 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0085 ($p < 0.4288$), in the second set of variables it was 0.0455 ($p < 0.00$), and in the third set of variables it was 0.0484 ($p < 0.00$). The R-squared increased between the first two variable sets entered then remained relatively similar after the third set of variables was entered. In this model, more than one out of school suspensions for students with disabilities, special education schools, and alternative schools increased the use of restraint for students with disabilities will relatively consistent betas. Restraint for students with disabilities increased by school arrests for students with disabilities in the first set of variables (0.1275, $p < 0.046$), but lost significance when the other variables were entered. Again, in this model, the race and poverty variables showed a decrease in restraint.

Table 36 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0038 ($p < 0.9759$), in the second set of variables it was 0.0326 ($p < 0.00$), and in the third set of variables it was 0.0429 ($p < 0.00$). School type was again a consistent factor in increasing the use of seclusion for students without disabilities with special education schools (0.09, 0.08, $p < 0.00$) and alternative schools (0.15, 0.14; $p < 0.00$)

increasing the use of seclusion across the model. As with the previous two models, the race and poverty variables all decreased the use of seclusion.

Table 37 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.0052 ($p < 0.8825$), in the second set of variables it was 0.0337 ($p < 0.00$), and in the third set of variables it was 0.0372 ($p < 0.00$). Similar trends as the model for restraint for students with disabilities were seen here. More than one out of school suspensions for students with disabilities, special education schools, and alternative schools increased the use of seclusion for students with disabilities will relatively consistent betas. Again, in this model, the race and poverty variables showed a decrease in the use of restraint.

The results indicated that discipline focused on exclusion from school increased seclusion and restraint incidents. This trend was also found in 14 other states. The analyses found that nearly all the states reported at least one of the discipline variables as a key predictor. This could be due to use of discipline and training within the school focused more on punishment and placing the problem within the child. School type was also a strong indication of the use of seclusion and restraint, as was true with 13 other states. The betas stayed consistent even after the race and poverty variables were added. Despite having a policy code different than most of the selected states, the trends in the data remained steady.

Division 6: South Dakota. South Dakota was one of three states without any policy for the use of seclusion and restraint. South Dakota did not have a policy for the use of corporal punishment, leaving decision making up to school districts. The state's index ranking was 25.4, higher than 11 other states selected. South Dakota also had the smallest population of all the selected states with nearly 870,000 people living in the state.

Table 70 shows the results for the use of restraint for students without disabilities. The R-squared for the first set of variables was 0.0007 ($p < 1.00$), in the second set of variables it was 0.1020 ($p < 0.00$), and in the third set of variables it was 0.1867 ($p < 0.00$). Only two variables were significant in this model. Alternative schools (0.32, 0.22; $p < 0.00$) and minority-majority affluent schools (0.31, $p < 0.00$) increased the use of restraint on students without disabilities. Table 71 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0386 ($p < 0.072$), in the second set of variables it was 0.1379 ($p < 0.00$), and in the third set of variables it was 0.2348 ($p < 0.00$). As with the previous model, alternative schools (0.07, $p < 0.05$) increased the use of restraint for students with disabilities. The use of restraint for students with disabilities was also more likely to occur in special education schools (0.31, 0.17; $p < 0.00$) and in affluent schools with mixed diversity (0.38, $p < 0.02$). High rates of out of school suspensions for students with disabilities (0.39, 0.35, 0.30; $p < 0.00$) increased the use of restraint for students with disabilities.

Tables 72 and 73 show the results for the use of seclusion in South Dakota for students without and with disabilities, respectively. Neither model was significant and there were no significant variables. South Dakota had very low incident counts of the use of seclusion and restraint generally. It is possible the minimal incidents contributed to the lack of significant variables with minimal observations to draw upon.

Fewer variables were significant for South Dakota, but the trends remained similar to states with different types of policies. The type of school was, again, a strong indicator of the use of restraint for the state. Use of exclusionary discipline also had a larger impact on the use of restraint for students with disabilities as for students without disabilities.

Division 7: Oklahoma. Oklahoma was a state selected that had a population becoming more diverse each generation. The state had non-binding guidance for the use of seclusion and restraint, legally permitted the use of corporal punishment, and had an index ranking of 17.6, the fourth lowest of the 18 selected states.

Table 58 shows the results for the use of restraint for students without disabilities. The R-squared for the first set of variables was 0.0772 ($p < 0.00$), in the second set of variables it was 0.0782 ($p < 0.00$), and in the third set of variables it was 0.0797 ($p < 0.00$). More than one out of school suspension for students without disabilities (0.17, 0.17, 0.16; $p < 0.01$), expulsion without educational services for students without disabilities (0.11, $p < 0.03$), and expulsion under zero tolerance policies for students with disabilities (0.06, $p < 0.01$-0.02) increased the use of restraint for students without disabilities. However, higher rates of *only* one out of school suspension for students without disabilities, decreased the use of restraint for students without disabilities (-0.13, $p < 0.04$; -0.12, $p < 0.05$; -0.13, $p < 0.04$).

Table 59 shows the results of the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0346 ($p < 0.00$), in the second set of variables it was 0.0404 ($p < 0.00$), and in the third set of variables it was 0.0413 ($p < 0.00$). Similar to the previous model, many of the variables in the first set appeared to have the greatest impact on the use of restraint for students with disabilities. High rates of chronic absenteeism (0.12, $p < 0.01$; 0.10, $p < 0.03$; 0.10, $p < 0.03$), one out of school suspension for students with disabilities (0.12, $p < 0.02$-0.03), expulsion with educational services for students without disabilities (0.11, $p < 0.02$; 0.10, $p < 0.03$; 0.10, $p <03$) referral to law enforcement for students with disabilities (0.11, $p <0.00$), and enrollment in an alternative school (0.05, $p < 0.03$) increased the use of restraint for students with disabilities. Chronic absenteeism for students with disabilities (-0.11, $p < 0.02$),

one out of school suspension for students without disabilities (-0.17, -0.16, -0.16; $p < 0.01$) decreased the use of restraint for students with disabilities.

The seclusion models had very different trends in Oklahoma than the restraint models. Table 60 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0041 ($p < 0.9875$), in the second set of variables it was 0.0059 ($p < 0.9956$), and in the third set of variables it was 0.0166 ($p < 0.5012$). In this model, none of the variables in the first set or school type variables were significant. Only the race variables showed significance in impacting the use of seclusion for students without disabilities. All Title I schools and mixed diversity affluent schools decreased the use of seclusion for students without disabilities. The race and poverty variables had no impact on the use of restraint yet are the only variables impacting the use of seclusion. The final model, Table 61, that displays the results for the use of seclusion for students with disabilities was not significant and did not have any significant variables.

Restraint use for students with and without disabilities was impacted by similar variables in the state. The discipline and use of law enforcement in the school represented by the variables in the first set had the greatest impact on using restraint for students with and without disabilities. However, these variables did not impact the use of seclusion, resulting in only race and poverty impacting the use of seclusion for students without disabilities.

Division 7: Texas. Texas only had a seclusion and restraint use policy for students with disabilities, legally permitted the use of corporal punishment, and had an index ranking of 12.2, the lowest of the 18 selected states. The state had one of the highest rates of inclusion for students with disabilities in K-12 grades with low levels of segregated and specialized settings, lowering the index ranking.

Table 74 shows the results for the use of restraint for students without disabilities. The R-squared for the first set of variables was 0.0233 ($p < 0.00$), in the second set of variables it was 0.0235 ($p < 0.00$), and in the third set of variables it was 0.0242 ($p < 0.00$). In the first model, only variables in the first set were significant, and all significant variables, although low betas, increased the use of restraint for students without disabilities. Expulsion with educational services for students without disabilities (0.10, $p < 0.00$), expulsion under zero tolerance policies for students without disabilities (0.03, $p < 0.01$; 0.04, p < 0,00), expulsion under zero tolerance policies for students with disabilities (0.03, $p < 0.03$), and referral to law enforcement for students without disabilities (0.10, $p < 0.00$) increased the use of restraint for students without disabilities.

Table 75 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0014 ($p < 0.8753$), in the second set of variables it was 0.0415 ($p < 0.00$), and in the third set of variables it was 0.0432 ($p < 0.00$). As with the use of restraint for students without disabilities, the only significant variables in this model increased the use of restraint for students with disabilities. One out of school suspension for students with disabilities (0.05, $p < 0.03$), the grade level variables, and alternative schools (0.05, 0.07; $p < 0.00$) increased the use of restraint on students with disabilities. Of the grade level variables, elementary only (1.6, $p < 0.00$) and secondary only (1.5, $p <0.00$) schools had the largest betas.

Seclusion use for students without disabilities in Texas saw some different variables impacting use and opposite impacts for other variables as those in the use of restraint for students without disabilities. Table 76 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.0613 ($p < 0.00$), in the second set of variables it was 0.0644 ($p < 0.00$), and in the third set of variables it was 0.2349 ($p < 0.00$).

High rates of expulsion under zero tolerance for students with disabilities (-0.6, $p < 0.00$) and referral to law enforcement for students with disabilities (0.06, $p < 0.02$) increased the use of seclusion on students without disabilities. As with the use of restraint for students with disabilities, alternative schools (0.04, $p < 0.00$) increased the use of seclusion for students without disabilities, but lost significance after the race and poverty variables were added. High rates of expulsion under zero tolerance policies for students without disabilities (-0.06, $p < 0.00$) and referral to law enforcement for students without disabilities (-0.08, $p < 0.01$; -0.07; $p < 0.00$) decreased seclusion for students with disabilities. All the race and poverty variables in the model other than one (not significant), decreased the use of seclusion on students without disabilities. The strongest beta was minority-majority Title I schools with -8.41 ($p < 0.00$). Mixed diversity Title I schools had a similar beta of -7.12 ($p < 0.00$).

Table 77 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.1318 ($p < 0.00$), in the second set of variables it was 0.1330 ($p < 0.00$), and in the third set of variables it was 0.1341 ($p < 0.00$). In this model, high rates of more than one out of school suspensions for students with disabilities (0.05, $P < 0.03$), expulsion under zero tolerance for students with disabilities (0.27, $p < 0.00$), referral to law enforcement for students with disabilities (0.18, $p < 0.00$), and school arrests for students with disabilities (0.11, $p < 0.00$) increased the use of seclusion on students with disabilities. These variables maintained their betas across the sets of added variables with hardly any change in strength. After the race and poverty variables were added, alternative schools (0.02, $p < 0.04$) also increased the use of seclusion for students with disabilities. Discipline for students without disabilities decreased the use of seclusion for students with disabilities. Higher rates of expulsion under zero tolerance for students without disabilities (-0.05, $p < 0.00$) and referral to law

enforcement for students without disabilities (-0.2, $p < 0.00$) decreased the use of seclusion for students with disabilities. Expulsion with educational services for students with disabilities (0.03, $p < 0.04$-0.05) also decreased the use of seclusion for students with disabilities.

In Texas, expulsions and suspensions were key indicators for the use of seclusion and restraint on students. While the race and poverty data did not have a large impact in three of the models, the variables were key predictors of decreasing the use of seclusion for students without disabilities. As these variables carried little to no weight in the models for students with disabilities, and opens the question if identification of students with disabilities could be capturing some of the variance by race and poverty.

Division 8: Idaho. Idaho had no policy on the use of seclusion and restraint, and made no mention of the use of corporal punishment in law. It has an index ranking of 18.8, placing it sixth out of the 18 states.

Table 18 displays the results for the use of restraint on students without disabilities. The R-squared for the first set of variables was 0.1101 ($p < 0.00$), in the second set of variables it was 0.1286 ($p < 0.00$), and in the third set of variables it was 0.1314 ($p < 0.00$). The R-squared slightly increased across the three variable sets. Higher rates of the use of expulsion under zero tolerance policies for students without disabilities and referral to law enforcement for students with disabilities increased the use of restraint for students without disabilities across all three variable sets entered. Higher rates of referral to law enforcement for students without disabilities decreased the use of restraint for students without disabilities across the three variable sets entered. Higher rates of expulsion with educational services for students without disabilities decreased the use of restraint for students without disabilities in the first variable set entered (-0.0847, $p < 0.044$) but lost significance with the other variables, likely demonstrating that

variance was picked up by other variables in the model. Although not significant for variable set one, school arrests for students with disabilities decreased the use of restraint for students without disabilities after the addition of the second and third variable sets.

Table 19 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.0109 ($p < 0.9854$), in the second set of variables it was 0.1181 ($p < 0.00$), and in the third set of variables it was 0.1243 ($p < 0.00$). None of the variables were significant after the first set were entered. In the second and third set of variables, being educated in special education schools and alternative schools increased the use of restraint on students with disabilities. However, more than one out of school suspension for students without disabilities decreased the use of restraint on students with disabilities.

Table 20 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.3086 ($p < 0.00$), in the second set of variables it was 0.3124 ($p < 0.00$), and in the third set of variables it was 0.3153 ($p < 0.00$). The R-squared only minimally changed across the three sets of variables with the same variables maintaining power and significance across the model. High rates of chronic absenteeism and expulsion without educational services for students without disabilities increased the use of seclusion for students without disabilities. Chronic absenteeism for students with disabilities, out of school suspensions for students with disabilities and expulsion under zero tolerance policies for students without disabilities decreased the use of seclusion for students without disabilities. The school level variables and race and poverty variables were not significant.

Table 21 shows the results for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.0111 ($p < 0.9837$), in the second set of variables it was 0.1010 ($p < 0.00$), and in the third set of variables it was 0.1066 ($p < 0.00$). None of the variables

in the first set were significant with the first set of variables entered. Across the second and third set the R-squared minimally changed and the same variables carried significance across the two variable entries. More than one out of school suspension for students without disabilities decreased the use of seclusion for students with disabilities. The type of school appeared to have the largest impact on the use of seclusion for students with disabilities. Students educated in special education or alternative schools were more likely to be subjected to the use of seclusion.

For the two models with data on the use of restraint and seclusion for students with disabilities, the variables in the first set were not initially significant. The school type had a much greater impact on the use of seclusion and restraint for students with disabilities than all other variables across the three entries. However, the variables in the first set were significant in the models for students without disabilities. It was possible that having a disability and being placed in a specialized school because of that disability, created a stigma and label as a "behavior problem" and outweighed other factors that were impacting the use of seclusion and restraint for the students' peers without disabilities.

Division 8: Nevada. Nevada was a state with a policy for only students with disabilities and banned the use of corporal punishment in law. Nevada's index ranking was the 15th highest of the selected states at 31.2. The state had lower rates of inclusion and deinstitutionalization with higher rates of segregated settings for students with disabilities.

The models for the dependent variable of the use of restraint for students without disabilities (Table 46) and the use of seclusion of students with disabilities (Table 49) were not significant and had no significant variables. Nevada's policy prohibits the use of seclusion on students with disabilities, likely resulting in the low reported incidents and resulting in too few observations to run the model.

In the remaining two models, the results show that the variables in the first set had the largest impact on the use of seclusion and restraint. Table 47 shows the results for the use of restraint for students with disabilities. The R-squared for the first set of variables was 0.2945 ($p < 0.00$), in the second set of variables it was 0.3340 ($p < 0.00$), and in the third set of variables it was 0.3388 ($p < 0.00$). Chronic absenteeism for students with disabilities (0.2192, $p < 0.014$) was significant in increasing the use of restraint for students with disabilities with the first set of variables, but lost significance when the other sets of variables were added. Higher rates of one or more in school suspensions for students without disabilities (0.56,0.48, 0.48; $p < 0.00$), out of school suspensions for students with disabilities (0.84, 0.80, 0.81; $p < 0.00$), and special education schools (0.21, 0.12; $p < 0.00$) increased the use of restraint for students with disabilities. Increased rates of out of school suspensions for students without disabilities (-0.65, -0.61, -0.61; $p < 0.00$) and expulsion with educational services for students with disabilities (-0.19, $p < 0.05$) decreased the use of restraint for students with disabilities.

Table 48 shows the results for the use of seclusion for students without disabilities. The R-squared for the first set of variables was 0.6308 ($p < 0.00$), in the second set of variables it was 0.6567 ($p < 0.00$), and in the third set of variables it was 0.6656 ($p < 0.00$). Increased rates of chronic absenteeism (1.12, 1.12, 1.22; $p < 0.00$), one or more in school suspensions for students without disabilities (0.62, 0.54, 0.51; $p < 0.00$), more than one out of school suspensions for students with disabilities (0.32, 0.29, 0.25; $p < 0.00$), and special education schools (0.17, 0.16; $p < 0.00$) increased the use of seclusion for students without disabilities. After the final variables were entered, school arrests for students with disabilities (0.16, $p < 0.05$) increased the use of seclusion for students without disabilities. Chronic absenteeism for students with disabilities (-0.67, -0.79, -0.78; $p < 0.00$), in school suspensions for students with disabilities (-0.62, -0.54, -

0.53; $p < 0.00$), and arrests for students without disabilities (-0.28, -0.28, -0.31; $p < 0.00$) decreased the use of seclusion for students without disabilities.

The high number of variables in the first set that were significant demonstrate that views on discipline were greatly impacting the use of seclusion and restraint. Although prohibited for students with disabilities, the use of seclusion was preferred over the use of restraint for students without disabilities. The practices are occurring, but is unclear if the prohibition is stopping practice or preventing accurate data collection.

Division 9: California. California had a seclusion and restraint policy only for students with disabilities. California banned the use of corporal punishment for all students, and had an index ranking of 18.4 ranking 5th out of the 18 selected states.

Table 10 displays the model for the use of restraint on students without disabilities. The R-squared with the first set of variables was 0.0008 ($p < 0.9803$), in the second set with the addition of school level variables of variables it was 0.0014 ($p < 0.9886$), and in the third set with the addition of the race and poverty level variables of variables it was 0.0071 ($p < 0.0005$). The final model was significant. The only significant variable was found in the final set of variables. Predominately white schools that were defined as Title I schools (low-income) increased the use of restraint incidents occurring in the school by 0.0756 standard deviations ($p < 0.001$).

Table 11 displays the model for the use of restraint for students with disabilities. Unlike the previous model in Table 10, many more variables were significant and all three models were significant. The R-squared for the first set of variables was 0.0294 ($p < 0.0000$), in the second set of variables it was 0.0576 ($p < 0.0000$), and in the third set of variables it was 0.0581 ($p < 0.0000$). The R-squared nearly doubled from the first set of variables to the second set of

variables, but only increased slightly to the third set. In the first set, significant variables that decreased the use of restraint for students with disabilities included the following: (a) chronic absenteeism, (b) one or more in school suspensions for students without disabilities, (c) out of school suspension for students without disabilities, (d) more than one out of school suspension for students without disabilities, (e) referral to law enforcement for students without disabilities, and (f) school arrests for students without disabilities. The first set of variables increased the use of restraint for students with disabilities. These variables continued to increase the probability of the use of restraint when the other two sets of variables were introduced into the regression model. In Table 11, the only remaining significant variable appeared when the second set of variables were added to the regression model. Schools that provided services only to students with disabilities increased the use of restraint for students with disabilities by 0.1637 standard deviations ($p < 0.0000$) in the second and by 0.1645 standard deviations ($p < 0.0000$) in the third set of variables. None of the race and poverty variables were significant.

Table 12 displays the model for the use of seclusion on students without disabilities. The R-squared for the first set of variables was 0.0006 ($p < 0.9980$), in the second set of variables it was 0.0014 ($p < 0.9838$), and in the third set of variables it was 0.0022 ($p < 0.9616$). None of the models were significant. However, the schools that were defined as charter schools increased the use of seclusion on students without disabilities by 0.0249 standard deviations ($p < 0.0210$) in the second set of variables and by 0.0430 standard deviations ($p < 0.0010$) in the third set of variables.

Table 13 displays the model for the use of seclusion for students with disabilities. The R-squared for the first set of variables was 0.0002 ($p < 1.0000$), in the second set of variables it was 0.0018 ($p < 0.9232$), and in the third set of variables it was 0.0085 ($p < 0.0000$). Alternative

schools increased the use of seclusion on students with disabilities by 0.0412 standard deviations ($p < 0.0000$) in the second set of variables and by 0.04 standard deviations ($p < 0.0010$) in the third set of variables. Predominately white schools that were also Title I schools were more likely to use seclusion on students with disabilities by 0.0843 standard deviations ($p < 0.0000$).

In California, school type and use of discipline practices greatly impacted the use of restraint and seclusion for students with disabilities. School arrests and chronic absenteeism for students with disabilities carried the largest weight of the other variables in influencing the use of restraint. Being educated in a special education school, charter school, or alternative school also increased the use of restraint and seclusion.

Division 9: Hawaii. Hawaii had the fifth smallest population of the selected states with unique circumstances for education as an island state. In Hawaii, there are no local school districts, rather the entire state operates as one school district. The Board of Education in Hawaii hires a superintendent as the chief executive officer of the public school system. Further adding to the unique characteristics of Hawaii, approximately eight percent of the students are connected to the military. Overall, Hawaii reported very few incidents with data only for the use of restraint for students with disabilities. Hawaii had a seclusion and restraint policy for all students, did not mention the use of corporal punishment in law, and had an index ranking of 15.25. This was the second lowest index ranking of the 18 selected states, and was partly due to the extremely low incidents of the use of seclusion and restraint. Table 17 shows the results for the only model run for Hawaii: the use of restraint on students with disabilities. Fourteen of the 36 variables were dropped from the model due to collinearity because of the small observations. The R-squared for the first set of variables was 0.1650 ($p < 0.00$), in the second set of variables it was 0.2000 ($p < 0.00$), and in the third set of variables it was 0.02136 ($p < 0.00$). As with the other models, there

was an increase in the R-squared from the first to second variable entry but only a small increase to the R-squared after the third set of variables was entered. Variables that increased the use of restraint on students with disabilities across the three sets of variables were chronic absenteeism for students with disabilities, more than one out of school suspensions for students without disabilities, referral to law enforcement for students with disabilities, and the school type enrolling elementary and secondary students in the same school. Two variables decreased the likelihood of the use of restraint on students with disabilities across the variable sets. They were referral to law enforcement for students without disabilities (variable set one) and being educated in a special education only school (variable set two). While only three states had race and poverty as key predictors in the use of seclusion and restraint, variable set one and variables set two were critical for nearly all the states. Fifteen states were found to have discipline (suspension, expulsion, or law enforcement involvement) as a key predictor of the use of seclusion and restraint (variable set one), and 14 of the states consistently had school type, in particular special education school, as a key predictor in the use of restraint and seclusion (variable set two).

All state analysis. The final analysis was run with all the data from the 18 states combined together. The same variables were entered in sequence as the state by state analysis, with a final entry of the second level state identification code. As expected, many similarities were seen across the four dependent variables as seen in the state by state analysis.

Table 78 shows the results for the use of restraint for students without disabilities. The Wald chi-squared for the first set of variables was 142.22 ($p < 0.00$), in the second set of variables it was 160.97 ($p < 0.00$), in the third set of variables it was 163.98 ($p < 0.00$), and in the fourth set clustered by state identification code it was 169.63 ($p < 0.00$). The first set of variables had the

largest impact on the use of restraint for students without disabilities. High rates of expulsion with educational services for students without disabilities (0.0001, $p < 0.00$), expulsion under zero tolerance for students with disabilities (0.0005, $p < 0.00 – 0.01$), and referral to law enforcement for students without disabilities (0.0001, $p < 0.00$) increased restraint for students without disabilities. The three variables had stable betas across the three variable sets entered and with the addition of the second level variable. Alternative schools also increased the use of restraint on students with disabilities (0.0012, $p < 0.00$). Several other variables decreased the use of restraint for students without disabilities. High rates of one out of school suspension for students without disabilities (-0.00002, $p < 0.00$), expulsion without educational services for students without disabilities (-0.0001, $p < 0.01 - 0.02$), expulsion under zero tolerance for students without disabilities (-0.0001, $p < 0.01 – 0.02$), and expulsions with educational services for students with disabilities (-0.0003, $p < 0.01$) decreased the use of restraint for students with disabilities.

Table 79 shows the results for the use of restraint for students with disabilities. The Wald chi-squared for the first set of variables was 243.50 ($p < 0.00$), in the second set of variables it was 1570.91 ($p < 0.00$), in the third set of variables it was 1584.14 ($p < 0.00$), and in the fourth set clustered by state identification code it was 1584.47 ($p < 0.00$). As was common in the state by state analysis, the grade level variables in this model decreased the use of restraint for students without disabilities, but the variables only became significant after adding in the second level state identification. Charter schools (-0.004, $p < 0.03$; -0.005, $p < 0.03$; with second level variable -0.005, $p < 0.01$) also decreased the use of restraint for students with disabilities, seen across a few states. Chronic absenteeism (-0.0001, $p < 0.00$), more than one out of school suspension for students without disabilities (-0.0001, $p < 0.05$), and one or more in school

suspensions for students with disabilities (-0.0002, $p < 0.00$) decreased the use of restraint for students with disabilities with the first variables entered, but lost significance after the second variable set was entered. One out of school suspension for students without disabilities (-0.0002, $p < 0.00$; -0.0001, $p < 0.00$; -0.0001, $p < 0.01$; -0.0001, $p < 0.01$) decreased the use of restraint for students with disabilities across all the variables entered. Predominantly white, affluent schools decreased the use of restraint for students with disabilities (-0.012, $p < 0.02$) only after the second level state identification code was added to the model. Chronic absenteeism for students with disabilities (0.0004, $p < 0.00$) and one or more in school suspension for students without disabilities (0.00004, $p < 0.00$; 0.00003, $p < 0.05$) increased the use of restraint for students with disabilities early in the variable entries but lost significance throughout the model. One out of school suspension for students with disabilities (0.0005, $p < 0.00$), more than one out of school suspensions for students with disabilities (0.0005, $p < 0.00$; 0.0003, $p < 0.02$; 0.0003, $p < 0.02$; 0.0003, $p < 0.02$), special education schools (0.134, $p < 0.00$), and alternative schools (0.01, $p < 0.00$) increased the use of restraint for students with disabilities.

Table 80 shows the results for the use of seclusion for students without disabilities. Wald chi-squared for the first set of variables was 43.84 ($p < 0.00$), in the second set of variables it was 81.54 ($p < 0.00$), in the third set of variables it was 155.54 ($p < 0.00$), and in the fourth set clustered by state identification code it was 155.11 ($p < 0.00$). The second level state identification code had a larger impact on this model than the other three. For example, all the race variables were significant in the third set of variables entered and all decreased the use of seclusion for students without disabilities, but only one maintained significance once the state identification was added. Interestingly, this variable was omitted from the third variable entry due to collinearity. In the fourth variable entry sequence with the second level variable, majority

white schools with no data for Title I increased the use of seclusion for students without disabilities (0.035, $p < 0.00$). As with the use of restraint for students with disabilities, all the grade level variables were significant in reducing the use of seclusion for students without disabilities after the state identification was entered into the model. Other variables impacting the use of seclusion for students without disabilities included expulsions, school arrests, and school type. Expulsions under zero tolerance for students without disabilities (-0.002, $p < 0.00$) and school arrests for students without disabilities (-0.0001, $p < 0.02$) decreased the use of seclusion for students without disabilities. Expulsion under zero tolerance for students with disabilities (0.0012, $p < 0.00$), school arrests for students with disabilities (0.0005, $p < 0.00 – 0.01$), and alternative schools (0.002, $p < 0.00$) increased the use of seclusion for students without disabilities.

The final model, displayed in Table 81, shows the results for the use of seclusion for students with disabilities. The Wald chi-squared for the first set of variables was 64.41 ($p < 0.00$), in the second set of variables it was 898.50 ($p < 0.00$), in the third set of variables it was 918.38 ($p < 0.00$), and in the fourth set clustered by state identification code it was 904.06 ($p < 0.00$). Fewer variables were significant in this model compared to the other models. Grade level variables decreased the use of seclusion for students with disabilities across the variable sets entered including after the second level state identification was added. Chronic absenteeism (-0.00003, $p < 0.00$) and one out of school suspension for students without disabilities (-0.0001, $p < 0.01$) decreased the use of seclusion after the first set of variables were entered but lost significance with the other variables. Chronic absenteeism for students with disabilities initially increased the use of seclusion for students with disabilities (0.0002, $p < 0.00$) with only the first set of variables, but decreased seclusion for students with disabilities with the school level

variables, race and poverty variables, and state identification code added (-0.0001, $p < 0.01$). Special education schools increased the use of seclusion for students with disabilities across the model (0.09, $p < 0.00$). The alternative school variable increased the use of seclusion for students with disabilities only after the race and poverty variables were added but lost significance when the state identification was added (0.004, $p < 0.04$).

The all state analysis demonstrated that there was a relationship between the use of exclusionary and aversive discipline in schools and their use of seclusion and restraint. Non-traditional public schools were much more likely to use seclusion and restraint than typical public schools. Race and poverty impacted the use of seclusion initially, but showed less impact when the data were clustered around the state identification codes. As was seen in the state by state analysis, for a few states, race and poverty were significant indicators in the use of seclusion and restraint. It is likely this is not the case across all states.

Overall, the 18 state by state analysis and the all state analysis showed very similar trends within and between states. Seclusion and restraint use predictors included expulsions, suspensions, law enforcement involvement, grade level enrollment, school type, and, in a few cases, race and poverty. How policy impacts the use of seclusion and restraint remains unclear. Similar trends were seen across all states regardless of the existence or type of policy. To further understand the interaction of policy in impacting the use of restraint and seclusion, the third phase of the study provided a deeper analysis of the relationship between policies and practices in the 18 states.

Phase 3: Policy Analysis

The final phase of the analysis focused on specific state policies that addressed the use of seclusion and restraint. Twelve of the 18 states developed policies after 2009. Three of the

remaining states with policies included New York (passed in 2009), Rhode Island (2002), and Nevada (1999). The other three states had no policies governing the use of seclusion and restraint. In 2009, the KASSA was introduced in Congress for the first time and garnered national attention. After 2009, political pressures likely influenced policy regarding the use of seclusion and restraint to be developed. Policies came from one of three entities: (a) the state educational agency, (b) the state board of education, or (c) the state legislature.

The goal of this aspect of the project was to identify similarities and differences across the 18 states that led to decisions to adopt or remain silent on the use of seclusion and restraint in educational settings. Table 82 lists the coding for each state across the indicators used to review the policies. In the next section, themes that emerged from the policy approaches are discussed.

State policy themes. The review of the state policies is organized by policy type to identify similarities and differences within the policy types. Cross cutting themes emerged in terms of the use of physical restraint. All 15 states with seclusion and restraint policies permitted the use of physical restraint. Other than New York, Texas, and the three states without policies, 13 states specified some form of parental notification if restraint occurred. Fourteen states prohibited the use of seclusion in a locked room. Oklahoma's policy did not distinguish between locked and unlocked rooms. Fourteen of the 15 states with policies recommended or prescribed (depending if guidance or regulation/statute, respectively) staff training in de-escalation or in the use of physical restraint. California described training in pre-service teacher education but was not specific for staff in schools. State policies had minimal direction on parental rights. Although most states detailed parental notification, only six states had a form of complaint process for parents. These trends were consistent across the policies, regardless of the binding nature of the

policy, and whether it specified all students, students with disabilities, or general education students. More details are provided below regarding patterns within each type of policy.

Legally binding policy. Code 2 in Table 82 identifies the eight states that had a legally binding policy. Legally binding policy had to meet at least one of two conditions: (a) a state educational agency or board of education regulations limited the use of seclusion and restraint; or (b) a statute governing the use of seclusion and restraint passed by the state legislature and signed into law by the governor. Eight states (Delaware, Hawaii, Kentucky, Maine, Michigan, Mississippi, Ohio, and Rhode Island) allowed restraint to be used on students as a last resort and in case of emergency. Seven of the states prohibited the use of restraints that required the student to be lying on the floor in either supine or prone restraint. Rhode Island specifically allowed the use of both types of restraint. Supine and prone restraints were the leading cause of death among students killed during the use of a restraint.

Seclusion descriptions varied across the eight states. Rhode Island described seclusion as a type of restraint but prohibited seclusion in a room with a locking door. Hawaii and Delaware prohibited seclusion, but Delaware allowed for a waiver to be submitted by a school if seclusion were needed for a student. Kentucky, Maine, Michigan, Ohio, and Mississippi allowed seclusion but not in a room with a locking door. Kentucky, Maine, Ohio, and Mississippi described staff involvement during a seclusion incident and required continuous monitoring. Three of the states capped the amount of time (range = 10 to 20 minutes) that could be spent in seclusion.

The eight states with binding regulations/laws had specific data collection procedures outlined in the policy with clear definitions and specific metrics. The states required parental notification but varied on the amount of time that could pass before a parent was notified. Mississippi and Delaware required notification the day the incident happened. Ohio, Kentucky,

Maine, and Hawaii required notification within 24 hours of the incident occurring. Rhode Island required notification within two days while Michigan required notification within one school day or seven calendar days. This meant in Michigan, if a restraint incident occurred the Friday before spring break, the parent was not notified until the child returned to school a week later. Without notification, internal injuries sustained or trauma from the incident may be undetected. Six of the states specified a parent complaint process. Rhode Island, Maine, Ohio, and Mississippi left the complaint process up to the local educational agency but required procedures to be developed. Kentucky allowed for a debriefing session but did not specify a formal complaint process. In Hawaii, the state department of education was required to develop a complaint process after passing the policy.

Policies regarding staff training were detailed in all eight states. Ohio provided the least amount of information but described the importance of positive behavior interventions and supports (PBIS) and crisis intervention. The states also detailed best practices for system-wide changes to reduce incidents. In using PBIS and best practices, several of the states described a process to conduct a review of an existing special education program or behavior intervention plan. Maine, Delaware, and Mississippi required an evaluation or review of the IEP after seclusion or restraint incidents occurred. Kentucky allowed for an IEP review or evaluation after one incident, but only if initiated by the parent. Rhode Island, Delaware, Maine, Michigan, Ohio, and Mississippi required a review or development of a behavior intervention plan after one incident.

As seen in the mapping analysis conducted in the first phase of the study, states with legally binding policies were clustered together. Rhode Island and Maine were both located in Division 1, Ohio and Michigan in Division 4 and Kentucky and Mississippi in Division 5. The

eight states all had very similar policy elements with minor differences on notification, review of behavior plans or IEPs, and where seclusion could be conducted. However, as described in Phase 2 of the study, the elements predicting incidents of seclusion and restraint did not necessarily match these policies. The policies, while trying to dictate a culture of positive interventions, were not having the desired impact based on the data analysis.

Non-binding policy. Three states (Oklahoma, South Carolina, and Missouri) had non-binding guidance often developed by the state department of education or entity overseeing education in the state. The three states, while not located in the same regions, had similar demographics, policy types, and index scores. Oklahoma was located in a region that included states that either lacked policies or policies existed only for students with disabilities. Missouri's region had an even mix of states with different types of policies with two states not having a policy, four states with a legally binding policy for all students, and Missouri had only guidance. South Carolina's region included 4 states with legally binding policies and three states other than South Carolina with guidance. While it might be speculated that local politics and geographic contexts create variation by region, their policies, which were developed and implemented after the 2009 national legislation was proposed, were very similar.

Schools and districts were under no obligation in these three states to comply with state guidance. However, as can be seen in the data analysis, discipline and school type were also predictors of the use of seclusion and restraint. These patterns were present in these three states raising, once again, the question of the degree to which policy impacts local practice.

Document analysis of each policy concluded that Oklahoma provided the least amount of information and specific guidance. For instance, there was no information provided on using restraint for property damage, using prone or supine restraint, conducting behavioral intervention

plan after multiple incidents, or best practices to use as an alternative. South Carolina left many of the requirements up to the local school district because the policy was merely guidance. Thus, if there were no specific local school district guidance, school practitioners would have no direction for the type of room to conduct seclusion in, if restraint could be used for property damages, or if an escort would be considered a restraint. Missouri provided significant details while recognizing that the policy was not required and the guidance was merely an example for local educational agencies. For example, the guidance states, "physical restraint shall use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury [and] not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck, or throat of the student which restricts breathing" (p. 2). All three states suggested prohibiting the use of prone and supine restraint due to the dangers associated with the practices. Seclusion information was less descriptive, generally, than the restraint information. Oklahoma did not specify a maximum time in seclusion, South Carolina left the time in seclusion up to the school district, and Missouri recommended not keeping a student in seclusion for more than 40 minutes. If a school in Missouri followed this guidance, that school could reasonably keep a student in seclusion for the majority of a class period, preventing the student from accessing the curriculum.

The policies also outlined some data collection efforts with recommendations for minimum information that should be collected such as number of incidents, number of students, and demographic information. As was the variation among states with legally binding policies, these three states had a range of time for parent notification. Oklahoma recommended notifying parents immediately when a seclusion or restraint incident occurred, but did not specify an exact time. South Carolina recommended notification by the end of the school day while Missouri

allowed the notification to occur up to five days after the incident. South Carolina suggested that the school district adopt a parent complaint process; the other two states were silent on the issue. Missouri guidance allowed the use of seclusion and restraint to be written into the IEP of a student with a disability. This raises the question about whether the use of seclusion and restraint would be considered an emergency reaction or a step on an escalating intervention plan. The three states outlined minimal staff training with some information provided on the importance of de-escalation strategies. None of the states in this category included information on the importance of positive interventions or system-wide interventions as was found in the legally binding policies.

South Carolina left some information up to the school districts, but the guidance was similar to states with legally binding policies. The political pressures in that census division may have had influenced South Carolina's guidance as it was the only state in the South Atlantic division without a legally binding policy.

Policy only for students with disabilities. Four states, California, Nevada, New York, and Texas, specifically focused on students with disabilities. All four states had large populations of students (from approximately 3 million to 39 million) as compared to the other states selected. As well, three of the 10 largest U. S. school districts in the 2012-14 school year (Los Angeles Unified in California (n = 570,339 students); Clark County School District in Nevada (n = 320,822 students); New York City Public Schools (n = 987,102 students) were in this group. In addition to extremely large student bodies, the districts included large proportions of students from minority populations as did the states generally.

The policies governing the use of seclusion and restraint for students with disabilities only were some of the oldest reviewed. The oldest of these policies was enacted in Nevada in

1999. There was no rationale in the state policies for their focus on students with disabilities rather than all students.

All four states allowed the use of restraint. California allowed the use of prone and supine restraint, if necessary, while Nevada, Texas, and New York did not mention that type of restraint. Nevada prohibited the use of seclusion, although the quantitative analysis revealed that some seclusion was occurred for students with disabilities. As Nevada did not have any restrictions or limitations on the use of seclusion for students without disabilities, it is unclear if the same prohibition was used in schools. Further, in the absence of regulation for students without disabilities, seclusion could be used for an unlimited amount of time without parental notification. Texas, New York, and California did not provide many specific procedures for conducting seclusion, leaving many specifics to school district determination. However, California prohibited the use of seclusion in designated "seclusion rooms" except in certain facilities, such as special education or alternative school. The data analysis substantiated that specialized schools for only students with disabilities predicted the use of seclusion for students with disabilities.

Texas, New York, and California mandated specific seclusion and restraint data collection. Texas and New York reported frequent use of restraint and seclusion as compared to California (Texas reported 0.0041 incidents per student and New York reported 0.0026 incidents per student compared to California at 0.0007 incidents per student). Parental involvement was described in less detail in the four states as compared to the states with guidance for all students and legally binding policies for all students. Because the policy applied only to students with disabilities, the IDEA due process procedures were referenced for complaints. Unfortunately, due process placed the responsibility on the parent to prove a seclusion or restraint was

unnecessary and a violation of the IEP. No data confirmed that due process had been invoked to protest seclusion and restraint. Further, Texas and New York did not describe a timeframe in which a parent must be notified of an incident. California required notification within one day. In New York, before seclusion or restraint was used, a parent was required to consent and the practice had to be written into the IEP. As with Missouri, New York left open the possibility that consent and IEP team approval may not be needed if seclusion and/or restraint were used only in an emergency situation. Nevada and California required an IEP review and development of a behavior intervention plan after seclusion and restraint occurred.

All four states mandated that staff be trained in conducting the practices and positive interventions must be exhausted before seclusion and restraint could be used. California specified that institutions of higher education teacher preparation programs must provide training for new teachers on preventative practices. The California policy did not detail how teachers certified in other states were to be trained w once they were hired in California. As well, it was unclear if the training mandate pertained to alternative route teacher certification.

The policies in these four states only detailed what was required for students with disabilities. As clearly demonstrated in the data analysis, all four states were using the practices on students without disabilities. Seclusion was used less in the four states as compared to restraint, but very similar trends were evident in the significant variables with discipline and school type being key predictors. The policies may have been originally intended to protect students with disabilities. However, since seclusion and restraint appeared to be used for the entire school age population, students with disabilities no longer appeared to be a protected class.

No policy. Three of the 18 selected states, Idaho, New Jersey, and South Dakota, had no policy on seclusion and restraint. The three states also did not have a policy on corporal

punishment. Idaho and South Dakota allowed school districts to develop policies for their own contexts. Of the three states, Idaho's Department of Education website as well as local school district websites made no mention of seclusion, restraint, or discipline initiatives or policies. Media outlets also had no information on the topic or of any problems regarding the use of seclusion or restraint in schools. South Dakota and New Jersey both had recently undergone efforts to pass legislation and develop rules on seclusion and restraint, but neither was successful. South Dakota's website search also provided no information on seclusion and restraint guidance or practices. However, South Dakota had statewide multi-tiered systems of support initiative to improve academics and positive interventions, and had a goal to change the culture of discipline in schools. This initiative could be contributing to the lower incidents of seclusion and restraint with only 0.0064 incidents per student reported.

New Jersey had more information on the use of seclusion and restraint than the other two states. The New Jersey Department of Education formally endorsed the guidance on seclusion and restraint from the U.S. Department of Education, indicating to schools they were to take proactive steps to reduce practices. The website search, that included the state department of education, found some information on the use of positive interventions and also contained information requiring consent from a parent to conduct seclusion and restraint. While this could be considered a protection, it was unclear if it had any impact on practice.

As minimal information was found about the practices in the search and analysis, the data collection procedures were likely left up to individual schools. This allowed for different definitions, different types of data collection, or no data collection, resulting in lower numbers. Not having a policy did not necessarily mean the practices were not occurring frequently, but rather that the reporting mechanisms were lacking.

Summary

The three phases of the analysis provided a multi-lens view on the issue of the use of seclusion and restraint in schools. First, the mapping analysis gave a visual representation of trends across the nation. Most of the maps looked very similar, but the outlier was the policy on the use of seclusion and restraint. While the trends were similar, the incidents of seclusion and restraint did not match up by policy type. The second phase of the analysis provided the in-depth look at the quantitative data collected through the CRCD for the 18 selected states. Despite the policy type, similarities appeared across the census divisions. Most of the states had the use of seclusion and restraint predicted by discipline and exclusion in schools: (a) higher rates of chronic absenteeism, (b) prevalence of exclusionary discipline practices, and (c) higher rates of law enforcement involvement. Special education schools and alternative schools also predicted higher incidents of seclusion and restraint. Students were typically not initially sent to these schools, but only attended after problems arose in their local public school. It was possible the stigma of having "problem behaviors" outweighed the actual actions of the student and created an environment ripe for the use of seclusion and restraint practices. Finally, the third phase of the analysis provided additional insight into the themes that were already growing from the other two phases. For the most part, policies across the states were very similar, regardless of policy type. States within the same census divisions had the most similar policies.

Several of the hypotheses were confirmed while others were disproven. First, schools appeared to be more likely to implement seclusion and restraint based on disability status and the culture of the school had a large impact. However, the race and poverty variables were less significant throughout. This was likely not because they were not critical, but rather those demographics were likely intersecting with the identification of students with disabilities and

masked through the data. The second hypothesis was confirmed for students without disabilities but not for students with disabilities. Law enforcement for students without disabilities generally decreased the use of seclusion and restraint, as predicted. However, for students with disabilities, interactions with law enforcement often increased the use of seclusion and restraint, counter to the hypothesis. This possibly was due to reporting inconsistencies or stigma of being a student who caused problems rather than recognizing the culture of the school supported exclusionary practices. The third hypothesis was confirmed: states with policies reported higher incidents of seclusion and restraint, likely due to having processes for data collection in place. Finally, the fourth hypothesis was also confirmed; policies did not greatly impact practice. Further, the type of policy remained variable across states at this point in the isomorphism process. The similarities and differences found within the data appeared disconnected from the policy and likely influenced by other factors within the state. The three-phased analysis led to five key findings: (a) there was limited predictability for historical influence on seclusion and restraint policies, (b) the degree of inclusion for students with disabilities did not appear to impact seclusion and restraint; (c) segregation in specialized schools increased seclusion and restraint, (d) exclusionary discipline school cultures increased seclusion and restraint, and (e) policies did not appear to impact practice. The themes are developed in detail in Chapter 5 with connections to the literature and phases of the analysis. Chapter 5 also provides a discussion of the limitations of the study and recommendations for future research.

Chapter 5: Discussion

Seclusion and restraint are persistent, aversive practices threatening the health and safety of students in schools. Serious bodily injury, psychological trauma, and death have resulted from the use of seclusion and restraint throughout the U. S. (NDRN, 2009; 2010). The 2009 NDRN report documented four instances of death due to the use of seclusion and restraint. One instance of death occurred in Texas when a student tried to leave the classroom and the teacher used physical restraint that suffocated the student (NDRN, 2009). Other incidents of physical harm included broken bones, bruises, and significant skin abrasions (p. 20-26). Previous research on the use of seclusion and restraint in schools focused on defining the practices and analyzing data in specific public and residential school contexts (e.g. Ryan & Peterson, 2004; Ryan, Peterson, Tetreault, & van der Hagen, 2007; Westling et al., 2010). Only a few studies reviewed national trends (e.g., Butler, 2015; Ryan et al., 2009). No studies have examined connections between policies and practices. The purpose of this study was to (a) expand the knowledge base about the practice of seclusion and restraint on students across the U.S., (b) identify the predictors of its use, and (c) examine how policy influences decisions to use seclusion and restraint. Previous studies on the use of seclusion and restraint often lacked theoretical underpinnings to ground the research and examine larger factors that may be influencing the practices. These studies were narrowly focused on the practices without the context of the larger system. This study used isomorphism embedded within a framework that assumed that policy, practice, and research were related activities that shape and reshape one another within and across local, state, and national educational contexts. Isomorphism, as described in Chapter 1, is the notion that organizational structures often mimic existing organizations (DiMaggio & Powell, 1991) either intentionally or unintentionally based on common constraints organizations face and the need for

efficiency (Hannan & Freeman, 1977). This study offered the first multi-method, multi-phased examination of the use of seclusion and restraint in schools with an eye to connecting policy, practice, and research.

The study was organized across three phases: (a) mapping analysis, (b) quantitative analysis, and (c) policy documents analyses. The three phases examined (a) historical practices related to isolation, inclusion, and discipline; (b) current predictors of the use of seclusion and restraint; and (c) policy decisions related to the use of seclusion and restraint. Data from each phase informed the analytic approach in the next phase. Trends identified in mapping analysis informed the quantitative data analysis. Predictors identified in the quantitative analysis informed the policy document analysis. This iterative approach to the study gave insight into many factors that either influenced or did not influence seclusion and restraint in schools.

The results detailed in Chapter 4 across the three phases confirmed and disproved the hypotheses. Schools were more likely to implement seclusion and restraint based on disability status and the school climate, but race and poverty were not as strong of predictors as anticipated. Law enforcement involvement increased seclusion and restraint for students with disabilities but decreased the practices for students without disabilities. States with policies reported higher rates of seclusion and restraint, likely due to reporting mechanisms in place. Finally, policies were similar across the states regardless of policy type, but the policies did not impact practice. These results helped to identify five key themes: (a) there was limited predictability and a lack of historical influence on seclusion and restraint policies, (b) inclusion did not impact seclusion and restraint but segregation in specialized schools increased seclusion and restraint, (c) a school culture of discipline increased seclusion and restraint, (d) the pattern of convergence across states was linked to early stages of isomorphism, and (e) policies did not

have an impact on practice. The key themes are detailed in subsequent sections with connections to the literature, mapping analysis, quantitative analysis, and policy analysis. Before I delve into the implications of the themes, I discuss the limitations of the study.

Limitations of the Study

The study had several limitations related to the available data, the policy analysis, and my biases as a researcher. While these limitations were recognized prior to the analysis, the results of this study will hopefully provide impetus for improving available data, refining policy, and initiating further research.

Data. The data from the Department of Education OCR were in the public domain and available for free. The seclusion and restraint data set was one of a number of sets of data that help to describe how race/ethnicity, gender, and ability influence access and opportunity in public schools. A key limitation of these data was differences in how states and the OCR defined variables. The CRDC provided a definition for each variable collected. For instance, seclusion, restraint, suspension, expulsion, and chronic absenteeism each have specific definition. States were expected to provide data that conform to these definitions. However, it was unlikely that data from all states precisely followed these definitions since local entities collect data on these variables according to definitions contained in state or local policy. Therefore, data that were submitted for restraint in one state may not be equivalent to data submitted to OCR from another state. As the policy analysis showed, states with policies on seclusion and restraint had slightly different definitions from one another on seclusion and restraint. All were very similar, but small inconsistencies were evident. For instance, Nevada regulation defines physical restraint as “the use of physical contact to limit a person’s movement or hold a person immobile” (NRS 388.494). Delaware provided much more detail, specifically excluding physical escort “a restriction

imposed by a person that immobilizes or reduces the ability of a student to freely move arms, legs, body, or head. Physical restraint does not include physical contact that: helps a student respond or complete a task; is needed to administer an authorized health-related service or procedure; or is needed to physically escort a student when the student does not resist or the student's resistance is minimal" (14 Del.C. Sec. 4112F(a)(3). While it is clear in Delaware's definition that physical restraint did not include a physical escort, that was left up to interpretation in Nevada's regulation. Further, Nevada seemed to define any contact that limits movement as restraint, which could be holding a student's hand. These definitions may have impacted how data were collected. Variation in data mean that there may be observable differences in what counts in different categories, even if the data are reported in the same way. The reliability of the data remains in question due to the likely under-reporting and over-reporting occurring with differences in definitions. Indeed, the data may not be representative of practice within local contexts.

States without policies on the use of seclusion and restraint had no mechanism for defining and collecting data on the practices outside of the CRDC. Although reporting data to the CRDC is required for all states, without policies governing the practices and identifying mechanisms to collect data in schools, it would be plausible to suspect that many schools underreported. The cross-tabulations described in Chapter 4 demonstrated that the states without policies had substantially lower reporting numbers than those with policies.

The third key limitation in the data regarded data entry for the CRDC. Data entry for federal programs may be controlled by an identified data person in the district or in the state. However, often at schools, the data entry was done by whoever has access to the system and has time to enter the data. As this was often done manually, there were many opportunities for errors.

In the 2013-14 school year, Florida provided numbers that were inaccurate and re-entry was required in the state. Although this was the only state that was identified with a problem, it was possible that other schools in other states had similar challenges that went unreported to the CRDC. As errors in data entry may have occurred, readers should be cautious of generalization of the results.

Finally, there was no enforcement or oversight mechanism associated with the CRDC. If a state, district, or school decided not to provide data or reported zeros, there was no federal check to determine whether that information was accurate. As the CRDC may have been used by many stakeholders to identify inequities in schools across the country, schools were incentivized to report lower numbers to avoid public pressure to make changes. Yet, without oversight from the state or federal government, lack of reporting or human error went unidentified and may have skewed the data. It has been suggested that the CRDC was grossly underrepresenting actual practices in schools due to this problem; it was likely the practices are much more pervasive than the data suggest.

Policy analysis. The policy analysis had three limitations related to the search, variety of mechanisms to create policies, and policy development related to data collection. The policy search was conducted using a variety of sources. There was no uniformity among states in terms of where specific policies were stored, made available to the public, nor cross-state conventions that guided the kinds of policy that were produced. I was the only person identifying digital locations of state policies and searching for those policies, thus errors could have been made and key information missed. It should be noted that in many states, the information regarding policies was difficult to find. A parent, stakeholder, or student interested in seclusion and restraint with

limited knowledge of school policies would be hard pressed to find the level of detail needed to inform decisions or take action to protect a student.

The second limitation of the policy analysis was that unreported or public information was not obtained through the methods of the study. State boards of education, state legislatures, and state educational agencies were all responsible for developing, implementing, and updating policies. Although every effort was made to use the most relevant information, policy changes were possible and not captured through the analysis.

The final limitation of the policy analysis was related to the development of policies and the data collection process. The data were obtained through the CRCD from the 2013-14 school year. Some of the policies were developed that year or finalized a year or two post data collection and the policies may not have impacted practice immediately. It was outside the scope of the study to conduct interviews to better understand implementation. Future studies should spend time analyzing the interpretation and implementation of policies in schools and by teachers.

Research bias. Researcher bias may influence the outcome of any study. My biases include the belief that seclusion and restraint are aversive practices and should be removed from the classroom. Seclusion and restraint are short-term, quick responses to behavior that place the problem within the child rather than within a larger context that includes family practice and culture, institutional norms for teachers and students, views on and expectations of ability, cultural and linguistic backgrounds, and a host of other intersecting causes. Addressing student needs over time requires thoughtful analysis of, among a host of variables, the environment of exclusion. As an individual working in policy arenas at the national level, I began the study hoping to identify key findings that could translate to policy changes. Although these biases may

have impacted the study, the findings demonstrate an openness to disprove hypotheses and acknowledge findings that policy may not have an impact on seclusion and restraint practice.

Reflection. Despite these limitations, the study provided a useful view on the use of seclusion and restraint in schools. Many of the limitations were acknowledged ahead of the analysis, but I felt it was important to add to the literature on the topic. The methodology was critical; the three phases provided a new, unique perspective on the topic that connected the research, policy, and practice. The data elements used for the mapping analysis were based on the research and trends of exclusion and inclusion. The data in the quantitative analysis connected current practice and allowed comparisons across states. The specific methodology used for the quantitative analysis, sequential regression, also made important contributions to how the data helped to answer specific questions. The first variables entered in the sequential regression had been identified as impacting school culture (Gregory & Cornell, 2009; Schotland et al., 2016; Skiba et al., 2016; Yusuf et al., 2016) and likely impact the use of seclusion and restraint. Because of the sequential nature of the regression model, I was able to add school level factors to explore the degree to which local variance influenced or diluted the research variables. Subsequently, a third set of variables included race and poverty, which were identified in the literature as having large impacts on seclusion and restraint. The specific approach to regression analysis allowed for changes across the model and to make specific connections to the type of indicators impacting seclusion and restraint. The third phase connected the policies across the states and allowed for comparisons of policy and practice once the three phases concluded. Ultimately, the study provided new insight into seclusion and restraint and set up possibilities for many future studies.

What can be Learned from the Themes?

As discussed previously, from the results five key themes emerged: (a) there was limited predictability and a lack of historical influence on seclusion and restraint policies, (b) inclusion did not impact the use of seclusion and restraint but segregation in specialized schools increased the use of seclusion and restraint, (c) a school culture of exclusionary discipline increased the use of seclusion and restraint, (d) a pattern of convergence across states, and (e) policies did not appear to have an impact on practice. These findings are explored in the following sections with connections to the literature, mapping analysis, quantitative analysis, and policy analysis.

Limited predictability and lack of historical influence in seclusion and restraint policies. The mapping, quantitative, and policy analyses found little predictability between states that enacted laws, regulations, guidance; those which had no policy; and those in which few or no historical indicators predicted the use of seclusion and restraint. Census division, state sanctioned use of corporal punishment and seclusion and restraint, rates of inclusion in the K-12 system, and rates of deinstitutionalization had minimal predictive value for whether or not statewide seclusion and restraint policies were in place. Deinstitutionalization, inclusion, and corporal punishment may be cultural signifiers of particular forms of categorization and institutional sorting and, therefore, may have influenced the kinds of seclusion and restraint practice and policy found within a state. Yet, these relationships did not appear in any phase of the analysis. This finding suggests that seclusion and restraint policies were developed, ignored, or avoided apart from deinstitutionalization, inclusion, and corporal punishment practices. The roots of the use of seclusion and restraint may have stemmed from other sociological and institutional histories not tested in this study. Practices were used in conjunction with other aversive interventions and developed and shifted from institutions to schools, as isomorphism suggests. However, the policies themselves were disconnected from practice. The policies

developed in states may have also been influenced by other entities such as federal policy or other states, but were mimicked without a regard to actual practice or contextual needs.

Seclusion and restraint practices developed in hospitals, asylums, and the field of psychiatry (Masters et al., 2002; Ryan & Peterson, 2004) with the goal of controlling patients through methods such as medication, physical restraint, and isolation. As described in Chapter 4, deinstitutionalization was taking place at the same time as more requirements were placed on institutions to document and decrease the use of aversive practices. The trends described in the findings suggest that some states made substantial progress during that time in moving individuals with disabilities from institutions into the community while other states struggled. Seclusion and restraint practices were closely linked with institutions and the practices were deeply engrained in the repertoire of nurses, care attendants, and even families. Thus, it was expected that states with lower rates of deinstitutionalization would have higher rates of seclusion and restraint, but this was not found in the 18 states reviewed. Nor was it found that states with high rates of deinstitutionalization had similar policies. In fact, the state with the highest rate of deinstitutionalization, Rhode Island (98.2 percent) had the same policy type as the state with the lowest rate of deinstitutionalization, Delaware (61.3). There was no predictability in state policies on the use of seclusion and restraint based on deinstitutionalization. The lack of connection suggested that the view on inclusivity of individuals with disabilities in schools or the community was not impacting the practices or development of policies. The practices may have moved from institutions to schools, but the rate of deinstitutionalization and movement of individuals into the community did not have a connection with control. Control and punishment in the form of seclusion and restraint appeared to be operating without the influence of deinstitutionalization.

Corporal punishment policies were also thought to impact the use of seclusion and restraint policies. As another means of aversive interventions to control behavior, corporal punishment remains legal in 19 states with more than 160,000 students subjected to the practices each year (Gershoff & Font, 2016). Seclusion, restraint, and corporal punishment practices share similar histories and were developed to control behavior. However, connections between corporal punishment policy and seclusion and restraint policy and practice were not evident in this study, echoing the lack of connection between deinstitutionalization practices and seclusion and restraint policy. Corporal punishment was legally permitted in nine of the eighteen states selected for the analysis with six of those states explicitly allowing corporal punishment in law. However, those nine states had all four policy types: Kentucky and Mississippi both had legally binding policies on the use of seclusion and restraint but allowed the use of corporal punishment in law; Missouri, Oklahoma, and South Carolina had non-binding guidance on the use of seclusion and restraint but allowed the use of corporal punishment in law; Idaho and South Dakota were silent on the use of seclusion and restraint and corporal punishment in policies; Maine had a legally binding policy on the use of seclusion and restraint but was silent on the use of corporal punishment; and Texas had a seclusion and restraint policy only for students with disabilities but allowed the use of corporal punishment in law. Most of the states that allowed the use of corporal punishment in law were in the southern region of the U.S., yet they had a variety of different policies on the use of seclusion and restraint. Corporal punishment policies did not seem to predict which states had seclusion and restraint policies.

The use of corporal may also not be impacting the use of seclusion and restraint. Although the two practices are similar and are derived from a similar history of control and punishment, the practices may be operating parallel to one another rather than one predicting the

use of another. In some states, as described above, corporal punishment is explicitly allowed while the use of seclusion and restraint is restricted. In practice, this means a teacher could spank or hit a student but could not seclude or restrain without limitations and oversight. In other states, a teacher cannot hit a student but can hold a student down. Although these seem contradictory, the practices are regulated in different ways and are not directly impacting one another. Seclusion and restraint are still used under the guise of managing behavior as described in Chapter 2. Corporal punishment is used to punish students for misbehavior, not necessarily to stop a problem behavior. The practices have similar physical and mental harm on students but are used under different conditions. Therefore, corporal punishment and seclusion and restraint policies may also be different, explaining the lack of similarity in the maps.

Corporal policies were likely adopted from federal policies or nearby states due to extraneous pressures from stakeholders or parents to reduce the use of seclusion and restraint. The highly political nature of educational policymaking led to the development of seclusion and restraint policies completely disconnected from other forms of aversive and exclusionary discipline interventions. This lack of connection implies these policies may have been developed to symbolically meet the needs of stakeholders without making change to practice.

Inclusion of students with disabilities in the general education setting did not show any predictability in seclusion and restraint policies. For example, Texas had one of the highest rates of inclusion of students with disabilities in general education at 92.64 percent, had a policy on the use of seclusion and restraint only for students with disabilities, and 0.0041 incidents of seclusion and restraint per student, lower than many of the other states selected. Mississippi had the lowest rate of inclusion for students with disabilities, had a legally binding policy on the use of seclusion and restraint for all students, and had 0.0009 incidents of seclusion and restraint per

student. Maine also had a low rate of inclusion (58.10 percent) and had a legally binding policy on the use of seclusion and restraint for all students, but had a moderately high rate seclusion and restraint incidents per student at 0.0227. These three states demonstrated the lack of predictability in policies based on inclusion of students with disabilities in general education and the lack of connection between inclusion and rates of the use of seclusion and restraint. This lack of connection between high rates of inclusion and whether states had a seclusion and restraint policy was also observed in the remaining 15 states. Thus, the results suggested that the inclusion of students with disabilities did not predict seclusion and restraint practice and policies. It was likely the culture of discipline already in place in a school before the push for inclusion of students with disabilities was impacting policy and practice. Although seclusion and restraint may not have been used with high frequency before the inclusion of students with disabilities, corporal punishment, suspension, and expulsion were already ineffective means used to "reduce" undesirable behaviors.

As reviewed in Chapter 2, previous research suggested connections between deinstitutionalization, corporal punishment, and inclusion of students with disabilities and seclusion and restraint policy (e.g., Arivett, 2015; Ryan & Peterson, 2004). However, the results of this study showed that when looking at state level data on deinstitutionalization and inclusion, these elements did not predict seclusion and restraint practice or policy. As will be explored in more detail in the following themes, seclusion and restraint policy was impacted by pressures outside of these trends reported in the literature, including the need to develop policy due to pressure from stakeholders because of death, serious bodily injury, and the psychological harm caused by these interventions.

Inclusion did not impact the use of seclusion and restraint, but segregation did. The relationships between the degree to which students with disabilities were educated in general education classrooms and the protections offered against the use of seclusion and restraint were weak, but students educated in specialized settings, such as special education schools and alternative schools, were much more likely to be restrained and secluded. Higher rates of inclusion did not impact the use of seclusion and restraint, a similar trend found in the lack of predictability of inclusion rates on seclusion and restraint policies. However, across nearly every state, the prevalence of special education schools and alternative schools was a strong predictor of the use of seclusion and restraint. Students in these schools were much more likely to be secluded and restrained as compared to their peers in typical public schools.

The mapping analysis using the U.S. Department of Education's Office of Special Education Programs (OSEP) Indicator data (Figures 4-6), showed little influence on the use of seclusion and restraint. States identified for the analysis had inclusion rates from 49.74 (MS) to 92.64 (TX) and educated 0.26 (TX) to 7.4 (CA) percent of students in specialized settings. From this analysis of the 18 selected states, inclusion was not a factor impacting the use of seclusion and restraint. However, the data found a slightly different trend related to separate settings: students educated in special education schools and alternative schools were more likely to be secluded and restrained, even with other variables in the model such as race, poverty, and discipline. In nearly every state and in the all state analysis, the results indicated a significant relationship between the occurrence of special education schools and the number of seclusion and restraint incidents reported. When poverty and race variables were introduced, these statistically significant, predictive relationships remained. The alternative school variable was also a significant finding in most states, but often for the dependent variables for students

without disabilities. In most of the analyses in which it was significant, the variable alternative school was significant on first entry and maintained significance when the race and poverty variables were entered, similar to the special education school variable.

It was likely these special schools have an overreliance on aversive discipline (Fogt & Piripavel, 2002), using methods that were more punitive and severe than a typical public school. Alternative schools and special education schools were established to take the students that were not supported or were removed from traditional public schools. These students may have been labeled as "behavior problems" or "defiant" with a record of suspensions, expulsions, and disciplinary actions before entering the specialized schools. The culmination of the culture of discipline in the school and stigma of labels created an environment ripe to use seclusion and restraint as a first response, rather than following policies established by the state. Some alternative schools also received special exemptions from federal laws regarding accountability, such as the ESEA (Sec. 1111(d)(1)(C)). In a climate in which the standard policies did not seem to apply, these schools operated under their own systems and likely used their own discretion to make discipline decisions, rather than relying on information from state and federal laws and regulations.

Much of the research on seclusion and restraint has been conducted in special education schools (i.e. Fogt & Piripavel, 2002; Ryan et. al., 2007; Villani et al., 2012) with an assumption that most incidents occur in these locations. Villani and colleagues (2012) even compared special education schools to hospitals and treatment centers stating that "special education settings differ from hospitals to residential treatment centers in that medication for periodic agitation […] generally are not given. Despite aggressive or self-injurious behaviors, students must be available to attend class […]" (p. 305-306). The assumption was that the students in the special

education schools could have been treated in a medical facility, medicated, and controlled, but the special education school needed a different means of control to keep the students attending class. These statements about the settings and biases are telling; the culture of discipline and assumption of problems embed the use of the most restrictive, dangerous interventions as every day practice.

Segregated settings have long been under scrutiny for segregation of individuals with disabilities and students of color. The evidence found in this study suggested that these settings were dangerous with a culture of discipline and increased use of restrictive, dangerous practices. In fact, segregated settings came under scrutiny by the Department of Justice in Georgia. The state had a network of separate schools for students with emotional and behavioral challenges. The program hit headlines in 2004 when a 13-year-old boy hung himself in a seclusion room, leading to state regulations on limiting seclusion and restraint (Pratt, 2017). In the initial investigation, The Department of Justice (2016) found that Georgia unnecessarily segregated students with disabilities and denied them access to a free, appropriate public education. The combination of segregation from peers and increased use of exclusionary and aversive discipline practices suggested that these separate special education schools should be examined with focus on improving access to a free, appropriate public education in the least restrictive environment.

A caution regarding the data is that the definitions for special education school and alternative school in the OCR data do not match the definitions used by OSEP for the accountability data used to measure progress in the national special education data system. OSEP Part B Indicator 5C (out of 18 OSEP indicators with 28 different data requirements) was specifically designed to count the number of students with disabilities educated in separate schools, residential facilities, or homebound/hospital placements (OSEP, 2015). The CRDC

definition of a special education school was "a public elementary or secondary school that focuses primarily on serving the needs of students with disabilities under the IDEA or Section 504 of the Rehabilitation Act" and an alternative school was defined as "a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program" (OCR, n.d.). While it was possible that some special education schools under the CRDC definition fell within the Indicator 5C definition, the OSEP definition also captured private schools, hospitals, psychiatric facilities, and homebound education. This difference could explain why the maps of the indicator data did not show similarities with seclusion and restraint practices.

A culture of discipline increased the use of seclusion and restraint. As described in detail in Chapter 2, research described students that were more likely to be secluded and restrained. These students include those with low socioeconomic status (Barnard-Brak et al., 2014), elementary and middle school students in a day school (Ryan et al., 2007), students with emotional and behavioral disorders (Westling et al., 2010), and males and Black students (OCR, 2016). These analyses looked primarily at student level characteristics and described an increase in restraint and seclusion events based on student identifiers. The three phases of this study focused on different levels of the system beyond the student, including the school, state policies, and state characteristics. The findings suggested that the use of restraint and seclusion was not necessarily reliant on the student characteristics, but a culture of discipline and punishment embedded within the school, described in detail in Chapters 1 and 2. As described above, this was also evident in special education and alternative schools. Throughout the quantitative analysis, school level factors, such as school type and grade levels served, and elements of discipline used, such as suspensions and expulsions, were significant and maintained

significance despite the addition of new variables and race and socioeconomic variables. While race and socioeconomic status were likely still impacting the practice, use of seclusion and restraint developed out of these school level variables, signifying a possible connection to a culture of discipline.

The quantitative analysis included a variety of variables related to the suspension and expulsion of students in schools. Suspensions were broken down by in-school suspension, only one out of school suspension, and more than one out of school suspension. Expulsions were broken down by expulsions with educational services, expulsion without educational services, and expulsion under zero tolerance policies. Many of the states had one or more of these variables significant for students with and without disabilities. In the all state analysis, some expulsions and out of school suspensions actually decreased the use of restraint and seclusion for students without disabilities, which was logical as a student removed from the building could not be restrained or secluded. Yet, for students with disabilities, a student who had more suspensions was more likely to experience restraint. Students with disabilities have protections built into the IDEA protecting them from overuse of suspension and expulsion, as either practice can be a denial of a free, appropriate public education (FAPE). It was likely teachers first used restraint or seclusion, then moved to more exclusionary practices as needed. After the student returned to the school after a short suspension, seclusion and restraint were likely used again to assert control.

Suspensions and expulsions impacted the use of seclusion and restraint as both practices were mechanisms for control. “When teachers experience situations in which students are violent toward their peers or adults, are insubordinate and noncompliant, run away from school, or disrupt the learning of others, their basic reaction is to engage in actions that decrease or avoid such aversive situations” (Sugai & Horner, 2002, p. 25). Teachers were rewarded by removing

the student they believed was "problematic" through the use of suspension, expulsion, restraint, or seclusion and control was re-established in the classroom, if only temporarily. This cycle led to escalating events; first a teacher may have sent a student to the office, which increased the likelihood of suspension (Bowditch, 1993; Vincent & Tobin, 2011). Then, a student received an in-school suspension, possibly followed by an out of school suspension. The teacher enjoyed more and more time away from the student and may have been quicker to use the discipline method in the future. Seclusion and restraint fit in naturally as practices that quickly removed students from the classroom and rewarded the teacher with a break from the undesirable behavior. Unfortunately, this cycle likely continued to escalate. In a small-scale study of one Midwestern state, the findings suggested that once seclusion and restraint were used, they were more likely to be used in the future (Knackstedt, 2016). Once the means of control was established through seclusion or restraint, a teacher may have been quicker to use that method a second time, despite policies that may have been in place to use more preventative methods first. Future studies should explore the role that teacher reinforcement plays in increasing the use of removing students from classrooms and/or improving classroom control through the use of aversive and exclusionary practices.

Suspension and expulsion contributed to an environment of exclusion, punishment, and control in similar ways as the increased use of law enforcement in schools. Since the late 1990s and early 2000s and the increase of zero-tolerance policies, increase in school shootings, and focus on "safety," law enforcement officers have been a larger part of the school system (McIntosh, Girvan, Horner, & Smolkowski, 2015; Skiba, 2013; Stonemeier et al., 2014; Sugai & Horner, 2002). Law enforcement involvement was measured in the analysis as referral and arrests. In the all state analysis and throughout the state by state analyses, the law enforcement

referral variable often increased restraint and seclusion for students with and without disabilities. However, the school arrest variable at times decreased restraint and seclusion for students without disabilities and increased the practices for students with disabilities.

Law enforcement in schools goes by many names including school resource officers, school police, campus police, safety officers, or security guards. In the previous reauthorization of the ESEA, No Child Left Behind (NCLB), school resource officer (SRO) was defined under Title IV Part A: Safe and Drug Free Schools and Communities. The definition stated:

> The term 'school resource officer" means a career law enforcement officer, with sworn authority, deployed in community oriented policing, and assigned by the employing police department to a local educational agency to work in collaboration with schools and community based organizations to – (a) educate students in crime and illegal drug use prevention and safety; (b) develop or expand community justice initiatives for students; and (c) train students in conflict resolution, restorative justice, and crime and illegal drug use awareness. (Sec. 4151(11))

The purpose of this subpart when signed into law in 2002 was focused on drug use reduction and a reduction in violence. The definition of a SRO was describing a D.A.R.E. officer (Drug Abuse Resistance Education), or a sworn law enforcement officer focused on educating students rather than intervening in the disciplinary actions carried out by the school. However, this model was not effective in reducing drug use or preventing violence, and the D.A.R.E. program has largely been removed from schools (Pan & Bai, 2009; West & O'Neal, 2004). Yet, the definition and description of SROs in schools went unchanged despite the shift in responsibilities. The general ineffectiveness of the program and lack of evidence for use of federal funding led authors of the ESSA, the newest

reauthorization of ESEA, to remove the entire subpart of Title IV and the definition of a school resource officer. However, due to the political nature of police in schools (Egnor, 2003), the term SRO was left undefined in ESSA and their role in schools unclear in federal policy.

The day to day work of an SRO has changed dramatically since the definition was included in NCLB. School safety efforts were broadened in the wake of school shootings in the late 1990s and early 2000s and the use of SROs to address crime and safety in schools expanded (Brown, 2006; Raymond, 2010). "It has been argued that SROs are a new type of public servant; a hybrid educational, correctional, and law enforcement officer" (James & McCallion, 2013, p. 2). SROs have been walking the line between sworn law enforcement officer with the power to arrest students, disciplinarian within the guardrails of educational policies, and educator. Regardless of their role in schools, research suggested that schools with an SRO had significantly greater levels of law enforcement involvement compared to schools without SROs (Travis & Coon, 2005), contributing to a climate of criminalization of student behavior and exclusion (Hirschfield, 2008). Further, although nearly every school district in the country utilized a form of school policing, there were very few studies methodologically rigorous that evaluated the effectiveness of SROs (Raymond, 2010).

Suspensions, expulsions, and law enforcement involvement contributed a school climate focused on exclusion and criminalization that increased the use of seclusion and restraint. The research on these practices were somewhat disconnected from the research on seclusion and restraint. As noted previously, seclusion and restraint literature, described in detail in Chapter 2, was primarily focused on student characteristics that

predict the use of the practices. Instead, future research must broaden the scope of focus as seclusion and restraint are not occurring in isolation from other discipline practices. Teachers, administrators, and support staff must be thoughtful and use data to check their use of exclusionary and aversive discipline. If a school relies on seclusion and restraint, suspension, or expulsion, it must take a more thoughtful look at the climate it is creating and implications for student outcomes. The climate created through the use of exclusionary discipline and criminalization of students through use of law enforcement impact the use of seclusion and restraint, and likely, the use of seclusion and restraint impact the use of the other practices. Decreasing the use of seclusion and restraint will not occur without a change in the views of those employing the practices, focused less on the problem being within the student and focused more on acceptance, difference, and inclusion.

Pattern of convergence across states. Seclusion and restraint policies had similar characteristics across the states. However, the types of policies had great variablility, with five states having no policy, six states with non-binding guidance, nine states with a policy for only students with disabilities, and 30 states with a legally binding policy for all students. The different policy types were all over the map with trends completely separate from practices. During the policy analysis in Phase 3 and supported by other reviews of state policies, I found that states with policies had some key similarities related to limiting seclusion and restraint, notification to parents of an incident, data collection requirements, and training of teachers and staff. Thus, what is converging at this point in the isomorphism process is not the type of state policies themselves but rather states' *introduction of* seclusion and restraint policy, which is the

institutional trend. States are in the process of "legalizing" seclusion and restraint practices in schools in the sense of bringing them under the governance of state policy, which, as expected in the early phases of an institutional trend, continues to vary by state (Tolbert & Zucker 1983). Without a national law and associated policy, states merely having some form of seclusion and restraint policy on the books is sufficient to signal their legitimacy in this controversial space of educational practice.

At the same time, because at this point states' seclusion and restraint policies primarily serve symbolic purposes, they are only loosely coupled to practice in their respective schools. That is, symbolic policy permits schools to maintain discretion to proceed in ways they prefer, including continuing the practices to which they are accustomed (Meyer & Rowan, 1978). As such, practice continues to be defined locally to fit local preferences, current and historical structural and cultural contingencies, and idiosyncrasies which means that seclusion and restraint practice continues to diverge within states.

Loose coupling notwithstanding, institutional theory predicts the possibility of convergence over time, given certain conditions (Tolbert & Zucker 1983). The two most important conditions for present purposes are power, in the form of a social movement against seclusion and restraint, and ritualization, in the form symbolic compliance with whatever law and policy such a movement might produce. In the case of power, if a social movement could win the struggle to institute federal seclusion and restraint legislation,, state convergence largely would be achieved, just as state law and policy converged in response to other federal laws. Such a victory would also need to withstand a counter-movement, just as IDEA advocates have had to withstand the increasingly

effective counter-movement of educational administration professional associations, including especially the American Association of School Administrators, in the IDEA reauthorization process (see Skrtic & Knackstedt, in press). However, in the case of symbolic compliance, even if such a movement could produce and maintain state convergence in seclusion and restraint law and policy, the next struggle would be to overcome local school inertia and resistance via symbolic tactics that undercut genuine change (Tolbert & Zucker 1983), just like such tactics have undercut the full meaning and potential impact of IDEA (Skrtic, 1995).

Policies did not impact practice. The final finding was that policies did not seem to impact practice. The four types of policies reviewed included no policy, non-binding guidance, legally binding policies for all students, and legally binding policies for students with disabilities. In the three categories of states with policies, there were some similarities among the provisions of the state policies. States with policies reported higher rates of seclusion and restraint. This was likely due to a mandate to report seclusion and restraint instances to the local education agency and the state educational agency. However, it might have been assumed that states with legally binding policies would have different practices, possibly different predictors for the practice, or lower rates. A state with a binding policy would have more potential to sanction a school district or school that appeared to overuse seclusion or restraint than a state with a non-binding policy. Yet this was not the case; practices across the states were very similar. Despite having different mechanisms in place to restrict or limit the use of seclusion and restraint, schools seemed to use seclusion and restraint practices to control behavior regardless of the state policy context. Although significant political pressure has been placed on states

to develop or change seclusion and restraint policies by national advocacy organizations, it appears this has had no impact on the use of the practices. How states inform stakeholders and educators about the policy may have implications for its widespread use.

Federal education policy provides the guardrails to protect students and require schools, districts, and states to take necessary actions to produce the desired outcomes. The KASSA, a federal bill introduced to limit the use of seclusion and restraint, was proposed to place similar guardrails on all states, protect students from the aversive practices, and provide funding to implement positive interventions. Indeed, seclusion and restraint policies reviewed in the analysis were focused on placing requirements on the individuals carrying out the practices, requiring data collection to enable more oversight, and requiring training and a focus on alternative methods. All the policies allowed for the use of restraint, required some parental notification of its use, and focused on positive, preventative methods prior to using seclusion or restraint. Many of these provisions were aligned with the KASSA. Butler (2015) found that at least 22 states had adopted components of the KASSA and made updates accordingly as the bill was changed. Pressure from advocacy organizations, parents, and the federal government helped to push states to develop similar policies, likely driven by the need to appear legitimate on the issue (Hannan & Freeman, 1977), align policies with those seen favorably in other states (DiMaggio & Powell, 1991), and gain a political win. In this stage of isomorphism, the types of policies are not coverging, rather the convergence is the introduction of policies in each state. Future research should investigate why each state developed a policy and the pressures that led to the policy moving through the state legislature or developing within the state education agency. From the perspective of institutional isomorphism, it was highly likely that states

developed these policies in response to the external pressure and why the policies remained disconnected from actual practice (DiMaggio & Powell, 1991).

While policies developed in each state were similar, seclusion and restraint practices did not change. Public institutions tout their efficiency and use of socially validated practice to increase their legitimacy and power. The need for legitimacy forces schools, districts, and states to symbolically adopt what is seen as best practice (Skrtic, 1995). Policies may be developed to maintain legitimacy within the eyes of stakeholders, but schools, districts, and states may not invest in changing practices. As seclusion and restraint policies became a "legitimate" means to protect students after the introduction of the KASSA, states adopted similar policies. However, the policies were disconnected from actual practice and from the exclusionary climate already embedded within schools due to other educational policies regarding discipline and law enforcement. The culture of discipline within the school and the school climate, not policy, were primary indicators that determined whether seclusion and restraint would be used. Policy had little or no impact on actual practice that was deeply embedded within an ethos of exclusion, aversive interventions, and criminalization.

Revisiting the theory of isomorphism, it was expected that the practices and policies would be loosely coupled within states, yet policies across states would be nearly identical. The mere adoption of similar policies was explained by isomorphism or the convergence of state policies on the issue of seclusion and restraint. However, the adoption of policy still allowed for local practices, maintaining teacher and administrator discretion to use seclusion and restraint if deemed appropriate. In a sense, this created a divergence of policy and practice. In a culture of discipline, for many schools, the practices were deemed appropriate and used extensively to keep order. Disconnected from practice, the policies became ritualized as adopted for legitimacy in the

eye of the stakeholders, as described above. The disconnection between policy and practices was not unexpected, but the phenomena requires a closer look at education policies broadly and what outcome the policies achieve.

An encouraging component of the reviewed policies was the explicit connection to research on prevention. The focus on prevention within the 15 states with policies was consistent with research conducted on seclusion and restraint in many different settings (Couvillon et al., 2010; Fogt & Piripavel, 2002; George et al., 2013; Lebel et al., 2012; Ryan, Katsiyannis, Peterson, & Chmelar, 2007; Ryan & Peterson, 2004; Villani et al., 2012). This research suggested that a focus on school-wide, positive, preventative methods implemented with fidelity could reduce seclusion and restraint. However, the policies of these states did not fully direct prevention implementation. Although many of the states required some training or positive intervention, it was beyond the scope of the study to investigate its implementation. However, oversight of implementation was not outlined in the policies, which suggested that the requirement may have been largely symbolic. It was promising to find that the research on methods to reduce seclusion and restraint made its way into the policies. However, prevention implementation was not specified.

One effect of policy was improved data collection. The CRDC required schools to report data in the 2013-14 school year. However, schools must have had data collection efforts in place prior to producing data for the CRDC. Data collection included a mechanism to capture data over time, definitions of the practices, and training for the data recorders to accurately identify seclusion or restraint incidents. States without policies did not have these mechanisms in place and reported lower rates of the use of seclusion and restraint. While data collection was helpful for program improvement, policy analysis, and research, schools may have hesitated to report the

information. Concerns likely included the burden of paperwork, oversight by the federal government, punishment of teachers for using the practices, and use of data for reasons that were not intended. While these concerns need to be addressed through regulation or guidance, the data can help teachers, administrators, and other school personnel re-evaluate their practice, check their implementation of proactive measures, and ultimately change practices to improve student learning. The act of collecting data has the capacity to raise questions about practice and create opportunities for new learning about instruction, prevention, and intervention (Kozleski, 2016).

Although these findings complicate the connections between policy and practice, I am not suggesting discarding current policy efforts. Rather, we must refocus policy efforts on the connection between the practices and cultures in schools and use levers that are available to push for change. The five key themes point to a need to make broader policy that focuses on systems in schools, rather than on student level characteristics, the current research focus. The policies were written to place guardrails on practice, but lacked the data, oversight, training, education, and enforcement needed to determine what was actually happening in schools and why. Policies were developed in a vacuum, without thoughtfulness on how and why seclusion and restraint was occurring. Policymakers must understand the manner in which practices are embedded in schools, the historical roots of current practice, and the systems change that will be needed to implement the purposes of policy and achieve its ends. Segregated schools, discipline practices, and criminalization of student behavior impacted the use of seclusion and restraint. Policymakers must take these elements into account as they develop or amend policies on seclusion and restraint. Change is unlikely if we write and implement policy without cultural and historical understanding, robust interdisciplinary research, and theoretical frameworks for transforming practice.

Future Research

The findings from this study offer direction for future research. One direction would be to focus on understanding the practice of seclusion and restraint. A mixed methods approach would help to further explore classroom settings, the interactions between students and teachers, and the stakeholders involved in the use of seclusion and restraint. Another study should use qualitative methods to gain the perspectives of teachers, parents, students, administrators, and policy makers on the use of seclusion and restraint. The stakeholders involved in seclusion and restraint can provide the most accurate information on why the practices are being used, how they came to be used, and why (or why not) policies are used to influence practice. The cultural context and historical use of exclusionary discipline can be further analyzed in this process. Future research should also expand beyond this study's use of race and poverty and examine why specific populations of students are secluded and restraint more than others. This study identified variables that impacted the use of seclusion and restraint. Data defined by the state, district, and school should be used to look closer at contextual factors and how seclusion and restraint are carried out. The data itself should also be analyzed to ensure validity and reliability potentially comparing between schools and across districts to ensure data are measured in similar ways. The data utilized in this study could not provide the specific analysis related to the intersections of race, poverty, and ability, but future research must take this key piece into account to actually address the reason why the practices are so pervasive.

Another element of future research should focus on the development and implementation of policy that eliminates or limits the use of seclusion and restraint at all levels of the system. More information is needed on how seclusion and restraint policies are developed including who has the ear of policy makers to make a change and how that change is (or is not) reflective of the

practices and research. Many families do not have the political capital to influence changes in school practices. The impact of the dominant voices in education policy making should be assessed to ensure they include and are represented by marginalized populations. Beyond the policy making process, it will be critical to investigate perceptions of policies as they move through the educational system from federal or state levels to district and school levels or from school and district levels to federal and state policy making. These perceptions could greatly impact the success or failure of a policy. This translation of the policy from a sheet of paper to practice can greatly alter the intent of the policy.

Outside of policy development and implementation, structural and practical changes should be assessed to better examine policy implementation. The CRDC is the most widely available, accessible data set related to discipline in the country. However, as described previously, the data presented challenges and limitations. Researchers should assist policy makers at the local, state, and federal level to better develop data systems that capture information that allow for intersecting variables (Kozleski, 2016) and afford multiple opportunities for analysis. These data systems should enable evaluation of policies and practice, but should not be limited to policies that can change on the whim of a newly elected official. The people overseeing the data systems and monitoring implementation should also provide insight into implementation. A key piece missing from this study was the people carrying out policy implementation. Although it was beyond the scope of the study, more attention needs to be focused on those in the states, districts, and schools who are responsible for promoting seclusion and restraint policy, educating others about it, and providing oversight of implementation efforts.

Future research must focus on making connections between what has been found in past research, what is happening in practice, and how policy is advancing the process of change or impeding progress toward it.

Conclusion

The use of seclusion and restraint will not disappear from classrooms overnight, and schools will continue to use the practices despite the mental, physical, and social hazards to students and teachers. Decades of research highlights the problems associated with the use of seclusion and restraint, the trauma associated with its practices, and the importance of proactive and preventative discipline. However, there has been a disconnect between the research and practice; the practices persisted despite evidence of the harm. Research on the use of seclusion and restraint in schools focused on the practices themselves and reaffirming what is already known – the practices are ineffective, dangerous, and should be discontinued. After highlighting deaths in the country resulting from these practices and gaining national attention on the issue, policy makers started trying to make a change. Over time, some states began to develop policies to restrict and limit the use of seclusion and restraint in schools. Federal policy efforts have never been successful, but states began making greater changes in the last ten years. After a storm of political pressure, over half of the states developed policies. Research continued to focus on seclusion and restraint practices, which continued despite the policies because they were developed for political purposes, to relieve pressure for change rather to address the problems surfaced in research on the practice of seclusion and restraint.

The purpose of this study was to expand what is known about the use of seclusion and restraint in public schools and connect the practices to research and policy. The three-phase analysis provided a unique view on the use of seclusion and restraint with an eye toward

historical trends, examination of practices, and analysis of policy documents. The findings indicated that there was limited predictability and a lack of historical influence on seclusion and restraint policies, inclusion did not impact the use of seclusion and restraint but segregation had a large impact, a school culture of exclusionary discipline increased the use of seclusion and restraint, and policies did not have an impact on practice. Thus, policy cannot occur in a vacuum then be pressed on individuals to implement. The implementation will be symbolic and meaningful change will not occur. Individuals carrying out practices in the classroom must have a voice at the table in policy making to help identify what must be changed and to be more aware of changes needed to implement a policy. Finally, research on the use of seclusion and restraint must take a wider view than the sole focus on practice. Research must consider political factors, policy, contextual factors, and historical trends in order to identify levers for change and ways to reduce harmful practices.

Seclusion and restraint are used as means of control over students. Throughout the process of identifying levers for change, researchers, policy makers, and practitioners must remember who these changes are needed for – the students to ensure their health and safety in an equitable, high-quality learning environment. Seclusion and restraint practices will not disappear from the repertoire of teachers simply through policies and mandatory prevention. However, gradual steps must be taken to connect stakeholders and shift from a culture of discipline and control to prevention and inclusion. Policy and research must be utilized as levers to make this change possible. Ultimately, the goal is to help students learn in an environment that enables them to learn and graduate to become productive citizens in an inclusive society.

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Appendix I

Table 1

Restraint and Seclusion in the 2013-2014 School Year

Category	Restraint	Seclusion
Total Incidents: Male	47,909	25,412
Total Incidents: Female	12,741	7,827
Total Incidents: Black	14,975	7,341
Total Incidents: Asian	810	389
Total Incidents: Latino/a	8,025	3,376
Total Incidents: White	32,973	19,725
Total Incidents: Students Without Disabilities	22,277	27,631
Total Incidents: Students With Disabilities	133,938	79,379
Total Incidents	156,215	107,010

Note: Data collected by the Office of Civil Rights, 2016, retrieved at http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html.

Table 2
CRDC Students in 2013-2014 School Years

Demographic characteristic	Percentage of Population in Sample
White	50.3%
Latino	24.7%
Black	15.5%
Asian	4.8%
American Indian or Alaskan Native	1.1%
Two or More Races	3.1%
Native Hawaiian or Other Pacific Islander	0.4%
Boys	51.4%
Girls	48.6%
English Learner	9.9%
Students with Disabilities (IDEA and Section 504)	14.0%

Table 3
Variables Included in Analysis

Data File	Variable Name	Variable Description
School Characteristics		
	LEA_STATE	District State
	LEAID	7 Digit LEAID District Identification Code
	SCHID	5 Digit School Identification Code
	COMBOKEY	7 Digit LEAID District Identification Code+5 Digit School Identification Code
	SCH_STATUS_SPED	School Characteristics: Special education school
	SCH_STATUS_MAGNET	School Characteristics: Magnet school or school operating a magnet program within the school
	SCH_STATUS_CHARTER	School Characteristics: Charter school
	SCH_STATUS_ALT	School Characteristics: Alternative school
Chronic Absenteeism		
	TOT_ABSENT_M	Total Chronic Student Absenteeism: Male
	TOT_ABSENT_F	Total Chronic Student Absenteeism: Female
	SCH_ABSENT_IDEA_M	Chronic Student Absenteeism: IDEA Male
	SCH_ABSENT_IDEA_F	Chronic Student Absenteeism: IDEA Female
Corporal Punishment		
	SCH_CORPINSTANCES_IND	Corporal Punishment Indicator: Does this school use corporal punishment to discipline students?
	TOT_DISCWODIS_CORP_M	Total number of students without disabilities who received corporal punishment: Male
	TOT_DISCWODIS_CORP_F	Total number of students without disabilities who received corporal punishment: Female
	TOT_DISCWDIS_CORP_IDEA_M	Total number of students with disabilities who received corporal punishment: IDEA Male
	TOT_DISCWDIS_CORP_IDEA_F	Total number of students with disabilities who received corporal punishment: IDEA Female
Suspensions		
	TOT_DISCWODIS_ISS_M	Total number of students without disabilities who received one or more in-school suspensions: Male
	TOT_DISCWODIS_ISS_F	Total number of students without disabilities who received one or more in-school suspensions: Female
	TOT_DISCWODIS_SINGOOS_M	Total number of students without disabilities who received only one out-of-school suspension: Male
	TOT_DISCWODIS_SINGOOS_F	Total number of students without disabilities who received only one out-of-school suspension: Female
	TOT_DISCWODIS_MULTOOS_M	Total number of students without disabilities who received more than one out-of-school suspension: Male
	TOT_DISCWODIS_MULTOOS_F	Total number of students without disabilities who received more than one out-of-school suspension: Female
	TOT_DISCWDIS_ISS_IDEA_M	Total number of students with disabilities who received one or more in-school suspension: IDEA Male

	TOT_DISCWDIS_ISS_IDEA_F	Total number of students with disabilities who received one or more in-school suspensions: IDEA Female
	TOT_DISCWDIS_SINGOOS_IDEA_M	Total number of students with disabilities who received only one out-of-school suspension: IDEA Male
	TOT_DISCWDIS_SINGOOS_IDEA_F	Total number of students with disabilities who received only one out-of-school suspension: IDEA Female
	TOT_DISCWDIS_MULTOOS_IDEA_M	Total number of students with disabilities who received more than one out-of-school suspension: IDEA Male
	TOT_DISCWDIS_MULTOOS_IDEA_F	Total number of students with disabilities who received more than one out-of-school suspension: IDEA Female
Expulsions		
	TOT_DISCWODIS_EXPWE_M	Total Number of Students without Disabilities who received an expulsion with educational services: Male
	TOT_DISCWODIS_EXPWE_F	Total Number of Students without Disabilities who received an expulsion with educational services: Female
	TOT_DISCWODIS_EXPWOE_M	Total Number of Students without disabilities who received an expulsion without educational services: Male
	TOT_DISCWODIS_EXPWOE_F	Total Number of Students without disabilities who received an expulsion without educational services: Female
	TOT_DISCWODIS_EXPZT_M	Total Number of Students without disabilities who received an expulsion under zero tolerance policies: Male
	TOT_DISCWODIS_EXPZT_F	Total Number of Students without disabilities who received an expulsion under zero tolerance policies: Female
	TOT_DISCWDIS_EXPWE_IDEA_M	Total Number of Students with disabilities who received an expulsion with educational services: IDEA Male
	TOT_DISCWDIS_EXPWE_IDEA_F	Total Number of Students with disabilities who received an expulsion with educational services: IDEA Female
	TOT_DISCWDIS_EXPWOE_IDEA_M	Total Number of Students with disabilities who received an expulsion without educational services: IDEA Male
	TOT_DISCWDIS_EXPWOE_IDEA_F	Total Number of Students with disabilities who received an expulsion without educational services: IDEA Female
	TOT_DISCWDIS_EXPZT_IDEA_M	Total Number of Students with disabilities who received an expulsion under zero tolerance policies: IDEA Male
	TOT_DISCWDIS_EXPZT_IDEA_F	Total Number of Students with disabilities who received an expulsion under zero tolerance policies: IDEA Female
Student Referrals and Arrests		

	TOT_DISCWODIS_REF_M	Total Number of Students without disabilities who were referred to a law enforcement agency or official: Male
	TOT_DISCWODIS_REF_F	Total Number of Students without disabilities who were referred to a law enforcement agency or official: Female
	TOT_DISCWDIS_REF_IDEA_M	total Number of Students with Disabilities who were referred to a law enforcement agency or official: IDEA Male
	TOT_DISCWDIS_REF_IDEA_F	total Number of Students with Disabilities who were referred to a law enforcement agency or official: IDEA Female
	TOT_DISCWODIS_ARR_M	Total Number of Students without disabilities who received a school-related arrest: Male
	TOT_DISCWODIS_ARR_F	Total Number of Students without disabilities who received a school-related arrest: Female
	TOT_DISCWDIS_ARR_IDEA_M	Total Number of Students with disabilities who received a school-related arrest: IDEA Male
	TOT_DISCWDIS_ARR_IDEA_F	Total Number of Students with disabilities who received a school-related arrest: IDEA Female
Restraint and Seclusion		
	SCH_RSINSTANCES_PHYS_WODIS	Number of instances of physical restraint: Students without Disabilities
	SCH_RSINSTANCES_PHYS_IDEA	Number of instances of physical restraint: Students with Disabilities (IDEA)
	SCH_RSINSTANCES_SECL_WODIS	Number of instances of seclusion: Students without Disabilities
	SCH_RSINSTANCES_SECL_IDEA	Number of instances of seclusion: Students with Disabilities (IDEA)

Table 4
Factors Identified to Review Documents

Area of Focus	Factor
Physical Restraint	
	Allows restraint for the safety of student, self, or others*
	Allows restraint for property damage*
	Allows prone or supine restraint
	Considers an escort restraint*
	Describes written procedures for conducting restraint*
	Describes parental notification (specify amount of time that may pass)*
	Describes administrator notification or involvement*
	Describes data collection (specify type of data collected)*
Seclusion	
	Allows seclusion for the safety of student, self, or others
	Allows seclusion conducted in a designated room (describe room)
	Allows seclusion to occur in a locked room (describe type of lock)
	Describes involvement of staff and monitoring
	Describes written procedures for conducting seclusion
	Describes parental notification (specify amount of time that may pass)
	Describes administrator notification or involvement
	Describes data collection (specify type of data collected)
	Describes maximum amount of time for a seclusion incident
Other Information	
	Calls for staff training (describe type)*
	Calls for parental involvement if multiple incidents
	Calls for conducting a behavior intervention plan if multiple incidents
	Calls for IEP review or evaluation if multiple incidents
	Describes a parent complaint process
	Describes best practices to reduce incidents of seclusion and restraint

Note: * represents factors used in the study conducted by Ryan and colleagues (2009).

Table 5
State Index Ranking

State	Seclusion and Restraint Ranking	OSEP 5A Ranking	OSEP 5B Ranking	OSEP 5C Ranking	De-institutionalization Ranking (Actual)	Index Ranking
AK	9	5	10	33	.	14.25
AL	30	37	26	30	42	33
AR	8	29	42	22	3	20.8
AZ	22	43	50	38	44	39.4
CA	5	15	8	49	15	18.4
CO	15	18	43	43	24	28.6
CT	49	46	44	50	17	41.2
DE	36	23	40	24	48	34.2
FL	4	50	46	7	47	30.8
GA	10	45	34	46	46	36.2
HI	1	25	16	19	.	15.25
IA	47	13	11	29	13	22.6
ID	27	11	17	21	18	18.8
IL	40	32	37	13	9	26.2
IN	28	44	25	36	21	30.8
KS	46	14	32	48	36	35.2
KY	41	36	41	47	11	35.2
LA	3	22	27	42	23	23.4
MA	12	33	22	39	2	21.6
MD	35	17	33	25	34	28.8
ME	48	39	19	37	27	34
MI	37	8	9	27	30	22.2
MN	38	26	39	15	26	28.8
MO	42	10	13	32	12	21.8
MS	7	48	48	5	41	29.8
MT	16	38	49	44	14	32.2
NC	2	19	35	23	38	23.4
ND	32	6	5	16	16	15
NE	43	30	30	40	22	33
NH	21	24	20	11	6	16.4
NJ	26	9	24	9	29	19.4
NM	6	31	18	41	37	26.6
NV	25	12	29	45	45	31.2
NY	13	40	45	17	19	26.8
OH	24	16	6	28	8	16.4
OK	11	21	28	18	10	17.6

OR	39	20	38	10	32	27.8
PA	17	41	36	31	20	29
RI	33	47	31	4	1	23.2
SC	18	27	14	20	25	20.8
SD	29	28	21	14	35	25.4
TN	20	35	12	12	28	21.4
TX	19	2	4	3	33	12.2
UT	31	49	23	8	43	30.8
VA	23	3	3	2	40	14.2
VT	50	42	47	35	5	35.8
WA	34	7	7	6	31	17
WI	44	34	15	1	7	20.2
WV	14	1	2	34	4	11
WY	45	4	1	26	39	23

Note: The states were ranked 1-50 with one being the best ranking and 50 being the worst for each of the categories of seclusion and restraint, OSEP Indicators 5A-C, and deinstitutionalization.

Table 6
Selected States

State	SR Policy Code	Corporal Punishment Policy	Index Ranking	School-Age Diversity	State Diversity
RI	2	2	23.2	White: 60.60 Non-White: 39.40	White: 71.39 Non-White: 28.61
ME	2	0	34	White: 90.56 Non-White: 9.44	White: 93.58 Non-White: 6.42
NY	3	2	26.8	White: 46.56 Non-White: 53.44	White: 54.54 Non-White: 45.46
NJ	0	2	19.4	White: 50.11 Non-White: 49.89	White: 57.44 Non-White: 42.56
SC	1	1	20.8	White: 52.48 Non-White: 47.52	White: 63.81 Non-White: 36.19
DE	2	2	34.2	White: 47.76 Non-White: 52.24	White: 63.81 Non-White: 36.19
OH	2	2	16.4	White: 73.27 Non-White: 26.73	White: 79.71 Non-White: 20.29
MI	2	2	22.2	White: 68.30 Non-White: 31.70	White:75.46 Non-White: 24.54
KY	2	1	35.2	White: 79.35 Non-White: 20.65	White: 84.82 Non-White: 15.18
MS	2	1	29.8	White: 45.66 Non-White: 54.34	White: 57.51 Non-White: 42.49
MO	1	1	21.8	White: 75.25 Non-White: 24.75	White: 79.57 Non-White: 20.43
SD	0	0	25.4	White: 76.14 Non-White: 23.86	White: 82.27 Non-White: 17.73
OK	1	1	17.6	White: 51.67 Non-White: 48.33	White: 66.66 Non-White: 33.34
TX	3	1	12.2	White: 29.37 Non-White: 70.63	White: 54.10 Non-White: 45.90
ID	0	0	18.8	White: 76.71 Non-White: 23.29	White: 82.03 Non-White: 17.97
NV	3	2	31.2	White: 35.98 Non-White: 64.02	White: 54.06 Non-White: 45.94
HI	2	2	15.3	White: 13.62 Non-White: 86.33	White: 23.11 Non-White: 76.89
CA	3	2	18.4	White: 24.90 Non-White: 75.10	White: 44.66 Non-White: 55.34

Table 7
Selected States Raw Data

State	Proportion of SR Instances and Enrollment	SR Policy Code	Corporal Punishment Policy	OSEP Indicator 5a 13-14	OSEP Indicator 5b 13-14	OSEP Indicator 5c 13-14	Actual Deinstitutionalization Rate (percent)	Index
CA	0.0007	3	2	68.07	5.91	7.40	89.8	18.4
DE	0.0103	2	2	64.88	14.50	2.02	61.3	34.2
HI	0.0000	2	2	64.51	8.38	1.83	.	15.25
ID	0.0053	0	0	72.31	8.43	1.86	88.7	18.8
KY	0.0125	2	1	61.07	14.67	6.82	91.6	35.2
ME	0.0227	2	0	58.10	9.11	3.63	85.3	34
MI	0.0106	2	2	74.59	6.34	2.15	83	22.2
MO	0.0127	1	1	72.85	7.97	2.61	90.8	21.8
MS	0.0009	2	1	49.74	20.68	0.93	77.2	29.8
NJ	0.0051	0	2	72.91	10.60	1.18	84.7	19.4
NV	0.0049	3	2	70.75	11.73	6.11	72.7	31.2
NY	0.0026	3	2	57.59	18.48	1.61	88.3	26.8
OH	0.0048	2	2	67.84	5.37	2.29	93.5	16.4
OK	0.0022	1	1	66.07	11.27	1.76	91.6	17.6
RI	0.0085	2	2	52.57	13.22	0.81	98.2	23.2
SC	0.0037	1	1	64.00	8.20	1.84	86.3	20.8
SD	0.0064	0	0	63.54	9.75	1.40	80.2	25.4
TX	0.0041	3	1	92.64	3.75	0.26	82.2	12.2

Table 8
Summary of Dependent Variables, Aggregated Data

Dependent Variable	Mean	Standard Deviation	Range	
			Lowest	Highest
Physical Restraint: Students without Disabilities	715.000	1452.148	0	6225
Physical Restraint: Students with Disabilities	3064.222	3280.589	1	12977
Seclusion: Students without Disabilities	545.444	936.002	0	3394
Seclusion: Students with Disabilities	1180.722	1727.325	0	6909

Table 9
Cross Tabulations for Dependent Variables

Policy Code	0	1 - 100	101-150	151-200	201-299	300-399	400-499	500-599	600-699	800-999	1000-1999	2000-2999	3000-3999	5000-5999	6000-6999	12977
Physical Restraint: Students without Disabilities																
0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0
2	1	1	0	0	2	1	0	0	1	0	2	0	0	0	0	0
3	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0
Physical Restraint: Students with Disabilities																
0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0
1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0
2	0	1	0	0	0	0	0	0	0	2	0	1	2	1	1	0
3	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1
Seclusion: Students without Disabilities																
0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0
1	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
2	2	2	0	1	0	0	0	0	0	1	0	1	1	0	0	0
3	0	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0
Seclusion: Students with Disabilities																
0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0
2	1	1	0	0	0	0	0	1	0	0	1	3	0	0	1	0
3	0	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0

Table 10
California, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0015	3.26E-07	-0.0015	3.36E-07	0.0001	3.36E-07
Chronic Absenteeism: students with disabilities	-0.0032	1.19E-06	-0.0031	1.26E-06	-0.0028	1.26E-06
One or more in school suspensions: students without disabilities	-0.0202	1.12E-06	-0.0202	1.12E-06	-0.0198	1.12E-06
One out of school suspension: students without disabilities	0.0342	1.70E-06	0.0334	1.71E-06	0.0319	1.71E-06
More than one out of school suspensions: students without disabilities	0.0097	1.93E-06	0.0093	1.94E-06	0.0088	1.94E-06
One or more in school suspensions: students with disabilities	0.0194	4.76E-06	0.0192	4.77E-06	0.0185	4.76E-06
One out of school suspension: students with disabilities	-0.0146	6.11E-06	-0.0132	6.15E-06	-0.0101	6.13E-06
More than one out of school suspensions: students with disabilities	-0.0197	6.29E-06	-0.0187	6.31E-06	-0.0183	6.29E-06
Expulsion with educational services: students without disabilities	-0.0034	0.0000102	-0.004	0.0000103	-0.0038	0.0000103
Expulsion without educational services: students without disabilities	-0.0044	0.0000122	-0.0049	0.0000122	-0.0055	0.0000122
Expulsion under zero tolerance: students without disabilities	-0.0075	0.0000234	-0.0079	0.0000234	-0.0096	0.0000233
Expulsion with educational services: students with disabilities	-0.0039	0.0000182	-0.004	0.0000182	-0.0029	0.0000181
Expulsion without educational services: students with disabilities	-0.0005	0.0000265	-0.0004	0.0000265	-0.0005	0.0000264
Expulsion under zero tolerance: students with disabilities	0.0008	0.0000522	0.0005	0.0000523	0.0014	0.0000521

Referral to law enforcement: students without disabilities	0.0094	3.91E-06	0.0087	3.92E-06	0.0097	3.91E-06
Referral to law enforcement: students with disabilities	0.0048	0.0000121	0.0049	0.0000121	0.0037	0.0000121
School arrests: students without disabilities	0.0102	5.39E-06	0.0107	5.40E-06	0.0102	5.39E-06
School arrests: students with disabilities	-0.0094	0.0000207	-0.0105	0.0000207	-0.01	0.0000207
Grade Level: ungraded			0.0005	0.0012309	-0.0005	0.0012288
Grade Level: K-5 only			0.0383	0.0011055	0.0442	0.0011034
Grade Level: K-5 and Middle			0.0228	0.0011053	0.0244	0.0011032
Grade Level: 6-12 only			0.0375	0.0011057	0.0422	0.0011034
Grade level: K-12 combination			0.0038	0.0011071	0.0067	0.001105
School Type: Special Education School			0.0064	0.0001738	0.0073	0.0001739
School Type: Magnet School			0.0007	0.0000877	0.0017	0.0000878
School Type: Charter School			0.0133	0.0000671	0.0067	0.000081
School Type: Alternative School			0.01	0.0000752	0.0088	0.0000752
80-100% white and non-title 1 school					0.0013	0.0003775
40-79.9% white and non-title 1 school					-0.0022	0.0003247
0-39.9% white and non-title 1 school					0.0002	0.0003261
80-100% white and title 1 school					0.0756**	0.0003585
40-79.9% white and title 1 school					0.0019	0.0003242
0-39.9% white and title 1 school					0.0157	0.0003215
80-100% white and no data for title 1						(omitted)
40-79.9%white and no data for title 1					0.001	0.0003353
0-39.9% white and no data for title 1					0.0218	0.0003293
R-Squared	0.0008 p < 0.9803		0.0014 p < 0.9886		0.0071 p < 0.0005	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 11
California, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0951**	3.02E-06	-0.0367*	3.06E-06	-0.0357*	3.07E-06
Chronic Absenteeism: students with disabilities	0.1301**	0.000011	0.0455**	0.0000115	0.0456**	0.0000115
One or more in school suspensions: students without disabilities	-0.0576**	0.0000104	-0.0582**	0.0000102	-0.0580**	0.0000102
One out of school suspension: students without disabilities	-0.0419*	0.0000157	-0.0238	0.0000156	-0.0223	0.0000157
More than one out of school suspensions: students without disabilities	-0.0359*	0.0000179	-0.031	0.0000177	-0.0304	0.0000177
One or more in school suspensions: students with disabilities	0.0618**	0.0000441	0.0676**	0.0000435	0.0674**	0.0000435
One out of school suspension: students with disabilities	-0.0147	0.0000565	-0.0078	0.000056	-0.0083	0.0000561
More than one out of school suspensions: students with disabilities	0.0893**	0.0000582	0.0733**	0.0000575	0.0732**	0.0000575
Expulsion with educational services: students without disabilities	-0.0009	0.0000947	0.0005	0.0000937	0.0004	0.0000938
Expulsion without educational services: students without disabilities	0.0048	0.0001131	0.0017	0.0001117	0.0021	0.0001117
Expulsion under zero tolerance: students without disabilities	-0.0014	0.0002164	0.0002	0.0002134	0.0007	0.0002135
Expulsion with educational services: students with disabilities	-0.023	0.000168	-0.0172	0.0001658	-0.0175	0.0001659
Expulsion without educational services: students with disabilities	0.003	0.000245	0.0039	0.0002416	0.0038	0.0002417
Expulsion under zero tolerance: students with disabilities	-0.0157	0.0004832	-0.0143	0.0004766	-0.0149	0.0004768

Referral to law enforcement: students without disabilities	-0.0584**	0.0000362	-0.0503**	0.0000358	-0.0503**	0.0000358
Referral to law enforcement: students with disabilities	0.0790**	0.0001123	0.0734**	0.0001108	0.0734**	0.0001108
School arrests: students without disabilities	-0.1094**	0.0000499	-0.1049**	0.0000492	-0.1046**	0.0000493
School arrests: students with disabilities	0.1263**	0.0001911	0.1237**	0.0001889	0.1230**	0.000189
Grade Level: ungraded			0.0234	0.0112254	0.0231	0.0112362
Grade Level: K-5 only			0.4161	0.0100823	0.4154	0.0100899
Grade Level: K-5 and Middle			0.4252	0.0100802	0.4251	0.0100877
Grade Level: 6-12 only			0.4073	0.0100837	0.4056	0.0100898
Grade level: K-12 combination			0.2137	0.0100967	0.2121	0.0101045
School Type: Special Education School			0.1637**	0.0015848	0.1645**	0.0015902
School Type: Magnet School			-0.0116	0.0007996	-0.0106	0.0008028
School Type: Charter School			-0.0096	0.0006123	-0.012	0.0007405
School Type: Alternative School			0.0203	0.0006858	0.0219	0.0006879
80-100% white and non-title 1 school					-0.004	0.0034516
40-79.9% white and non-title 1 school					0.0176	0.0029694
0-39.9% white and non-title 1 school					-0.0037	0.002982
80-100% white and title 1 school					-0.0039	0.0032784
40-79.9% white and title 1 school					0.0113	0.0029645
0-39.9% white and title 1 school					0.0062	0.0029398
40-79.9%white and no data for title 1					0.0129	0.0030665
0-39.9% white and no data for title 1					0.0048	0.003011
R-Squared	0.0294 p < 0.0000		0.0576 p < 0.0000		0.0581 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 12
California, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0198	5.76E-07	-0.0215	5.92E-07	-0.0227	5.94E-07
Chronic Absenteeism: students with disabilities	0.0025	2.10E-06	0.0051	2.23E-06	0.0048	2.23E-06
One or more in school suspensions: students without disabilities	-0.0104	1.98E-06	-0.011	1.98E-06	-0.011	1.98E-06
One out of school suspension: students without disabilities	0.0177	2.99E-06	0.0153	3.03E-06	0.0127	3.03E-06
More than one out of school suspensions: students without disabilities	-0.0067	3.41E-06	-0.0061	3.42E-06	-0.0079	3.42E-06
One or more in school suspensions: students with disabilities	0.0125	8.41E-06	0.0122	8.41E-06	0.0122	8.41E-06
One out of school suspension: students with disabilities	-0.0077	0.0000108	-0.0072	0.0000108	-0.0065	0.0000108
More than one out of school suspensions: students with disabilities	-0.0061	0.0000111	-0.005	0.0000111	-0.0049	0.0000111
Expulsion with educational services: students without disabilities	0.0094	0.0000181	0.0096	0.0000181	0.0099	0.0000181
Expulsion without educational services: students without disabilities	0.0132	0.0000216	0.0134	0.0000216	0.0136	0.0000216
Expulsion under zero tolerance: students without disabilities	-0.0079	0.0000413	-0.0086	0.0000413	-0.0092	0.0000413
Expulsion with educational services: students with disabilities	-0.0067	0.000032	-0.0075	0.0000321	-0.0072	0.0000321
Expulsion without educational services: students with disabilities	-0.0029	0.0000467	-0.0029	0.0000467	-0.0032	0.0000467
Expulsion under zero tolerance: students with disabilities	0.0006	0.0000922	0.0003	0.0000922	0.0004	0.0000922

Referral to law enforcement: students without disabilities	0.0133	6.91E-06	0.0127	6.92E-06	0.0126	6.92E-06
Referral to law enforcement: students with disabilities	-0.0093	0.0000214	-0.0086	0.0000214	-0.0081	0.0000214
School arrests: students without disabilities	0.0054	9.52E-06	0.0057	9.53E-06	0.0056	9.53E-06
School arrests: students with disabilities	-0.0043	0.0000364	-0.005	0.0000366	-0.005	0.0000366
Grade Level: ungraded			0.0001	0.0021718	0.0018	0.0021736
Grade Level: K-5 only			0.0184	0.0019507	-0.0016	0.0019518
Grade Level: K-5 and Middle			0.006	0.0019503	-0.0141	0.0019514
Grade Level: 6-12 only			0.0222	0.0019509	0.0056	0.0019518
Grade level: K-12 combination			-0.0025	0.0019535	-0.0089	0.0019546
School Type: Special Education School			0.0011	0.0003066	0.002	0.0003076
School Type: Magnet School			-0.0031	0.0001547	-0.0052	0.0001553
School Type: Charter School			0.0249*	0.0001185	0.0430**	0.0001432
School Type: Alternative School			-0.004	0.0001327	-0.0047	0.0001331
80-100% white and non-title 1 school					0.0037	0.0006677
40-79.9% white and non-title 1 school					0.0237	0.0005744
0-39.9% white and non-title 1 school					0.0239	0.0005768
80-100% white and title 1 school					0.0088	0.0006342
40-79.9% white and title 1 school					0.0283	0.0005735
0-39.9% white and title 1 school					0.0553	0.0005687
40-79.9%white and no data for title 1					0.0013	0.0005932
0-39.9% white and no data for title 1					-0.0055	0.0005825
R-Squared	0.0006 p < 0.9980		0.0014 p < 0.9838		0.0022 p < 0.9616	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 13
California, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0129	8.95E-07	-0.0099	9.21E-07	-0.0066	9.20E-07
Chronic Absenteeism: students with disabilities	0.003	3.27E-06	0.0058	3.46E-06	0.006	3.45E-06
One or more in school suspensions: students without disabilities	-0.0078	3.07E-06	-0.0072	3.07E-06	-0.0065	3.07E-06
One out of school suspension: students without disabilities	0.0055	4.65E-06	0.0117	4.70E-06	0.012	4.70E-06
More than one out of school suspensions: students without disabilities	-0.0079	5.31E-06	-0.0104	5.32E-06	-0.0096	5.31E-06
One or more in school suspensions: students with disabilities	0.011	0.0000131	0.0124	0.0000131	0.0114	0.000013
One out of school suspension: students with disabilities	-0.012	0.0000168	-0.0057	0.0000169	-0.003	0.0000168
More than one out of school suspensions: students with disabilities	0.0093	0.0000173	0.0102	0.0000173	0.0097	0.0000173
Expulsion with educational services: students without disabilities	0.002	0.0000281	0.0024	0.0000282	0.0022	0.0000281
Expulsion without educational services: students without disabilities	0.0038	0.0000336	0.0021	0.0000336	0.0012	0.0000335
Expulsion under zero tolerance: students without disabilities	-0.0018	0.0000642	-0.0012	0.0000642	-0.0033	0.000064
Expulsion with educational services: students with disabilities	-0.0016	0.0000498	-0.0001	0.0000499	0.0005	0.0000498
Expulsion without educational services: students with disabilities	-0.0007	0.0000727	-0.0006	0.0000727	-0.0006	0.0000725
Expulsion under zero tolerance: students with disabilities	-0.001	0.0001433	-0.0006	0.0001434	0.0003	0.000143

Referral to law enforcement: students without disabilities	0.0028	0.0000107	0.0038	0.0000108	0.0045	0.0000107
Referral to law enforcement: students with disabilities	-0.0029	0.0000333	-0.0033	0.0000333	-0.0044	0.0000332
School arrests: students without disabilities	0.0017	0.0000148	0.0007	0.0000148	-0.0001	0.0000148
School arrests: students with disabilities	-0.001	0.0000567	0.001	0.0000568	0.0018	0.0000567
Grade Level: ungraded			-0.0006	0.0033767	-0.0002	0.0033694
Grade Level: K-5 only			0.0259	0.0030329	0.021	0.0030256
Grade Level: K-5 and Middle			0.0069	0.0030323	-0.0036	0.003025
Grade Level: 6-12 only			-0.0093	0.0030333	-0.0163	0.0030256
Grade level: K-12 combination			-0.0096	0.0030372	-0.0135	0.00303
School Type: Special Education School			0.0029	0.0004767	0.0042	0.0004768
School Type: Magnet School			0.0008	0.0002405	0.0021	0.0002407
School Type: Charter School			0.0124	0.0001842	0.017	0.0002221
School Type: Alternative School			0.0412**	0.0002063	0.0400**	0.0002063
80-100% white and non-title 1 school					0.0001	0.001035
40-79.9% white and non-title 1 school					0.0057	0.0008904
0-39.9% white and non-title 1 school					0.0035	0.0008942
80-100% white and title 1 school					0.0843**	0.0009831
40-79.9% white and title 1 school					0.0077	0.000889
0-39.9% white and title 1 school					0.0096	0.0008816
80-100% white and no data for title 1						(omitted)
40-79.9% white and no data for title 1					0.0026	0.0009195
0-39.9% white and no data for title 1					-0.0012	0.0009029
R-Squared	0.0002 p < 1.000		0.0018 p < 0.9232		0.0085 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 14
Delaware, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0144	3.20E-06	-0.0435	3.56E-06	-0.0263	3.68E-06
Chronic Absenteeism: students with disabilities	0.0326	0.0000127	0.0658	0.0000163	0.0569	0.0000169
One or more in school suspensions: students without disabilities	0.0956	5.72E-06	0.1218	5.95E-06	0.0999	6.13E-06
One out of school suspension: students without disabilities	-0.0521	0.000014	0.0029	0.0000148	-0.018	0.0000152
More than one out of school suspensions: students without disabilities	-0.0075	0.0000135	-0.0093	0.0000141	-0.0172	0.0000144
One or more in school suspensions: students with disabilities	-0.1303	0.0000215	-0.1624	0.0000221	-0.1381	0.0000229
One out of school suspension: students with disabilities	-0.0987	0.0000394	-0.1025	0.0000411	-0.127	0.0000424
More than one out of school suspensions: students with disabilities	0.0188	0.0000355	0.0119	0.000037	0.0008	0.0000381
Expulsion with educational services: students without disabilities	-0.0088	0.0001439	0.0025	0.0001493	-0.003	0.0001531
Expulsion without educational services: students without disabilities	-0.1591	0.000334	-0.1497	0.0003419	-0.1529	0.0003496
Expulsion under zero tolerance: students without disabilities	0.0853	0.0004408	0.0789	0.0004494	0.0847	0.0004641
Expulsion with educational services: students with disabilities	-0.0331	0.0002782	-0.0323	0.0002891	-0.0244	0.0002992
Expulsion without educational services: students with disabilities	0.3018**	0.0010307	0.2889**	0.001057	0.2969**	0.0010841
Expulsion under zero tolerance: students with disabilities	0.0378	0.0013441	0.0308	0.0013843	0.0358	0.0014192

Referral to law enforcement: students without disabilities	0.1537	0.0000354	0.147	0.0000367	0.1562	0.0000376
Referral to law enforcement: students with disabilities	-0.0849	0.0000707	-0.0577	0.0000749	-0.0756	0.0000779
School arrests: students without disabilities	-0.0555	0.0001315	-0.0496	0.0001385	-0.0512	0.0001434
School arrests: students with disabilities	0.1004	0.0001304	0.1021	0.0001396	0.1037	0.0001447
Grade Level: ungraded			-0.0027	0.0020374	0.0012	0.0023206
Grade Level: K-5 only			0.0976	0.0007485	0.0585	0.0008208
Grade Level: K-5 and Middle			0.0102	0.0008218	0.0039	0.000879
Grade Level: 6-12 only			0.0168	0.0007877	0.0272	0.0008427
School Type: Special Education School			-0.0212	0.0008586	-0.0323	0.0009166
School Type: Magnet School			-0.0279	0.0008832	-0.028	0.000945
School Type: Charter School			-0.0189	0.0005832	-0.0316	0.000657
School Type: Alternative School			0.0025	0.0010003	-0.0045	0.0010539
40-79.9% white and non-title 1 school					-0.0583	0.0015847
0-39.9% white and non-title 1 school					-0.006	0.0021764
80-100% white and title 1 school					-0.0204	0.0018434
40-79.9% white and title 1 school					-0.0158	0.0015739
0-39.9% white and title 1 school					0.0244	0.00159
40-79.9%white and no data for title 1					-0.0214	0.0017137
0-39.9% white and no data for title 1					-0.0248	0.0018212
R-Squared	0.0596 p < 0.8115		0.0677 p < 0.9710		0.0718 p < 0.9974	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 15
Delaware, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.2527	0.0003827	0.0786	0.0004051	0.106	0.0004097
Chronic Absenteeism: students with disabilities	0.3416**	0.0015161	-0.0887	0.0018579	-0.1379	0.0018794
One or more in school suspensions: students without disabilities	-0.0139	0.000684	0.0112	0.0006765	0.0008	0.0006832
One out of school suspension: students without disabilities	0.0696	0.0016771	0.049	0.0016793	0.0414	0.001692
More than one out of school suspensions: students without disabilities	0.0526	0.001612	0.0856	0.0016021	0.1192	0.001608
One or more in school suspensions: students with disabilities	-0.0236	0.0025708	0.0203	0.0025134	0.0317	0.0025549
One out of school suspension: students with disabilities	-0.1341	0.0047203	-0.117	0.0046707	-0.1251	0.0047243
More than one out of school suspensions: students with disabilities	-0.1561	0.0042522	-0.0979	0.0042066	-0.1204	0.0042415
Expulsion with educational services: students without disabilities	0.0424	0.0172155	0.0511	0.01697	0.0513	0.01705
Expulsion without educational services: students without disabilities	0.0483	0.0399684	0.0257	0.0388627	0.0283	0.0389315
Expulsion under zero tolerance: students without disabilities	-0.0297	0.0527529	-0.0265	0.0510849	-0.0145	0.0516782
Expulsion with educational services: students with disabilities	0.0134	0.0332934	-0.0055	0.0328623	0.0053	0.0333221
Expulsion without educational services: students with disabilities	-0.0081	0.1233344	-0.0112	0.1201453	-0.014	0.1207228
Expulsion under zero tolerance: students with disabilities	0.011	0.1608422	0.0457	0.1573501	0.051	0.1580408

Referral to law enforcement: students without disabilities	-0.0107	0.0042415	-0.0602	0.0041761	-0.071	0.0041858
Referral to law enforcement: students with disabilities	0.045	0.0084563	0.1005	0.008515	0.1002	0.0086762
School arrests: students without disabilities	-0.021	0.0157342	0.0511	0.0157475	0.0582	0.0159645
School arrests: students with disabilities	0.0063	0.0156029	-0.1327	0.0158633	-0.1542	0.0161174
Grade Level: ungraded			-0.0543	0.2315795	-0.0692	0.258419
Grade Level: K-5 only			-0.3742	0.0850841	-0.4819*	0.0914021
Grade Level: K-5 and Middle			-0.2004	0.0934123	-0.235	0.0978862
Grade Level: 6-12 only			-0.364	0.0895294	-0.4456*	0.0938442
School Type: Special Education School			0.2614**	0.0975901	0.3176**	0.1020734
School Type: Magnet School			-0.0121	0.100392	-0.014	0.1052329
School Type: Charter School			-0.0701	0.0662924	-0.1108	0.0731685
School Type: Alternative School			-0.0611	0.1137019	-0.0779	0.1173602
40-79.9% white and non-title 1 school					0.0428	0.1764723
0-39.9% white and non-title 1 school					-0.1918	0.2423655
80-100% white and title 1 school					0.0562	0.2052762
40-79.9% white and title 1 school					0.082	0.1752635
0-39.9% white and title 1 school					0.0678	0.1770663
40-79.9% white and no data for title 1					-0.023	0.190833
0-39.9% white and no data for title 1					0.0206	0.2028094
R-Squared	0.0405 p < 0.9698		0.1417 p < 0.2347		0.1798 p < 0.2099	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 16
Delaware, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1385	0.0003952	0.1767	0.0004218	0.1918	0.0004291
Chronic Absenteeism: students with disabilities	0.1667	0.0015659	-0.248	0.0019346	-0.2724	0.0019683
One or more in school suspensions: students without disabilities	0.0083	0.0007064	0.0382	0.0007045	0.033	0.0007155
One out of school suspension: students without disabilities	0.0191	0.0017321	0.0057	0.0017486	-0.0004	0.001772
More than one out of school suspensions: students without disabilities	0.0249	0.001665	0.0531	0.0016682	0.0787	0.0016841
One or more in school suspensions: students with disabilities	-0.0319	0.0026552	0.0054	0.0026171	0.0033	0.0026758
One out of school suspension: students with disabilities	-0.0828	0.0048753	-0.0715	0.0048635	-0.0769	0.0049478
More than one out of school suspensions: students with disabilities	-0.0704	0.0043918	-0.0099	0.0043803	-0.0418	0.0044421
Expulsion with educational services: students without disabilities	0.0306	0.0177808	0.0435	0.0176705	0.0425	0.0178565
Expulsion without educational services: students without disabilities	0.0233	0.0412808	0.001	0.040467	0.0083	0.0407732
Expulsion under zero tolerance: students without disabilities	-0.0135	0.054485	-0.0108	0.0531937	-0.0038	0.0541228
Expulsion with educational services: students with disabilities	0.0162	0.0343866	-0.0019	0.0342189	0.0085	0.0348984
Expulsion without educational services: students with disabilities	0.0005	0.1273841	-0.0034	0.1251051	-0.0047	0.1264337
Expulsion under zero tolerance: students with disabilities	0.012	0.1661235	0.0466	0.1638458	0.0488	0.165517

Referral to law enforcement: students without disabilities	0.0187	0.0043808	-0.0256	0.0043485	-0.0375	0.0043838
Referral to law enforcement: students with disabilities	-0.0002	0.008734	0.0561	0.0088665	0.0531	0.0090866
School arrests: students without disabilities	-0.0195	0.0162509	0.0504	0.0163976	0.0502	0.0167197
School arrests: students with disabilities	0.018	0.0161152	-0.1157	0.0165181	-0.1307	0.0168798
Grade Level: ungraded			-0.0461	0.2411395	-0.0633	0.2706438
Grade Level: K-5 only			-0.3091	0.0885965	-0.4367*	0.095726
Grade Level: K-5 and Middle			-0.1749	0.0972685	-0.2344	0.1025167
Grade Level: 6-12 only			-0.3138	0.0932254	-0.4058	0.0982836
School Type: Special Education School			0.2678**	0.1016188	0.3056**	0.1069021
School Type: Magnet School			-0.0126	0.1045364	-0.0149	0.110211
School Type: Charter School			-0.0594	0.069029	-0.0794	0.0766298
School Type: Alternative School			-0.0553	0.1183957	-0.0723	0.1229121
40-79.9% white and non-title 1 school					0.0166	0.1848204
0-39.9% white and non-title 1 school					-0.1702	0.2538308
80-100% white and title 1 school					-0.0398	0.214987
40-79.9% white and title 1 school					0.0658	0.1835545
0-39.9% white and title 1 school					0.0475	0.1854425
40-79.9% white and no data for title 1					-0.0266	0.1998605
0-39.9% white and no data for title 1					0.0119	0.2124035
R-Squared	0.0126 p < 1.0000		0.1022 p < 0.7021		0.1321 p < 0.7114	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 17
Hawaii, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1555	1.36E-07	-0.1801	1.40E-07	-0.1819	1.41E-07
Chronic Absenteeism: students with disabilities	0.3427**	2.35E-06	0.3662**	2.39E-06	0.3755**	2.44E-06
One or more in school suspensions: students without disabilities	0.2599	1.18E-06	0.2323	1.16E-06	0.2384	1.17E-06
One out of school suspension: students without disabilities	-0.2947	1.45E-06	-0.1492	1.62E-06	-0.1561	1.62E-06
More than one out of school suspensions: students without disabilities	0.5078**	2.54E-06	0.4735**	2.51E-06	0.4697**	2.52E-06
One or more in school suspensions: students with disabilities	0.0782	0.0000223	0.1459	0.0000227	0.024	0.0000235
One out of school suspension: students with disabilities	-0.1848	3.72E-06	-0.1848	3.67E-06	-0.1975	3.69E-06
More than one out of school suspensions: students with disabilities	-0.2039	0.0000225	-0.359	0.0000227	-0.2267	0.0000235
Expulsion with educational services: students without disabilities	-0.0181	0.00008	-0.0198	0.0000787	-0.0181	0.0000789
Expulsion with educational services: students with disabilities	-0.0233	0.0000396	-0.0123	0.0000392	-0.0135	0.0000393
Referral to law enforcement: students without disabilities	-0.6215**	4.25E-07	-0.6047**	4.29E-07	-0.6072**	4.30E-07
Referral to law enforcement: students with disabilities	0.5787**	1.94E-06	0.6767**	1.97E-06	0.6885**	1.98E-06
School arrests: students without disabilities	0.0014	3.60E-06	0.0097	3.62E-06	0.0011	3.64E-06
School arrests: students with disabilities	-0.0874	9.13E-06	-0.0928	9.01E-06	-0.0933	9.04E-06
Grade Level: K-5 only			0.129	0.0000366	0.1337	0.0000367

Grade Level: K-5 and Middle		0.1156	0.0000347	0.1289	0.0000349
Grade level: K-12 combination		0.1651*	0.0000465	0.1697*	0.0000469
School Type: Special Education School		-0.1261*	0.0001172	-0.1318*	0.0001182
School Type: Charter School		0.1167	0.0000361	0.1399	0.0000377
40-79.9% white and non-title 1 school				0.0684	0.0001144
0-39.9% white and non-title 1 school				0.239	0.0001126
0-39.9% white and title 1 school				0.1964	0.0001114
R-Squared	0.1650 p < 0.0000	0.2000 p < 0.0000		0.2136 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 18
Idaho, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0533	1.01E-06	-0.054	1.01E-06	-0.0482	1.02E-06
Chronic Absenteeism: students with disabilities	0.0699	7.41E-06	0.0661	7.38E-06	0.0659	7.43E-06
One or more in school suspensions: students without disabilities	0.0467	2.23E-06	0.052	2.24E-06	0.0502	2.25E-06
One out of school suspension: students without disabilities	0.0256	5.08E-06	0.0428	5.10E-06	0.048	5.15E-06
More than one out of school suspensions: students without disabilities	0.0387	5.49E-06	0.0666	5.54E-06	0.0588	5.59E-06
One or more in school suspensions: students with disabilities	-0.1152	0.0000131	-0.1022	0.0000131	-0.1026	0.0000132
One out of school suspension: students with disabilities	-0.0279	0.0000185	-0.0297	0.0000185	-0.0378	0.0000186
More than one out of school suspensions: students with disabilities	-0.0502	0.000023	-0.0605	0.000023	-0.0573	0.0000232
Expulsion with educational services: students without disabilities	-0.0847*	0.0000832	-0.08	0.0000833	-0.0799	0.0000837
Expulsion without educational services: students without disabilities	0.0649	0.0000531	0.0841	0.0000533	0.0756	0.0000541
Expulsion under zero tolerance: students without disabilities	0.1632**	0.0000759	0.1687**	0.0000756	0.1736**	0.000076
Expulsion with educational services: students with disabilities	0.0235	0.0001733	0.028	0.0001747	0.0329	0.0001757
Expulsion without educational services: students with disabilities	-0.0215	0.0002005	-0.0217	0.0002008	-0.021	0.0002016
Expulsion under zero tolerance: students with disabilities	-0.0402	0.0001891	-0.0511	0.0001912	-0.0611	0.0001929

Referral to law enforcement: students without disabilities	-0.1910**	0.0000111	-0.1870**	0.0000111	-0.1857**	0.0000112
Referral to law enforcement: students with disabilities	0.3593**	0.0000336	0.3725**	0.0000336	0.3734**	0.0000337
School arrests: students without disabilities	0.0496	0.0000543	0.0554	0.0000542	0.0501	0.0000545
School arrests: students with disabilities	-0.0848	0.0001669	-0.1000*	0.0001672	-0.0993*	0.0001677
Grade Level: ungraded			-0.0064	0.0009498	-0.0056	0.0009561
Grade Level: K-5 only			0.0218	0.0001575	0.0192	0.0001583
Grade Level: K-5 and Middle			-0.0282	0.0001558	-0.0258	0.0001564
Grade Level: 6-12 only			-0.1319	0.000155	-0.1279	0.0001555
School Type: Special Education School			-0.003	0.0002553	0.0014	0.0002578
School Type: Magnet School			-0.0197	0.0002556	-0.0168	0.0002575
School Type: Charter School			-0.0284	0.0001581	-0.0229	0.0001598
School Type: Alternative School			-0.0229	0.0001377	-0.023	0.0001405
80-100% white and non-title 1 school					-0.0068	0.0003985
40-79.9% white and non-title 1 school					-0.0197	0.0004385
80-100% white and title 1 school					-0.0184	0.0003908
40-79.9% white and title 1 school					0.0329	0.0003913
0-39.9% white and title 1 school					-0.0184	0.0004372
R-Squared	0.1101 $p < 0.0000$		0.1286 $p < 0.0000$		0.1314 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 19
Idaho, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0154	0.0001134	0.0016	0.0001089	0.0104	0.0001093
Chronic Absenteeism: students with disabilities	-0.0368	0.000833	-0.0296	0.0007925	-0.0249	0.0007961
One or more in school suspensions: students without disabilities	0.0453	0.0002505	0.0645	0.0002401	0.0672	0.0002411
One out of school suspension: students without disabilities	-0.0507	0.0005711	-0.0961	0.0005477	-0.0965	0.0005514
More than one out of school suspensions: students without disabilities	-0.1105	0.0006175	-0.1372*	0.0005941	-0.1503*	0.0005989
One or more in school suspensions: students with disabilities	-0.0891	0.0014779	-0.0821	0.0014086	-0.0874	0.0014136
One out of school suspension: students with disabilities	0.0736	0.0020808	0.1118	0.0019845	0.0994	0.0019963
More than one out of school suspensions: students with disabilities	0.13	0.0025825	0.1063	0.0024711	0.1115	0.0024811
Expulsion with educational services: students without disabilities	0.0045	0.0093534	0.0348	0.0089383	0.0312	0.008969
Expulsion without educational services: students without disabilities	-0.0077	0.0059678	-0.0106	0.0057211	-0.021	0.0057933
Expulsion under zero tolerance: students without disabilities	-0.0134	0.008531	0.0047	0.0081157	0.0114	0.0081419
Expulsion with educational services: students with disabilities	0.0055	0.0194903	0.0638	0.018745	0.0727	0.0188209
Expulsion without educational services: students with disabilities	0.0128	0.0225546	-0.0169	0.0215447	-0.0147	0.0215907

Expulsion under zero tolerance: students with disabilities	-0.008	0.021271	-0.0864	0.0205195	-0.1001	0.0206671
Referral to law enforcement: students without disabilities	0.0101	0.0012446	0.0412	0.0011936	0.0438	0.0011961
Referral to law enforcement: students with disabilities	-0.0161	0.0037824	-0.0225	0.0036106	-0.022	0.0036145
School arrests: students without disabilities	0.0156	0.0061073	0.0277	0.0058207	0.022	0.005841
School arrests: students with disabilities	0.0154	0.0187698	0.0043	0.0179386	0.0057	0.0179585
Grade Level: ungraded			0.0049	0.1019322	0.0085	0.1024112
Grade Level: K-5 only			0.0469	0.0169075	0.0386	0.0169569
Grade Level: K-5 and Middle			0.1187	0.016715	0.1211	0.0167518
Grade Level: 6-12 only			0.0042	0.0166318	0.0112	0.0166606
School Type: Special Education School			0.3036**	0.0273953	0.3131**	0.0276092
School Type: Magnet School			-0.0163	0.0274311	-0.015	0.0275784
School Type: Charter School			-0.009	0.0169621	0.0006	0.017112
School Type: Alternative School			0.1459**	0.0147783	0.1501**	0.0150522
80-100% white and non-title 1 school					-0.0006	0.0426873
40-79.9% white and non-title 1 school					-0.0246	0.0469697
80-100% white and title 1 school					0.0278	0.0418597
40-79.9% white and title 1 school					0.0909	0.0419178
0-39.9% white and title 1 school					0.0227	0.0468343
R-Squared	0.0109 p < 0.9854		0.1181 p < 0.0000		0.1243 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 20
Idaho, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.2068**	0.0000266	0.2182**	0.000027	0.2191**	0.0000271
Chronic Absenteeism: students with disabilities	-0.1743**	0.0001956	-0.1769**	0.0001965	-0.1716**	0.0001977
One or more in school suspensions: students without disabilities	-0.0464	0.0000588	-0.0516	0.0000595	-0.049	0.0000599
One out of school suspension: students without disabilities	-0.05	0.0001341	-0.0457	0.0001358	-0.0507	0.0001369
More than one out of school suspensions: students without disabilities	-0.0197	0.000145	-0.0302	0.0001473	-0.0344	0.0001487
One or more in school suspensions: students with disabilities	0.0126	0.000347	0.017	0.0003492	0.0142	0.000351
One out of school suspension: students with disabilities	-0.0918	0.0004885	-0.0949	0.000492	-0.0999*	0.0004957
More than one out of school suspensions: students with disabilities	0.0508	0.0006063	0.0574	0.0006127	0.0586	0.000616
Expulsion with educational services: students without disabilities	-0.0119	0.0021958	-0.0106	0.0022162	-0.0149	0.0022269
Expulsion without educational services: students without disabilities	0.6185**	0.001401	0.6133**	0.0014185	0.6137**	0.0014384
Expulsion under zero tolerance: students without disabilities	-0.2532**	0.0020027	-0.2540**	0.0020122	-0.2529**	0.0020215
Expulsion with educational services: students with disabilities	-0.0694	0.0045755	-0.0765	0.0046476	-0.0711	0.004673

Expulsion without educational services: students with disabilities	-0.0606	0.0052949	-0.062	0.0053418	-0.0594	0.0053608
Expulsion under zero tolerance: students with disabilities	0.05	0.0049935	0.0585	0.0050876	0.054	0.0051314
Referral to law enforcement: students without disabilities	-0.0317	0.0002922	-0.0377	0.000296	-0.0373	0.000297
Referral to law enforcement: students with disabilities	0.0284	0.0008879	0.0257	0.0008952	0.0265	0.0008974
School arrests: students without disabilities	-0.0803	0.0014337	-0.0862	0.0014432	-0.0862	0.0014503
School arrests: students with disabilities	-0.0374	0.0044063	-0.0315	0.0044477	-0.0309	0.0044589
Grade Level: ungraded			-0.005	0.0252729	-0.0037	0.0254277
Grade Level: K-5 only			-0.0561	0.004192	-0.0624	0.0042102
Grade Level: K-5 and Middle			-0.0481	0.0041443	-0.049	0.0041593
Grade Level: 6-12 only			-0.0491	0.0041237	-0.046	0.0041367
School Type: Special Education School			-0.022	0.0067923	-0.0157	0.0068551
School Type: Magnet School			0	0.0068012	-0.0014	0.0068474
School Type: Charter School			-0.0181	0.0042056	-0.0149	0.0042487
School Type: Alternative School			0.0516	0.0036641	0.0568	0.0037373
80-100% white and non-title 1 school					0.0063	0.0105988
40-79.9% white and non-title 1 school					-0.029	0.0116621
80-100% white and title 1 school					0.0252	0.0103934
40-79.9% white and title 1 school					0.0374	0.0104078
0-39.9% white and title 1 school					0.0438	0.0116285
R-Squared	0.3086 $p < 0.0000$		0.3124 $p < 0.0000$		0.3153 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 21
Idaho, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0131	0.0000549	0.0023	0.0000532	0.0107	0.0000534
Chronic Absenteeism: students with disabilities	-0.0285	0.000403	-0.0229	0.0003872	-0.0166	0.0003891
One or more in school suspensions: students without disabilities	0.0589	0.0001212	0.0775	0.0001173	0.0818	0.0001178
One out of school suspension: students without disabilities	-0.0494	0.0002763	-0.0887	0.0002675	-0.0913	0.0002695
More than one out of school suspensions: students without disabilities	-0.1177	0.0002987	-0.1424*	0.0002902	-0.1532*	0.0002927
One or more in school suspensions: students with disabilities	-0.0963	0.000715	-0.0883	0.0006881	-0.0956	0.0006909
One out of school suspension: students with disabilities	0.0762	0.0010067	0.1104	0.0009694	0.0999	0.0009757
More than one out of school suspensions: students with disabilities	0.1304	0.0012494	0.1101	0.0012072	0.114	0.0012126
Expulsion with educational services: students without disabilities	0.0059	0.0045252	0.0346	0.0043665	0.0312	0.0043834
Expulsion without educational services: students without disabilities	-0.0083	0.0028872	-0.0106	0.0027949	-0.0198	0.0028313
Expulsion under zero tolerance: students without disabilities	-0.0146	0.0041273	0.0022	0.0039646	0.0085	0.0039792
Expulsion with educational services: students with disabilities	0.0051	0.0094294	0.0583	0.0091572	0.0666	0.0091983

Expulsion without educational services: students with disabilities	0.0111	0.010912	-0.0162	0.0105248	-0.014	0.010552
Expulsion under zero tolerance: students with disabilities	-0.0104	0.0102909	-0.082	0.010024	-0.0941	0.0101006
Referral to law enforcement: students without disabilities	0.003	0.0006021	0.0319	0.0005831	0.0338	0.0005846
Referral to law enforcement: students with disabilities	-0.0163	0.0018299	-0.022	0.0017638	-0.022	0.0017665
School arrests: students without disabilities	0.0193	0.0029547	0.0292	0.0028435	0.0253	0.0028546
School arrests: students with disabilities	0.0124	0.0090808	0.0022	0.0087632	0.0031	0.0087769
Grade Level: ungraded			0.0042	0.0497952	0.0088	0.0500513
Grade Level: K-5 only			0.0485	0.0082595	0.0408	0.0082873
Grade Level: K-5 and Middle			0.1055	0.0081655	0.1064	0.0081871
Grade Level: 6-12 only			-0.006	0.0081248	0.0005	0.0081425
School Type: Special Education School			0.2730**	0.0133829	0.2819**	0.0134934
School Type: Magnet School			-0.0169	0.0134004	-0.0156	0.0134784
School Type: Charter School			-0.0095	0.0082862	-0.0001	0.0083631
School Type: Alternative School			0.1446**	0.0072194	0.1511**	0.0073565
80-100% white and non-title 1 school					-0.0076	0.0208625
40-79.9% white and non-title 1 school					-0.0222	0.0229554
80-100% white and title 1 school					0.04	0.0204581
40-79.9% white and title 1 school					0.0864	0.0204864
0-39.9% white and title 1 school					0.0196	0.0228893
R-Squared	0.0111 p < 0.9837		0.1010 p < 0.0000		0.1066 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 22
Kentucky, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0063	0.0000185	0.0536	0.0000188	0.0562	0.0000188
Chronic Absenteeism: students with disabilities	-0.0498	0.000114	-0.0518	0.0001166	-0.0401	0.0001171
One or more in school suspensions: students without disabilities	-0.0167	0.0000348	0.0129	0.0000343	0.0118	0.0000343
One out of school suspension: students without disabilities	-0.0201	0.0000803	0.0469	0.0000808	0.0514	0.0000806
More than one out of school suspensions: students without disabilities	-0.0031	0.0001017	-0.0517	0.0001025	-0.0583	0.0001023
One or more in school suspensions: students with disabilities	-0.0825	0.0001832	-0.0792	0.0001809	-0.0998	0.0001811
One out of school suspension: students with disabilities	0.0179	0.0003238	0.0362	0.0003199	0.0404	0.0003202
More than one out of school suspensions: students with disabilities	0.0818	0.0003653	0.0886	0.0003603	0.0814	0.0003596
Expulsion with educational services: students without disabilities	0.0004	0.0005605	0.0111	0.0005549	0.0123	0.0005539
Expulsion without educational services: students without disabilities	-0.0055	0.000847	0.0069	0.0008399	0.0079	0.0008377
Expulsion under zero tolerance: students without disabilities	-0.0021	0.0001323	-0.0079	0.0001305	-0.0097	0.0001302
Expulsion with educational services: students with disabilities	-0.0102	0.0038031	-0.0039	0.0037524	-0.0024	0.0037432

Expulsion without educational services: students with disabilities	-0.0037	0.0028001	-0.0039	0.0027608	-0.0055	0.0027557
Expulsion under zero tolerance: students with disabilities	0.0037	0.0004563	0.0085	0.000451	0.013	0.0004504
Referral to law enforcement: students without disabilities	-0.028	0.0002696	-0.0251	0.000266	-0.0249	0.000266
Referral to law enforcement: students with disabilities	0.0412	0.0009957	0.0482	0.0009933	0.057	0.0009956
School arrests: students without disabilities	-0.0712	0.0007258	-0.0982	0.0007174	-0.1003	0.0007158
School arrests: students with disabilities	0.092	0.0019454	0.1050*	0.0019205	0.1029*	0.0019172
Grade Level: K-5 only			0.1970**	0.0034104	0.1980**	0.0034528
Grade Level: K-5 and Middle			0.1028	0.0036139	0.1215*	0.0036584
Grade Level: 6-12 only			0.0227	0.0033055	0.0466	0.0033231
School Type: Special Education School			0.0216	0.0077751	0.0092	0.0079355
School Type: Magnet School			-0.0028	0.0028595	-0.0401	0.0031334
School Type: Alternative School			0.2099**	0.0022993	0.1768**	0.0025826
80-100% white and non-title 1 school					0.0427	0.0156962
40-79.9% white and non-title 1 school					0.0888	0.0157539
0-39.9% white and non-title 1 school					0.0894	0.0165835
80-100% white and title 1 school					0.0666	0.0156759
40-79.9% white and title 1 school					0.1143	0.0157272
0-39.9% white and title 1 school					0.0919	0.0159199
R-Squared	0.0108 $p < 0.6745$		0.0441 $p < 0.0000$		0.0537 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 23
Kentucky, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1413*	0.0001037	0.0341	0.0000987	0.0407	0.0000965
Chronic Absenteeism: students with disabilities	0.1397*	0.0006383	-0.0167	0.0006128	-0.0127	0.0006024
One or more in school suspensions: students without disabilities	0.0088	0.0001946	0.0027	0.0001805	0.0156	0.0001766
One out of school suspension: students without disabilities	-0.0496	0.0004498	-0.0358	0.0004246	-0.0207	0.0004149
More than one out of school suspensions: students without disabilities	-0.0999	0.000569	-0.1001	0.0005386	-0.1063	0.0005264
One or more in school suspensions: students with disabilities	-0.0692	0.0010256	-0.0238	0.0009511	-0.0452	0.0009319
One out of school suspension: students with disabilities	0.0305	0.0018126	0.044	0.0016814	0.0473	0.0016476
More than one out of school suspensions: students with disabilities	0.1615*	0.002045	0.1547*	0.001894	0.1428*	0.0018505
Expulsion with educational services: students without disabilities	0.009	0.0031374	0.0151	0.0029168	0.0152	0.0028501
Expulsion without educational services: students without disabilities	0.0191	0.0047411	0.024	0.0044148	0.0276	0.0043109
Expulsion under zero tolerance: students without disabilities	-0.0093	0.0007407	-0.0138	0.000686	-0.0177	0.0006698
Expulsion with educational services: students with disabilities	-0.007	0.0212877	-0.0032	0.0197237	-0.0029	0.0192626

Expulsion without educational services: students with disabilities	-0.0162	0.0156731	-0.0104	0.0145114	-0.0115	0.014181
Expulsion under zero tolerance: students with disabilities	-0.0029	0.0025541	0.0025	0.0023707	0.0051	0.0023179
Referral to law enforcement: students without disabilities	0.0057	0.0015089	0.0328	0.0013983	0.0243	0.0013688
Referral to law enforcement: students with disabilities	-0.0127	0.0055733	-0.0724	0.0052211	-0.0547	0.0051232
School arrests: students without disabilities	-0.0513	0.0040625	-0.0786	0.003771	-0.0793	0.0036833
School arrests: students with disabilities	0.0844	0.0108893	0.1147*	0.0100947	0.1071*	0.0098661
Grade Level: K-5 only			-0.0368	0.0179258	-0.0118	0.017768
Grade Level: K-5 and Middle			-0.066	0.0189956	-0.0379	0.0188262
Grade Level: 6-12 only			-0.1415*	0.0173745	-0.103	0.0171006
School Type: Special Education School			0.3724**	0.0408682	0.3564**	0.0408359
School Type: Magnet School			0.0004	0.0150304	-0.0338	0.0161245
School Type: Alternative School			0.0890**	0.0120858	0.045	0.0132901
80-100% white and non-title 1 school					-0.0345	0.0807724
40-79.9% white and non-title 1 school					0.0027	0.0810695
0-39.9% white and non-title 1 school					0.2057**	0.0853386
80-100% white and title 1 school					-0.0275	0.0806682
40-79.9% white and title 1 school					-0.0057	0.0809321
0-39.9% white and title 1 school					0.0341	0.0819235
R-Squared	0.0156 p < 0.2580		0.1612 p < 0.0000		0.2041 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 24
Kentucky, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.03	0.0000204	0.0806	0.0000208	0.0819	0.0000208
Chronic Absenteeism: students with disabilities	-0.0447	0.0001256	-0.0604	0.0001291	-0.0478	0.0001296
One or more in school suspensions: students without disabilities	0.0071	0.0000383	0.0302	0.000038	0.0318	0.000038
One out of school suspension: students without disabilities	-0.0706	0.0000885	-0.0149	0.0000894	-0.0088	0.0000893
More than one out of school suspensions: students without disabilities	0.0448	0.000112	0.0007	0.0001134	-0.0046	0.0001133
One or more in school suspensions: students with disabilities	-0.0709	0.0002019	-0.0632	0.0002003	-0.0818	0.0002005
One out of school suspension: students with disabilities	0.0314	0.0003568	0.0493	0.0003541	0.0521	0.0003545
More than one out of school suspensions: students with disabilities	0.0298	0.0004025	0.0338	0.0003989	0.0261	0.0003982
Expulsion with educational services: students without disabilities	-0.0105	0.0006175	-0.0013	0.0006143	-0.0002	0.0006133
Expulsion without educational services: students without disabilities	-0.0139	0.0009331	-0.0057	0.0009298	-0.0046	0.0009276
Expulsion under zero tolerance: students without disabilities	0.0075	0.0001458	0.0037	0.0001445	0.0018	0.0001441
Expulsion with educational services: students with disabilities	-0.0016	0.0041898	0.0046	0.0041541	0.0058	0.0041448

Expulsion without educational services: students with disabilities	0.0004	0.0030848	0.0022	0.0030563	0.0013	0.0030514
Expulsion under zero tolerance: students with disabilities	-0.0087	0.0005027	-0.0036	0.0004993	-0.0002	0.0004987
Referral to law enforcement: students without disabilities	0.0118	0.000297	0.0154	0.0002945	0.0151	0.0002945
Referral to law enforcement: students with disabilities	-0.0201	0.0010969	-0.016	0.0010996	-0.008	0.0011024
School arrests: students without disabilities	0.0605	0.0007996	0.04	0.0007942	0.0385	0.0007926
School arrests: students with disabilities	-0.0439	0.0021432	-0.0352	0.0021261	-0.0371	0.0021229
Grade Level: K-5 only			-0.0125	0.0037754	-0.0059	0.0038232
Grade Level: K-5 and Middle			-0.0273	0.0040007	-0.0056	0.0040509
Grade Level: 6-12 only			-0.1570*	0.0036593	-0.1318	0.0036796
School Type: Special Education School			0.0141	0.0086074	0	0.0087868
School Type: Magnet School			0.0064	0.0031656	-0.0335	0.0034696
School Type: Alternative School			0.1611**	0.0025454	0.1226**	0.0028597
80-100% white and non-title 1 school					0.0091	0.0173801
40-79.9% white and non-title 1 school					0.0645	0.017444
0-39.9% white and non-title 1 school					0.0766	0.0183626
80-100% white and title 1 school					0.0051	0.0173577
40-79.9% white and title 1 school					0.0533	0.0174144
0-39.9% white and title 1 school					0.0702	0.0176278
R-Squared	0.0048 p < 0.9932		0.0290 p < 0.0216		0.0383 p < 0.0061	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 25
Kentucky, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1404*	0.0001186	-0.0124	0.000117	-0.0113	0.0001168
Chronic Absenteeism: students with disabilities	0.1496*	0.00073	0.0345	0.0007263	0.0425	0.0007289
One or more in school suspensions: students without disabilities	-0.0129	0.0002226	-0.019	0.0002139	-0.0143	0.0002137
One out of school suspension: students without disabilities	-0.0262	0.0005143	-0.0258	0.0005032	-0.0182	0.000502
More than one out of school suspensions: students without disabilities	-0.0133	0.0006507	-0.014	0.0006384	-0.0176	0.000637
One or more in school suspensions: students with disabilities	0.001	0.0011729	0.0359	0.0011273	0.0202	0.0011277
One out of school suspension: students with disabilities	-0.0066	0.0020729	0.0046	0.0019929	0.0074	0.0019937
More than one out of school suspensions: students with disabilities	0.0334	0.0023387	0.0258	0.002245	0.0185	0.0022393
Expulsion with educational services: students without disabilities	0.0005	0.0035879	0.0032	0.0034573	0.0044	0.0034489
Expulsion without educational services: students without disabilities	-0.0013	0.0054219	-0.0024	0.0052328	-0.001	0.0052166
Expulsion under zero tolerance: students without disabilities	0.0059	0.0008471	0.0045	0.0008131	0.0025	0.0008105
Expulsion with educational services: students with disabilities	-0.0037	0.0243448	-0.001	0.0233785	-0.0003	0.0233097

Expulsion without educational services: students with disabilities	-0.0057	0.0179239	0.0003	0.0172004	-0.0002	0.0171604
Expulsion under zero tolerance: students with disabilities	-0.0094	0.0029209	-0.0067	0.00281	-0.0043	0.0028049
Referral to law enforcement: students without disabilities	0.0152	0.0017256	0.0352	0.0016574	0.0323	0.0016564
Referral to law enforcement: students with disabilities	-0.0347	0.0063737	-0.0802	0.0061886	-0.0704	0.0061996
School arrests: students without disabilities	-0.0467	0.0046459	-0.0624	0.0044697	-0.0632	0.0044572
School arrests: students with disabilities	0.0845	0.0124531	0.1030*	0.0119652	0.1006*	0.011939
Grade Level: K-5 only			-0.2116**	0.0212474	-0.1992**	0.0215011
Grade Level: K-5 and Middle			-0.1747**	0.0225156	-0.1544**	0.0227816
Grade Level: 6-12 only			-0.2636**	0.020594	-0.2378**	0.0206934
School Type: Special Education School			0.2563**	0.0484411	0.2431**	0.0494154
School Type: Magnet School			0.005	0.0178155	-0.0299	0.0195123
School Type: Alternative School			0.0464	0.0143253	0.0119	0.0160824
80-100% white and non-title 1 school					-0.0282	0.0977426
40-79.9% white and non-title 1 school					0.0324	0.0981021
0-39.9% white and non-title 1 school					0.0826	0.1032682
80-100% white and title 1 school					-0.0314	0.0976165
40-79.9% white and title 1 school					0.0006	0.0979358
0-39.9% white and title 1 school					0.0435	0.0991355
R-Squared	0.0090 p < 0.8282		0.0929 p < 0.0000		0.1029 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 26
Maine, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0226	0.0000114	0.0395	0.0000115	0.0407	0.0000115
Chronic Absenteeism: students with disabilities	-0.0026	0.0000534	-0.0187	0.0000536	-0.0261	0.0000539
One or more in school suspensions: students without disabilities	0.0782	0.0000314	0.0731	0.0000314	0.0762	0.0000316
One out of school suspension: students without disabilities	-0.1225	0.0000706	-0.0826	0.000073	-0.0759	0.0000734
More than one out of school suspensions: students without disabilities	-0.0287	0.0000832	-0.0121	0.0000837	-0.0157	0.000085
One or more in school suspensions: students with disabilities	-0.0797	0.00009	-0.0662	0.0000908	-0.0683	0.0000911
One out of school suspension: students with disabilities	0.1471	0.000166	0.1547	0.000167	0.1487	0.0001687
More than one out of school suspensions: students with disabilities	-0.0183	0.0001692	-0.0134	0.0001694	-0.0125	0.0001702
Expulsion with educational services: students without disabilities	0.0015	0.0009828	-0.0089	0.0009871	-0.0159	0.0009972
Expulsion without educational services: students without disabilities	-0.0093	0.0002516	0.0002	0.0002523	0.0015	0.0002533
Expulsion under zero tolerance: students without disabilities	-0.0116	0.0017865	-0.0185	0.0017887	-0.0199	0.0017954

Expulsion with educational services: students with disabilities	-0.026	0.0009641	-0.0258	0.0009644	-0.0235	0.0009675
Expulsion without educational services: students with disabilities	-0.0065	0.0006344	-0.0057	0.0006346	-0.0054	0.0006418
Expulsion under zero tolerance: students with disabilities	-0.0038	0.0021952	-0.0029	0.0021968	0.0012	0.0022108
Referral to law enforcement: students without disabilities	0.0233	0.0002149	0.0419	0.0002155	0.0431	0.0002163
Referral to law enforcement: students with disabilities	-0.0385	0.0004429	-0.0374	0.0004433	-0.0447	0.0004456
School arrests: students without disabilities	-0.0033	0.002033	-0.0141	0.0020387	-0.0098	0.0020496
School arrests: students with disabilities	0.0295	0.0017437	0.0271	0.0017445	0.0286	0.0017504
Grade Level: K-5 only			0.0433	0.0025569	0.0426	0.0025646
Grade Level: K-5 and Middle			0.0854	0.002559	0.0844	0.0025672
Grade Level: 6-12 only			-0.0657	0.0025856	-0.0658	0.002594
School Type: Special Education School			-0.0092	0.0045042	-0.0135	0.0045423
School Type: Magnet School			-0.011	0.0045054	-0.0109	0.0045185
School Type: Charter School			-0.0065	0.0055169	-0.0061	0.0055508
School Type: Alternative School			0.0042	0.0045669	0.0047	0.0046162
80-100% white and non-title 1 school					0.0679	0.0056352
80-100% white and title 1 school					0.0872	0.0055275
40-79.9% white and title 1 school					0.0969	0.0057145
0-39.9% white and title 1 school					-0.0086	0.007878
R-Squared	0.0094 $p < 0.9985$		0.0221 $p < 0.9843$		0.0245 $p < 0.9934$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 27
Maine, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0264	0.0004139	-0.02	0.0004174	-0.0198	0.0004193
Chronic Absenteeism: students with disabilities	0.0097	0.0019306	0.0035	0.0019457	0.003	0.0019611
One or more in school suspensions: students without disabilities	0.0234	0.0011358	0.0197	0.0011422	0.0187	0.0011501
One out of school suspension: students without disabilities	-0.0574	0.0025523	-0.0349	0.0026504	-0.0338	0.0026677
More than one out of school suspensions: students without disabilities	-0.0156	0.0030086	-0.0061	0.0030424	-0.0035	0.0030923
One or more in school suspensions: students with disabilities	-0.044	0.0032573	-0.0306	0.003299	-0.0299	0.0033147
One out of school suspension: students with disabilities	0.0794	0.0060066	0.078	0.0060659	0.0758	0.0061354
More than one out of school suspensions: students with disabilities	-0.0058	0.0061223	-0.0064	0.0061526	-0.0077	0.0061886
Expulsion with educational services: students without disabilities	0.008	0.0355548	0.0027	0.0358605	0.0028	0.0362669
Expulsion without educational services: students without disabilities	-0.0013	0.0091021	0.0011	0.0091659	0.0005	0.0092114
Expulsion under zero tolerance: students without disabilities	-0.0006	0.0646297	-0.0014	0.0649807	-0.0024	0.0652951

Expulsion with educational services: students with disabilities	-0.0128	0.0348771	-0.0106	0.0350371	-0.0104	0.0351872
Expulsion without educational services: students with disabilities	-0.0033	0.0229522	-0.002	0.0230534	0.0006	0.0233424
Expulsion under zero tolerance: students with disabilities	0.0006	0.0794161	-0.0021	0.0798074	-0.0012	0.0804034
Referral to law enforcement: students without disabilities	-0.0158	0.0077754	-0.0103	0.0078283	-0.0115	0.0078654
Referral to law enforcement: students with disabilities	0.0059	0.0160222	0.0085	0.0161057	0.0086	0.0162044
School arrests: students without disabilities	0.0219	0.0735486	0.0143	0.0740644	0.0158	0.0745428
School arrests: students with disabilities	-0.0009	0.0630809	-0.0007	0.0633781	-0.0016	0.0636612
Grade Level: K-5 only			0.0622	0.0928908	0.0627	0.09327
Grade Level: K-5 and Middle			0.0015	0.0929682	0.0005	0.0933672
Grade Level: 6-12 only			-0.0193	0.0939332	-0.0177	0.094342
School Type: Special Education School			-0.0049	0.1636346	-0.0054	0.1651993
School Type: Magnet School			-0.0058	0.1636794	-0.0062	0.1643327
School Type: Charter School			0.0185	0.2004261	0.0199	0.2018764
School Type: Alternative School			0.0002	0.1659109	0.0023	0.1678859
80-100% white and non-title 1 school					-0.0201	0.2049459
80-100% white and title 1 school					-0.0044	0.2010297
40-79.9% white and title 1 school					-0.0017	0.2078317
0-39.9% white and title 1 school					-0.0059	0.2865142
R-Squared	0.0029 p < 1.0000		0.0074 p < 1.0000		0.0077 p < 1.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 28
Maine, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0016	2.42E-06	0.0194	2.43E-06	0.0144	2.44E-06
Chronic Absenteeism: students with disabilities	0.0808	0.0000113	0.0683	0.0000113	0.0793	0.0000114
One or more in school suspensions: students without disabilities	-0.0097	6.63E-06	-0.0134	6.65E-06	-0.0112	6.68E-06
One out of school suspension: students without disabilities	-0.1008	0.0000149	-0.0693	0.0000154	-0.0753	0.0000155
More than one out of school suspensions: students without disabilities	-0.0688	0.0000176	-0.054	0.0000177	-0.0452	0.000018
One or more in school suspensions: students with disabilities	-0.088	0.000019	-0.0777	0.0000192	-0.0794	0.0000193
One out of school suspension: students with disabilities	0.1445	0.0000351	0.156	0.0000353	0.1691	0.0000356
More than one out of school suspensions: students with disabilities	0.0465	0.0000357	0.0507	0.0000358	0.0513	0.000036
Expulsion with educational services: students without disabilities	0.0262	0.0002075	0.0179	0.0002087	0.0238	0.0002107
Expulsion without educational services: students without disabilities	-0.0097	0.0000531	-0.0019	0.0000533	-0.0042	0.0000535
Expulsion under zero tolerance: students without disabilities	-0.0136	0.0003772	-0.0192	0.0003781	-0.0179	0.0003793

Expulsion with educational services: students with disabilities	-0.0381	0.0002036	-0.0373	0.0002039	-0.0399	0.0002044
Expulsion without educational services: students with disabilities	-0.0099	0.000134	-0.0088	0.0001341	-0.0102	0.0001356
Expulsion under zero tolerance: students with disabilities	0.0055	0.0004635	0.0054	0.0004644	-0.0012	0.0004671
Referral to law enforcement: students without disabilities	-0.0027	0.0000454	0.0141	0.0000456	0.0164	0.0000457
Referral to law enforcement: students with disabilities	-0.0653	0.0000935	-0.0668	0.0000937	-0.0626	0.0000941
School arrests: students without disabilities	-0.0446	0.0004293	-0.0543	0.000431	-0.0617	0.000433
School arrests: students with disabilities	0.107	0.0003682	0.1064	0.0003688	0.1054	0.0003698
Grade Level: K-5 only			-0.058	0.0005405	-0.0524	0.0005418
Grade Level: K-5 and Middle			-0.0266	0.000541	-0.0199	0.0005424
Grade Level: 6-12 only			-0.1577	0.0005466	-0.1621	0.000548
School Type: Special Education School			-0.0082	0.0009522	-0.0023	0.0009597
School Type: Magnet School			-0.0078	0.0009524	-0.0077	0.0009546
School Type: Charter School			-0.0056	0.0011662	-0.0067	0.0011727
School Type: Alternative School			0.0059	0.0009654	0.0051	0.0009753
80-100% white and non-title 1 school					0.0944	0.0011906
80-100% white and title 1 school					0.1018	0.0011678
40-79.9% white and title 1 school					0.0078	0.0012073
0-39.9% white and title 1 school					-0.0025	0.0016644
R-Squared	0.0182 p < 0.9281		0.0284 p < 0.9206		0.0319 p < 0.9498	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 29
Maine, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.036	0.000225	-0.03	0.0002268	-0.0303	0.0002277
Chronic Absenteeism: students with disabilities	0.0207	0.0010494	0.014	0.001057	0.0155	0.0010652
One or more in school suspensions: students without disabilities	0.0191	0.0006174	0.0151	0.0006205	0.013	0.0006247
One out of school suspension: students without disabilities	-0.0645	0.0013873	-0.0404	0.0014399	-0.0407	0.001449
More than one out of school suspensions: students without disabilities	-0.0114	0.0016354	-0.002	0.0016528	0.0027	0.0016796
One or more in school suspensions: students with disabilities	-0.0428	0.0017705	-0.0285	0.0017922	-0.0274	0.0018004
One out of school suspension: students with disabilities	0.0883	0.0032649	0.0862	0.0032954	0.0849	0.0033325
More than one out of school suspensions: students with disabilities	-0.0203	0.0033278	-0.0203	0.0033425	-0.0218	0.0033615
Expulsion with educational services: students without disabilities	0.0115	0.0193259	0.0059	0.0194816	0.008	0.0196991
Expulsion without educational services: students without disabilities	0.0002	0.0049475	0.0023	0.0049795	0.001	0.0050033
Expulsion under zero tolerance: students without disabilities	-0.0003	0.0351297	-0.0009	0.0353014	-0.0021	0.0354663
Expulsion with educational services: students with disabilities	-0.0162	0.0189576	-0.0137	0.0190342	-0.0141	0.0191126

Expulsion without educational services: students with disabilities	-0.0047	0.0124758	-0.0031	0.012524	0.0007	0.0126789
Expulsion under zero tolerance: students with disabilities	0.0033	0.0431669	0.0003	0.0433562	0.0004	0.0436727
Referral to law enforcement: students without disabilities	-0.0163	0.0042263	-0.0111	0.0042528	-0.0131	0.0042722
Referral to law enforcement: students with disabilities	0.0095	0.0087089	0.0127	0.0087496	0.0149	0.0088017
School arrests: students without disabilities	0.0137	0.0399776	0.0059	0.0402362	0.0068	0.0404894
School arrests: students with disabilities	0.0092	0.0342879	0.0094	0.0344308	0.0076	0.0345788
Grade Level: K-5 only			0.0686	0.0504638	0.0699	0.0506615
Grade Level: K-5 and Middle			-0.0041	0.0505059	-0.0049	0.0507142
Grade Level: 6-12 only			-0.0198	0.0510301	-0.0176	0.0512437
School Type: Special Education School			-0.0054	0.0888961	-0.0049	0.0897313
School Type: Magnet School			-0.0064	0.0889204	-0.0071	0.0892605
School Type: Charter School			-0.0016	0.1088834	0.0003	0.1096532
School Type: Alternative School			-0.0004	0.0901327	0.0027	0.0911906
80-100% white and non-title 1 school					-0.0127	0.1113204
80-100% white and title 1 school					0.0138	0.1091933
40-79.9% white and title 1 school					-0.0028	0.1128879
0-39.9% white and title 1 school					-0.0003	0.1556258
R-Squared	0.0038 p < 1.0000		0.0094 p < 1.0000		0.0100 p < 1.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 30
Michigan, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0322	4.59E-06	0.0394	4.64E-06	0.036	4.64E-06
Chronic Absenteeism: students with disabilities	-0.0012	0.0000324	-0.0152	0.0000332	-0.0249	0.0000331
One or more in school suspensions: students without disabilities	-0.1819**	6.49E-06	-0.1827**	6.51E-06	-0.1789**	6.50E-06
One out of school suspension: students without disabilities	0.0408	0.0000184	0.0368	0.0000185	0.0423	0.0000188
More than one out of school suspensions: students without disabilities	-0.0195	0.0000134	-0.0227	0.0000134	-0.0239	0.0000134
One or more in school suspensions: students with disabilities	0.0783	0.000029	0.0856	0.0000291	0.0866*	0.000029
One out of school suspension: students with disabilities	-0.0448	0.000063	-0.0366	0.000063	-0.0515	0.0000631
More than one out of school suspensions: students with disabilities	0.1536**	0.0000598	0.1543**	0.0000597	0.1572**	0.0000602
Expulsion with educational services: students without disabilities	0.0648	0.0001546	0.0952	0.0001544	0.112	0.0001542
Expulsion without educational services: students without disabilities	-0.0334	0.0001856	-0.0569	0.0001858	-0.0363	0.000185
Expulsion under zero tolerance: students without disabilities	-0.0197	0.0001901	-0.0074	0.0001904	-0.0521	0.00019
Expulsion with educational services: students with disabilities	-0.0392	0.0003457	-0.0661	0.0003474	-0.0648	0.0003467

Expulsion without educational services: students with disabilities	0.0312	0.0002974	0.024	0.0002977	0.0183	0.0002968
Expulsion under zero tolerance: students with disabilities	-0.0284	0.0003143	-0.016	0.0003144	-0.014	0.0003137
Referral to law enforcement: students without disabilities	0.053	0.0000625	0.047	0.0000627	0.0545	0.0000625
Referral to law enforcement: students with disabilities	-0.0484	0.0001651	-0.0445	0.0001648	-0.0396	0.0001644
School arrests: students without disabilities	0.0186	0.0000387	0.0231	0.0000386	0.0263	0.0000385
School arrests: students with disabilities	-0.0219	0.0003306	-0.0205	0.0003301	-0.0259	0.0003296
Grade Level: ungraded			0.0000	0.0104195	0.008	0.0104228
Grade Level: K-5 only			0.0491	0.0060283	0.196	0.0060833
Grade Level: K-5 and Middle			0.0009	0.0060338	0.1379	0.0060909
Grade Level: 6-12 only			0.0457	0.0060241	0.2282	0.0060816
Grade level: K-12 combination			0.0961	0.0061394	0.1536	0.0061835
School Type: Special Education School			-0.028	0.00132	-0.0407	0.0013355
School Type: Magnet School			0.0238	0.0022991	0.0227	0.0023252
School Type: Charter School			0.0109	0.0011859	0.014	0.0013188
School Type: Alternative School			0.0451*	0.0014663	0.0254	0.0014957
80-100% white and non-title 1 school					-0.1152**	0.0009085
0-39.9% white and non-title 1 school					0.0401	0.0020984
80-100% white and title 1 school					-0.1564**	0.0007639
40-79.9% white and title 1 school					-0.1066**	0.0008339
0-39.9% white and title 1 school					-0.0944**	0.0010173
R-Squared	0.0177 p < 0.0032		0.0270 p < 0.004		0.0379 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 31
Michigan, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0096	0.0000286	0.0107	0.0000285	0.0089	0.0000286
Chronic Absenteeism: students with disabilities	0.006	0.0002017	-0.0351	0.0002033	-0.0393	0.0002038
One or more in school suspensions: students without disabilities	-0.0254	0.0000404	-0.0233	0.0000399	-0.0244	0.00004
One out of school suspension: students without disabilities	-0.0663	0.0001142	-0.0506	0.0001133	-0.0387	0.0001157
More than one out of school suspensions: students without disabilities	-0.0295	0.0000831	-0.0471	0.0000821	-0.0488	0.0000822
One or more in school suspensions: students with disabilities	-0.0076	0.0001801	0.0187	0.0001784	0.0173	0.0001786
One out of school suspension: students with disabilities	0.0217	0.0003919	0.0204	0.0003867	0.0162	0.0003884
More than one out of school suspensions: students with disabilities	0.1011*	0.000372	0.1074*	0.000366	0.1156**	0.0003706
Expulsion with educational services: students without disabilities	-0.0393	0.0009621	0.0284	0.0009472	0.0448	0.0009497
Expulsion without educational services: students without disabilities	0.088	0.0011548	0.0021	0.0011393	0.0163	0.0011392
Expulsion under zero tolerance: students without disabilities	-0.0556	0.0011826	-0.0093	0.0011677	-0.0363	0.0011702
Expulsion with educational services: students with disabilities	-0.0396	0.0021505	-0.094	0.0021309	-0.0963	0.0021354

Expulsion without educational services: students with disabilities	-0.013	0.0018505	0.0322	0.0018258	0.0254	0.0018276
Expulsion under zero tolerance: students with disabilities	-0.0031	0.0019553	-0.0347	0.0019283	-0.0303	0.0019317
Referral to law enforcement: students without disabilities	-0.0264	0.000389	-0.0225	0.0003844	-0.0245	0.000385
Referral to law enforcement: students with disabilities	-0.0145	0.0010268	-0.0115	0.0010107	-0.0122	0.0010127
School arrests: students without disabilities	-0.033	0.0002408	-0.0219	0.000237	-0.0196	0.0002371
School arrests: students with disabilities	0.1275*	0.002057	0.1224	0.0020248	0.1214	0.0020298
Grade Level: ungraded			0	0.0639048	0.0021	0.0641889
Grade Level: K-5 only			0.0535	0.0369727	0.0963	0.0374642
Grade Level: K-5 and Middle			0.0147	0.0370066	0.055	0.0375109
Grade Level: 6-12 only			0.0332	0.036947	0.0833	0.0374534
Grade level: K-12 combination			-0.1009	0.0376544	-0.086	0.0380815
School Type: Special Education School			0.2092**	0.0080958	0.2046**	0.0082246
School Type: Magnet School			-0.0015	0.0141009	0.0016	0.0143199
School Type: Charter School			0.0023	0.0072734	0.015	0.0081218
School Type: Alternative School			0.0917**	0.0089931	0.0856**	0.0092115
80-100% white and non-title 1 school					-0.0611*	0.0055949
0-39.9% white and non-title 1 school					0.0043	0.0129228
80-100% white and title 1 school					-0.0722	0.0047043
40-79.9% white and title 1 school					-0.0627	0.0051358
0-39.9% white and title 1 school					-0.0738*	0.0062649
R-Squared	0.0085 $p < 0.4288$		0.0455 $p < 0.0000$		0.0484 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 32
Michigan, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0118	0.0000172	-0.0029	0.0000187	-0.0025	0.0000188
Chronic Absenteeism: students with disabilities	-0.003	0.0000933	-0.0083	0.0001013	-0.0082	0.0001018
One or more in school suspensions: students without disabilities	0.0218	0.0000635	0.0186	0.0000636	0.0193	0.0000637
One out of school suspension: students without disabilities	-0.0069	0.0001016	-0.0088	0.0001024	-0.0055	0.0001037
More than one out of school suspensions: students without disabilities	0.0104	0.0000927	0.011	0.0000929	0.0084	0.0000933
One or more in school suspensions: students with disabilities	-0.0074	0.000257	-0.0101	0.0002581	-0.0118	0.0002601
One out of school suspension: students with disabilities	-0.0024	0.0003496	-0.0028	0.0003505	-0.0013	0.0003513
More than one out of school suspensions: students with disabilities	-0.0062	0.0002705	-0.0091	0.0002705	-0.0084	0.0002712
Expulsion with educational services: students without disabilities	-0.003	0.0010307	-0.0035	0.0010318	-0.0045	0.0010386
Expulsion without educational services: students without disabilities	-0.0018	0.0006172	-0.0023	0.0006181	-0.0027	0.0006191
Expulsion under zero tolerance: students without disabilities	0.0008	0.0006985	0.0002	0.0006986	0.0004	0.0007003
Expulsion with educational services: students with disabilities	-0.0031	0.0023091	-0.0043	0.0023125	-0.0043	0.0023168
Expulsion without educational services: students with disabilities	-0.0014	0.0024495	-0.0013	0.0024472	-0.0019	0.0024508
Expulsion under zero tolerance: students with disabilities	0.0049	0.0028223	0.0062	0.002823	0.0065	0.0028305

Referral to law enforcement: students without disabilities	0.0324	0.0003467	0.0311	0.000347	0.0331	0.0003478
Referral to law enforcement: students with disabilities	-0.0211	0.0012887	-0.0222	0.0012943	-0.023	0.0012962
School arrests: students without disabilities	-0.0109	0.0014458	-0.0098	0.001445	-0.0096	0.0014481
School arrests: students with disabilities	0.0105	0.003662	0.0098	0.003659	0.0098	0.0036625
Grade Level: K-5 only			-0.0604	0.0435462	-0.0777	0.0436581
Grade Level: K-5 and Middle			-0.0324	0.0436143	-0.0444	0.0437246
Grade Level: 6-12 only			-0.0394	0.0435682	-0.048	0.0436536
Grade level: K-12 combination			0.0553	0.0435901	0.0502	0.0436803
School Type: Special Education School			-0.0406	0.0078068	-0.0335	0.0079796
School Type: Magnet School			-0.0052	0.0079328	-0.0036	0.0079648
School Type: Charter School			-0.0241	0.0047325	-0.0254	0.0049687
School Type: Alternative School			-0.0208	0.0050052	-0.0159	0.0051657
80-100% white and non-title 1 school			.	0.043511		
40-79.9% white and non-title 1 school					0.0073	0.0754995
0-39.9% white and non-title 1 school					0.0058	0.0755353
80-100% white and title 1 school					0.0035	0.0758486
40-79.9% white and title 1 school					0.044	0.0754694
0-39.9% white and title 1 school					0.0366	0.0755109
80-100% white and no data for title 1					0.0227	0.0755144
0-39.9% white and no data for title 1					-0.0001	0.1062651
R-Squared	0.0012 p < 0.9997		0.0065 p < 0.7019		0.0075 p < 0.8362	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 33
Michigan, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0846**	0.0000476	0.0232	0.0000505	0.0222	0.0000507
Chronic Absenteeism: students with disabilities	0.0979**	0.0002574	-0.0392	0.0002733	-0.0388	0.0002746
One or more in school suspensions: students without disabilities	-0.0527	0.0001754	-0.0508	0.0001716	-0.0498	0.0001719
One out of school suspension: students without disabilities	-0.0480	0.0002803	-0.0216	0.0002763	-0.0250	0.0002798
More than one out of school suspensions: students without disabilities	0.0345	0.000256	0.0301	0.0002506	0.0316	0.0002517
One or more in school suspensions: students with disabilities	0.0683*	0.0007093	0.0740**	0.0006964	0.0729**	0.0007015
One out of school suspension: students with disabilities	0.0288	0.0009648	0.0274	0.0009458	0.0268	0.0009478
More than one out of school suspensions: students with disabilities	-0.0420	0.0007464	-0.0397	0.0007298	-0.0404	0.0007315
Expulsion with educational services: students without disabilities	0.0036	0.0028446	0.0104	0.0027843	0.0104	0.0028017
Expulsion without educational services: students without disabilities	-0.0082	0.0017035	-0.0070	0.0016678	-0.0071	0.00167
Expulsion under zero tolerance: students without disabilities	-0.0084	0.0019279	-0.0050	0.001885	-0.0053	0.0018891
Expulsion with educational services: students with disabilities	-0.0258	0.0063729	-0.0140	0.0062401	-0.0147	0.0062498
Expulsion without educational services: students with disabilities	-0.0010	0.0067605	0.0026	0.0066034	0.0032	0.0066112
Expulsion under zero tolerance: students with disabilities	0.0142	0.0077894	0.0020	0.0076176	0.0024	0.0076356

Referral to law enforcement: students without disabilities	-0.0868**	0.0009569	-0.0754**	0.0009364	-0.0767**	0.0009382
Referral to law enforcement: students with disabilities	0.1374**	0.0035568	0.1207**	0.0034924	0.1216**	0.0034967
School arrests: students without disabilities	0.0222	0.0039902	0.0234	0.003899	0.0230	0.0039064
School arrests: students with disabilities	-0.0633**	0.0101066	-0.0596**	0.0098735	-0.0603**	0.0098799
Grade Level: K-5 only			-0.5869*	0.1175051	-0.5985*	0.1177726
Grade Level: K-5 and Middle			-0.4515*	0.1176886	-0.4611*	0.1179518
Grade Level: 6-12 only			-0.6115*	0.1175642	-0.6265*	0.1177604
Grade level: K-12 combination			-0.2119	0.1176233	-0.2194	0.1178324
School Type: Special Education School			0.1925**	0.0210659	0.1845**	0.0215259
School Type: Magnet School			0.0021	0.021406	0.0009	0.0214858
School Type: Charter School			-0.0219	0.0127702	-0.0208	0.0134036
School Type: Alternative School			-0.0011	0.0135061	-0.0047	0.013935
80-100% white and non-title 1 school					-0.0185	0.2036682
40-79.9% white and non-title 1 school					0.0208	0.2037647
0-39.9% white and non-title 1 school					-0.0170	0.20461
80-100% white and title 1 school					-0.0290	0.2035871
40-79.9% white and title 1 school					-0.0193	0.2036989
0-39.9% white and title 1 school					-0.0128	0.2037085
40-79.9% white and no data for title 1					0.0000	0.2866618
R-Squared	0.0184 p < 0.0000		0.0667 p < 0.0000		0.0681 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 34
Missouri, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0322	4.59E-06	0.0394	4.64E-06	0.036	4.64E-06
Chronic Absenteeism: students with disabilities	-0.0012	0.0000324	-0.0152	0.0000332	-0.0249	0.0000331
One or more in school suspensions: students without disabilities	-0.1819**	6.49E-06	-0.1827**	6.51E-06	-0.1789**	6.50E-06
One out of school suspension: students without disabilities	0.0408	0.0000184	0.0368	0.0000185	0.0423	0.0000188
More than one out of school suspensions: students without disabilities	-0.0195	0.0000134	-0.0227	0.0000134	-0.0239	0.0000134
One or more in school suspensions: students with disabilities	0.0783	0.000029	0.0856	0.0000291	0.0866	0.000029
One out of school suspension: students with disabilities	-0.0448	0.000063	-0.0366	0.000063	-0.0515	0.0000631
More than one out of school suspensions: students with disabilities	0.1536**	0.0000598	0.1543**	0.0000597	0.1572**	0.0000602
Expulsion with educational services: students without disabilities	0.0648	0.0001546	0.0952	0.0001544	0.112	0.0001542
Expulsion without educational services: students without disabilities	-0.0334	0.0001856	-0.0569	0.0001858	-0.0363	0.000185
Expulsion under zero tolerance: students without disabilities	-0.0197	0.0001901	-0.0074	0.0001904	-0.0521	0.00019
Expulsion with educational services: students with disabilities	-0.0392	0.0003457	-0.0661	0.0003474	-0.0648	0.0003467
Expulsion without educational services: students with disabilities	0.0312	0.0002974	0.024	0.0002977	0.0183	0.0002968
Expulsion under zero tolerance: students with disabilities	-0.0284	0.0003143	-0.016	0.0003144	-0.014	0.0003137

Referral to law enforcement: students without disabilities	0.053	0.0000625	0.047	0.0000627	0.0545	0.0000625
Referral to law enforcement: students with disabilities	-0.0484	0.0001651	-0.0445	0.0001648	-0.0396	0.0001644
School arrests: students without disabilities	0.0186	0.0000387	0.0231	0.0000386	0.0263	0.0000385
School arrests: students with disabilities	-0.0219	0.0003306	-0.0205	0.0003301	-0.0259	0.0003296
Grade Level: K-5 only			0.0491	0.0060283	0.196	0.0060833
Grade Level: K-5 and Middle			0.0009	0.0060338	0.1379	0.0060909
Grade Level: 6-12 only			0.0457	0.0060241	0.2282	0.0060816
Grade level: K-12 combination			0.0961	0.0061394	0.1536	0.0061835
School Type: Special Education School			-0.028	0.00132	-0.0407	0.0013355
School Type: Magnet School			0.0238	0.0022991	0.0227	0.0023252
School Type: Charter School			0.0109	0.0011859	0.014	0.0013188
School Type: Alternative School			0.0451*	0.0014663	0.0254	0.0014957
80-100% white and non-title 1 school					-0.1152**	0.0009085
0-39.9% white and non-title 1 school					0.0401	0.0020984
80-100% white and title 1 school					-0.1564**	0.0007639
40-79.9% white and title 1 school					-0.1066**	0.0008339
0-39.9% white and title 1 school					-0.0944**	0.0010173
R-Squared	0.0117 $p < 0.0032$		0.0270 $p < 0.0004$		0.0379 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 35
Missouri, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0096	0.0000286	0.0107	0.0000285	0.0089	0.0000286
Chronic Absenteeism: students with disabilities	0.006	0.0002017	-0.0351	0.0002033	-0.0393	0.0002038
One or more in school suspensions: students without disabilities	-0.0254	0.0000404	-0.0233	0.0000399	-0.0244	0.00004
One out of school suspension: students without disabilities	-0.0663	0.0001142	-0.0506	0.0001133	-0.0387	0.0001157
More than one out of school suspensions: students without disabilities	-0.0295	0.0000831	-0.0471	0.0000821	-0.0488	0.0000822
One or more in school suspensions: students with disabilities	-0.0076	0.0001801	0.0187	0.0001784	0.0173	0.0001786
One out of school suspension: students with disabilities	0.0217	0.0003919	0.0204	0.0003867	0.0162	0.0003884
More than one out of school suspensions: students with disabilities	0.1011*	0.000372	0.1074*	0.000366	0.1156**	0.0003706
Expulsion with educational services: students without disabilities	-0.0393	0.0009621	0.0284	0.0009472	0.0448	0.0009497
Expulsion without educational services: students without disabilities	0.088	0.0011548	0.0021	0.0011393	0.0163	0.0011392
Expulsion under zero tolerance: students without disabilities	-0.0556	0.0011826	-0.0093	0.0011677	-0.0363	0.0011702
Expulsion with educational services: students with disabilities	-0.0396	0.0021505	-0.094	0.0021309	-0.0963	0.0021354
Expulsion without educational services: students with disabilities	-0.013	0.0018505	0.0322	0.0018258	0.0254	0.0018276
Expulsion under zero tolerance: students with disabilities	-0.0031	0.0019553	-0.0347	0.0019283	-0.0303	0.0019317

Referral to law enforcement: students without disabilities	-0.0264	0.000389	-0.0225	0.0003844	-0.0245	0.000385
Referral to law enforcement: students with disabilities	-0.0145	0.0010268	-0.0115	0.0010107	-0.0122	0.0010127
School arrests: students without disabilities	-0.033	0.0002408	-0.0219	0.000237	-0.0196	0.0002371
School arrests: students with disabilities	0.1275*	0.002057	0.1224	0.0020248	0.1214	0.0020298
Grade Level: K-5 only			0.0535	0.0369727	0.0963	0.0374642
Grade Level: K-5 and Middle			0.0147	0.0370066	0.055	0.0375109
Grade Level: 6-12 only			0.0332	0.036947	0.0833	0.0374534
Grade level: K-12 combination			-0.1009	0.0376544	-0.086	0.0380815
School Type: Special Education School			0.2092**	0.0080958	0.2046**	0.0082246
School Type: Magnet School			-0.0015	0.0141009	0.0016	0.0143199
School Type: Charter School			0.0023	0.0072734	0.015	0.0081218
School Type: Alternative School			0.0917**	0.0089931	0.0856**	0.0092115
80-100% white and non-title 1 school					-0.0611*	0.0055949
0-39.9% white and non-title 1 school					0.0043	0.0129228
80-100% white and title 1 school					-0.0722	0.0047043
40-79.9% white and title 1 school					-0.0627	0.0051358
0-39.9% white and title 1 school					-0.0738*	0.0062649
R-Squared	0.0085 p < 0.4288		0.0455 p < 0.0000		0.0484 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 36
Missouri, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0246	0.0000361	-0.0278	0.0000361	-0.0304	0.0000362
Chronic Absenteeism: students with disabilities	0.0242	0.000255	0.0218	0.0002581	0.0091	0.0002577
One or more in school suspensions: students without disabilities	0.0319	0.0000511	0.0346	0.0000507	0.038	0.0000506
One out of school suspension: students without disabilities	0.0128	0.0001443	0.0237	0.0001438	0.0261	0.0001463
More than one out of school suspensions: students without disabilities	-0.0676	0.0001051	-0.0817	0.0001042	-0.0772	0.000104
One or more in school suspensions: students with disabilities	0.0081	0.0002277	0.0153	0.0002265	0.0197	0.0002259
One out of school suspension: students with disabilities	-0.0295	0.0004954	-0.0353	0.0004909	-0.0474	0.0004912
More than one out of school suspensions: students with disabilities	0.0814	0.0004702	0.0871*	0.0004646	0.0823	0.0004687
Expulsion with educational services: students without disabilities	-0.0248	0.0012161	0.0357	0.0012025	0.0488	0.001201
Expulsion without educational services: students without disabilities	0.0635	0.0014597	-0.0785	0.0014464	-0.0608	0.0014407
Expulsion under zero tolerance: students without disabilities	0.01	0.0014948	0.1488	0.0014825	0.114	0.0014799
Expulsion with educational services: students with disabilities	-0.0098	0.0027183	-0.0622	0.0027052	-0.0606	0.0027005
Expulsion without educational services: students with disabilities	-0.0282	0.0023391	0.0184	0.0023178	0.0102	0.0023112
Expulsion under zero tolerance: students with disabilities	0.0074	0.0024715	-0.0262	0.002448	-0.0259	0.0024429

Referral to law enforcement: students without disabilities	-0.0237	0.0004917	-0.0476	0.000488	-0.0409	0.0004869
Referral to law enforcement: students with disabilities	-0.0241	0.0012979	-0.0148	0.0012831	-0.0088	0.0012807
School arrests: students without disabilities	0.0078	0.0003043	0.0204	0.0003008	0.0246	0.0002999
School arrests: students with disabilities	0.0017	0.0026001	-0.0132	0.0025706	-0.0202	0.002567
Grade Level: K-5 only			0.0038	0.0469375	0.0097	0.0473783
Grade Level: K-5 and Middle			-0.004	0.0469805	0.0117	0.0474374
Grade Level: 6-12 only			0.0153	0.0469049	0.0355	0.0473647
Grade level: K-12 combination			-0.071	0.047803	-0.0699	0.048159
School Type: Special Education School			0.0936**	0.0102778	0.0790**	0.010401
School Type: Magnet School			-0.0036	0.0179014	-0.0079	0.0181094
School Type: Charter School			0.0019	0.0092338	-0.0008	0.0102711
School Type: Alternative School			0.1542**	0.0114169	0.1397**	0.0116492
80-100% white and non-title 1 school					-0.1340**	0.0070755
0-39.9% white and non-title 1 school					-0.0282	0.0163426
80-100% white and title 1 school					-0.1993**	0.0059493
40-79.9% white and title 1 school					-0.1425**	0.0064948
0-39.9% white and title 1 school					-0.1053**	0.0079228
R-Squared	0.0038 $p < 0.9759$		0.0326 $p < 0.0000$		0.0429 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 37
Missouri, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.018	0.0000829	0.0015	0.000083	0.0006	0.0000834
Chronic Absenteeism: students with disabilities	0.0052	0.000586	-0.028	0.0005933	-0.0339	0.0005944
One or more in school suspensions: students without disabilities	-0.0181	0.0001174	-0.0213	0.0001166	-0.0193	0.0001167
One out of school suspension: students without disabilities	-0.0352	0.0003317	-0.0257	0.0003305	-0.0224	0.0003374
More than one out of school suspensions: students without disabilities	-0.0485	0.0002414	-0.0606	0.0002396	-0.0605	0.0002399
One or more in school suspensions: students with disabilities	0.0071	0.0005232	0.0289	0.0005206	0.0299	0.000521
One out of school suspension: students with disabilities	0.0101	0.0011384	0.0078	0.0011283	-0.0003	0.001133
More than one out of school suspensions: students with disabilities	0.1063*	0.0010805	0.1118*	0.0010678	0.1130*	0.001081
Expulsion with educational services: students without disabilities	0.0229	0.0027946	0.0791	0.0027637	0.0922	0.0027702
Expulsion without educational services: students without disabilities	-0.0131	0.0033545	-0.0821	0.0033243	-0.0693	0.003323
Expulsion under zero tolerance: students without disabilities	-0.0107	0.0034351	0.0293	0.0034072	0.0011	0.0034133
Expulsion with educational services: students with disabilities	-0.0256	0.0062468	-0.0702	0.0062176	-0.0703	0.0062288
Expulsion without educational services: students with disabilities	-0.0186	0.0053753	0.0207	0.0053272	0.0155	0.0053308
Expulsion under zero tolerance: students with disabilities	0.009	0.0056796	-0.0188	0.0056265	-0.0161	0.0056345

Referral to law enforcement: students without disabilities	0.0134	0.00113	0.0122	0.0011216	0.015	0.001123
Referral to law enforcement: students with disabilities	-0.0245	0.0029827	-0.0238	0.002949	-0.0211	0.002954
School arrests: students without disabilities	-0.0062	0.0006994	0.0029	0.0006914	0.005	0.0006916
School arrests: students with disabilities	0.0444	0.0059751	0.0414	0.0059081	0.0391	0.0059208
Grade Level: K-5 only			0.0047	0.1078796	0.0611	0.1092784
Grade Level: K-5 and Middle			-0.0013	0.1079785	0.0524	0.1094146
Grade Level: 6-12 only			0.0124	0.1078047	0.0841	0.1092469
Grade level: K-12 combination			-0.0995	0.1098688	-0.0779	0.111079
School Type: Special Education School			0.1887**	0.0236221	0.1816**	0.02399
School Type: Magnet School			-0.001	0.041144	-0.002	0.0417693
School Type: Charter School			0.0065	0.0212226	0.0082	0.0236903
School Type: Alternative School			0.0699**	0.0262403	0.0600**	0.0268688
80-100% white and non-title 1 school					-0.0763*	0.0163197
0-39.9% white and non-title 1 school					0.0083	0.0376942
80-100% white and title 1 school					-0.0983*	0.013722
40-79.9% white and title 1 school					-0.0746*	0.0149804
0-39.9% white and title 1 school					-0.06	0.0182739
R-Squared	0.0052 p < 0.8825		0.0337 p < 0.0000		0.0372 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 38
Mississippi, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.073	6.23E-06	-0.0698	6.24E-06	-0.0579	4.98E-06
Chronic Absenteeism: students with disabilities	0.0115	0.0000515	0.0167	0.0000516	0.0173	0.0000409
One or more in school suspensions: students without disabilities	-0.0117	7.84E-06	-0.0073	7.84E-06	0.007	6.23E-06
One out of school suspension: students without disabilities	-0.0147	0.0000164	-0.0103	0.0000164	-0.0047	0.0000132
More than one out of school suspensions: students without disabilities	0.0458	0.0000173	0.0455	0.0000173	0.0432	0.0000139
One or more in school suspensions: students with disabilities	-0.0233	0.0000573	-0.0267	0.0000573	-0.0262	0.0000456
One out of school suspension: students with disabilities	-0.0246	0.0001158	-0.0207	0.0001158	-0.0225	0.0000926
More than one out of school suspensions: students with disabilities	-0.0129	0.0001106	-0.0123	0.0001106	-0.0046	0.0000876
Expulsion with educational services: students without disabilities	-0.012	0.0000738	-0.0242	0.0000745	-0.0128	0.000059
Expulsion without educational services: students without disabilities	0.038	0.0002385	0.0324	0.0002387	0.0299	0.0001892
Expulsion under zero tolerance: students without disabilities	-0.0095	0.0004376	-0.0073	0.0004373	-0.0133	0.0003454
Expulsion with educational services: students with disabilities	-0.0036	0.0003566	-0.0058	0.0003564	-0.0016	0.0002826
Expulsion without educational services: students with disabilities	-0.0005	0.0017631	-0.0004	0.0017613	0.0014	0.0013913
Expulsion under zero tolerance: students with disabilities	-0.006	0.001146	-0.004	0.0011452	-0.0049	0.0009084

Referral to law enforcement: students without disabilities	0.0513	0.0001366	0.0516	0.0001365	0.0238	0.0001085
Referral to law enforcement: students with disabilities	0.1951**	0.0004047	0.1923**	0.0004044	0.0981*	0.0003208
School arrests: students without disabilities	0.047	0.0001643	0.0457	0.0001642	0.0676	0.0001304
School arrests: students with disabilities	-0.1545**	0.0005032	-0.1551**	0.0005027	-0.0844*	0.0003981
School Type: Special Education School			-0.0082	0.0036956	-0.0043	0.0033657
School Type: Magnet School			-0.0084	0.0025705	-0.0037	0.0020472
School Type: Alternative School			0.0723*	0.0025824	-0.0109	0.0021253
80-100% white and non-title 1 school					-1.5035**	0.0074323
40-79.9% white and non-title 1 school					-2.7061**	0.0070482
0-39.9% white and non-title 1 school					-1.8871**	0.0071957
80-100% white and title 1 school					-4.4747**	0.0069482
40-79.9% white and title 1 school					-6.3231**	0.0069164
0-39.9% white and title 1 school					-6.7154**	0.0069033
0-39.9% white and no data for title 1					-0.9721**	0.0082913
R-Squared	0.0311 $p < 0.0406$		0.0362 $p < 0.0310$		0.4041 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 39
Mississippi, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0475	8.16E-06	-0.0445	8.18E-06	-0.0338	7.05E-06
Chronic Absenteeism: students with disabilities	0.0117	0.0000675	0.0078	0.0000676	0.0078	0.0000579
One or more in school suspensions: students without disabilities	-0.0289	0.0000103	-0.0291	0.0000103	-0.0139	8.82E-06
One out of school suspension: students without disabilities	-0.0298	0.0000215	-0.0273	0.0000215	-0.0186	0.0000187
More than one out of school suspensions: students without disabilities	0.02	0.0000227	0.0193	0.0000227	0.0166	0.0000196
One or more in school suspensions: students with disabilities	-0.027	0.0000751	-0.0252	0.000075	-0.0252	0.0000646
One out of school suspension: students with disabilities	0.0085	0.0001518	0.0075	0.0001517	-0.0045	0.0001311
More than one out of school suspensions: students with disabilities	-0.0019	0.0001449	-0.0009	0.0001449	0.0046	0.000124
Expulsion with educational services: students without disabilities	-0.002	0.0000967	0.0012	0.0000976	0.0165	0.0000835
Expulsion without educational services: students without disabilities	0.0191	0.0003125	0.019	0.0003128	0.0193	0.0002679
Expulsion under zero tolerance: students without disabilities	0.0045	0.0005734	0.0046	0.0005731	-0.0021	0.000489
Expulsion with educational services: students with disabilities	0.0011	0.0004673	0.0016	0.000467	0.0036	0.0004002
Expulsion without educational services: students with disabilities	-0.0039	0.00231	-0.0041	0.002308	-0.0033	0.0019701
Expulsion under zero tolerance: students with disabilities	-0.0003	0.0015015	-0.0012	0.0015006	0	0.0012862

Referral to law enforcement: students without disabilities	0.0517	0.000179	0.0505	0.0001788	0.0264	0.0001536
Referral to law enforcement: students with disabilities	0.1603**	0.0005303	0.1614**	0.0005299	0.0843	0.0004542
School arrests: students without disabilities	-0.0392	0.0002153	-0.0389	0.0002151	-0.0207	0.0001846
School arrests: students with disabilities	-0.1171*	0.0006593	-0.1168*	0.0006587	-0.0576	0.0005637
School Type: Special Education School			0.0671*	0.0048426	0.0239	0.0047656
School Type: Magnet School			-0.0117	0.0033683	-0.0067	0.0028988
School Type: Alternative School			-0.0167	0.0033839	-0.1108**	0.0030093
80-100% white and non-title 1 school					-1.2723**	0.0105237
40-79.9% white and non-title 1 school					-2.2903**	0.0099799
0-39.9% white and non-title 1 school					-1.5788**	0.0101888
80-100% white and title 1 school					-3.7825**	0.0098382
40-79.9% white and title 1 school					-5.3214**	0.0097933
0-39.9% white and title 1 school					-5.6667**	0.0097747
0-39.9% white and no data for title 1					-0.6988**	0.01174
R-Squared	0.0183 p < 0.4979		0.0232 p < 0.3953		0.2949 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 40
Mississippi, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1367**	1.82E-06	-0.1389**	1.83E-06	-0.1357*	1.85E-06
Chronic Absenteeism: students with disabilities	0.0885	0.0000151	0.0883	0.0000151	0.0896	0.0000152
One or more in school suspensions: students without disabilities	-0.0316	2.29E-06	-0.0327	2.30E-06	-0.033	2.32E-06
One out of school suspension: students without disabilities	-0.0479	4.80E-06	-0.0488	4.81E-06	-0.052	4.92E-06
More than one out of school suspensions: students without disabilities	0.2115**	5.07E-06	0.2120**	5.08E-06	0.2088**	5.16E-06
One or more in school suspensions: students with disabilities	-0.0412	0.0000167	-0.0409	0.0000168	-0.0397	0.000017
One out of school suspension: students with disabilities	0.0009	0.0000339	0.0006	0.0000339	0.0016	0.0000345
More than one out of school suspensions: students with disabilities	-0.0819	0.0000323	-0.0828	0.0000324	-0.0829	0.0000326
Expulsion with educational services: students without disabilities	-0.0251	0.0000216	-0.0233	0.0000218	-0.0245	0.000022
Expulsion without educational services: students without disabilities	0.0668	0.0000697	0.068	0.00007	0.0668	0.0000705
Expulsion under zero tolerance: students without disabilities	-0.0556	0.0001279	-0.0561	0.0001282	-0.0559	0.0001287
Expulsion with educational services: students with disabilities	0.0111	0.0001043	0.0115	0.0001045	0.0122	0.0001053
Expulsion without educational services: students with disabilities	-0.0007	0.0005155	-0.0007	0.0005162	-0.001	0.0005185
Expulsion under zero tolerance: students with disabilities	0.0179	0.000335	0.0175	0.0003356	0.0177	0.0003385

Referral to law enforcement: students without disabilities	0.3492**	0.0000399	0.3492**	0.00004	0.3531**	0.0000404
Referral to law enforcement: students with disabilities	-0.1481**	0.0001183	-0.1478**	0.0001185	-0.1480*	0.0001195
School arrests: students without disabilities	-0.1716**	0.000048	-0.1715**	0.0000481	-0.1742**	0.0000486
School arrests: students with disabilities	0.0081	0.0001471	0.0081	0.0001473	0.0072	0.0001484
School Type: Special Education School			-0.0094	0.0010831	-0.004	0.0012543
School Type: Magnet School			-0.0103	0.0007534	-0.0113	0.000763
School Type: Alternative School			-0.0111	0.0007569	-0.0092	0.000792
80-100% white and non-title 1 school					0.0137	0.0027698
40-79.9% white and non-title 1 school					0.0141	0.0026267
0-39.9% white and non-title 1 school					0.0195	0.0026817
80-100% white and title 1 school					0.0464	0.0025894
40-79.9% white and title 1 school					0.0626	0.0025776
0-39.9% white and title 1 school					0.0776	0.0025727
0-39.9% white and no data for title 1					0.0071	0.0030899
R-Squared	0.0520 p <0.0001		0.0522 p < 0.0003		0.0526 p < 0.0057	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 41
Mississippi, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0453	5.96E-07	-0.0479	5.99E-07	-0.0571	6.06E-07
Chronic Absenteeism: students with disabilities	0.0532	4.93E-06	0.0529	4.94E-06	0.0519	4.98E-06
One or more in school suspensions: students without disabilities	0.0019	7.51E-07	0.0007	7.52E-07	0.0018	7.59E-07
One out of school suspension: students without disabilities	-0.0401	1.57E-06	-0.0411	1.57E-06	-0.0341	1.61E-06
More than one out of school suspensions: students without disabilities	0.04	1.66E-06	0.0406	1.66E-06	0.0489	1.69E-06
One or more in school suspensions: students with disabilities	-0.1008	5.48E-06	-0.1004	5.49E-06	-0.1019	5.56E-06
One out of school suspension: students with disabilities	0.0021	0.0000111	0.0018	0.0000111	-0.0045	0.0000113
More than one out of school suspensions: students with disabilities	0.1113*	0.0000106	0.1103*	0.0000106	0.1068*	0.0000107
Expulsion with educational services: students without disabilities	-0.0301	7.06E-06	-0.0281	7.14E-06	-0.0253	7.19E-06
Expulsion without educational services: students without disabilities	0.0076	0.0000228	0.0089	0.0000229	0.0123	0.0000231
Expulsion under zero tolerance: students without disabilities	-0.0084	0.0000419	-0.0089	0.0000419	-0.0094	0.0000421
Expulsion with educational services: students with disabilities	0.0184	0.0000341	0.0189	0.0000342	0.0162	0.0000344
Expulsion without educational services: students with disabilities	-0.0139	0.0001687	-0.0139	0.0001689	-0.0145	0.0001695
Expulsion under zero tolerance: students with disabilities	0.0053	0.0001097	0.0049	0.0001098	0.0078	0.0001107

Referral to law enforcement: students without disabilities	0.0081	0.0000131	0.0081	0.0000131	-0.001	0.0000132
Referral to law enforcement: students with disabilities	-0.0171	0.0000387	-0.0168	0.0000388	-0.0124	0.0000391
School arrests: students without disabilities	0.0044	0.0000157	0.0046	0.0000157	0.0097	0.0000159
School arrests: students with disabilities	-0.0029	0.0000481	-0.0028	0.0000482	-0.0038	0.0000485
School Type: Special Education School			-0.0106	0.0003545	-0.0202	0.00041
School Type: Magnet School			-0.0115	0.0002466	-0.0092	0.0002494
School Type: Alternative School			-0.012	0.0002477	-0.0124	0.0002589
80-100% white and non-title 1 school					-0.0066	0.0009054
40-79.9% white and non-title 1 school					0.0324	0.0008586
0-39.9% white and non-title 1 school					-0.0021	0.0008766
80-100% white and title 1 school					-0.0116	0.0008464
40-79.9% white and title 1 school					0.0367	0.0008425
0-39.9% white and title 1 school					-0.0087	0.0008409
0-39.9% white and no data for title 1					0.0035	0.00101
R-Squared	0.0112 p < 0.9107		0.0116 p < 0.9644		0.0143 p < 0.9904	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 42
New Jersey, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0428	4.32E-06	-0.0052	4.37E-06	-0.0112	4.36E-06
Chronic Absenteeism: students with disabilities	-0.0066	0.0000174	-0.0294	0.0000177	-0.0144	0.0000177
One or more in school suspensions: students without disabilities	0.0026	7.74E-06	-0.0043	7.62E-06	-0.0053	7.59E-06
One out of school suspension: students without disabilities	0.0071	0.000017	0.0173	0.0000168	0.0221	0.0000169
More than one out of school suspensions: students without disabilities	0.0064	0.0000205	0.0022	0.0000202	0.0017	0.0000201
One or more in school suspensions: students with disabilities	-0.0154	0.000023	-0.0081	0.0000227	-0.0086	0.0000226
One out of school suspension: students with disabilities	-0.0175	0.0000484	-0.0275	0.0000475	-0.0277	0.0000473
More than one out of school suspensions: students with disabilities	0.0248	0.0000412	0.0187	0.0000406	0.01	0.0000405
Expulsion with educational services: students without disabilities	-0.011	0.0002057	-0.0091	0.0002023	-0.0084	0.0002014
Expulsion without educational services: students without disabilities	0.0188	0.0006598	0.0188	0.0006508	0.0207	0.0006479
Expulsion under zero tolerance: students without disabilities	-0.0073	0.0011847	-0.0245	0.0011744	-0.0255	0.0011683
Expulsion with educational services: students with disabilities	-0.0116	0.0006748	-0.0054	0.0006636	-0.0086	0.0006607
Expulsion without educational services: students with disabilities	-0.0013	0.0049195	-0.0006	0.0048291	0.0002	0.0048061
Expulsion under zero tolerance: students with disabilities	0.0159	0.0025374	0.0066	0.0024974	0.0084	0.0024879

Referral to law enforcement: students without disabilities	0.0678*	0.0000705	0.0721*	0.0000697	0.0724*	0.0000694
Referral to law enforcement: students with disabilities	-0.0869**	0.000168	-0.0828**	0.0001662	-0.0820**	0.0001656
School arrests: students without disabilities	-0.0952**	0.0001978	-0.1167**	0.0001961	-0.1273**	0.0001956
School arrests: students with disabilities	0.2171**	0.0003774	0.2221**	0.0003715	0.2308**	0.0003704
Grade Level: K-5 only			0.035	0.0023253	0.1941*	0.002661
Grade Level: K-5 and Middle			0.0189	0.0024727	0.1315*	0.0027753
Grade Level: 6-12 only			0.0247	0.0024912	0.1255*	0.0027366
Grade level: K-12 combination			-0.0042	0.0030919	0.0184	0.0031041
School Type: Special Education School			0.0154	0.0013249	0.0037	0.0013712
School Type: Magnet School			-0.0077	0.0010194	-0.0088	0.0010175
School Type: Charter School			0.0034	0.0012613	0.0136	0.0012896
School Type: Alternative School			0.1979**	0.0016016	0.2064**	0.0017001
80-100% white and non-title 1 school					-0.3173**	0.0026675
40-79.9% white and non-title 1 school					-0.3831**	0.0026314
0-39.9% white and non-title 1 school					-0.1905**	0.0026992
80-100% white and title 1 school					-0.3428**	0.0026541
40-79.9% white and title 1 school					-0.4316**	0.0026297
0-39.9% white and title 1 school					-0.4602**	0.0026403
40-79.9% white and no data for title 1					-0.1044**	0.0055675
R-Squared	0.0213 $p < 0.0000$		0.0601 $p < 0.0000$		0.0738 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 43
New Jersey, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1413**	0.000081	-0.0099	0.0000785	-0.0078	0.0000783
Chronic Absenteeism: students with disabilities	0.2087**	0.0003266	0.0636	0.0003181	0.0604	0.0003181
One or more in school suspensions: students without disabilities	0.0222	0.0001451	-0.0086	0.0001368	-0.0095	0.0001364
One out of school suspension: students without disabilities	-0.032	0.0003187	-0.029	0.0003014	-0.0264	0.000303
More than one out of school suspensions: students without disabilities	0.0186	0.0003839	0.0224	0.0003626	0.023	0.0003618
One or more in school suspensions: students with disabilities	-0.0368	0.00043	0.009	0.0004069	0.0116	0.0004062
One out of school suspension: students with disabilities	0.0076	0.0009059	-0.0006	0.0008536	-0.0002	0.0008496
More than one out of school suspensions: students with disabilities	-0.0471	0.0007727	-0.0503	0.0007296	-0.0503	0.0007282
Expulsion with educational services: students without disabilities	0.0034	0.0038534	0	0.0036331	0.0001	0.0036204
Expulsion without educational services: students without disabilities	-0.0126	0.012362	-0.0173	0.0116866	-0.0172	0.011645
Expulsion under zero tolerance: students without disabilities	-0.0013	0.0221952	-0.0058	0.0210892	-0.0032	0.0209959
Expulsion with educational services: students with disabilities	-0.0109	0.0126427	0.0039	0.0119166	0.0036	0.0118743
Expulsion without educational services: students with disabilities	-0.002	0.0921683	-0.0002	0.0867186	-0.0018	0.0863763
Expulsion under zero tolerance: students with disabilities	0.0037	0.0475385	0.0056	0.0448465	0.0071	0.0447118

Referral to law enforcement: students without disabilities	-0.0102	0.0013206	0.0312	0.0012513	0.0308	0.0012464
Referral to law enforcement: students with disabilities	-0.0032	0.0031468	-0.0438	0.0029853	-0.0467	0.0029762
School arrests: students without disabilities	-0.0017	0.0037067	-0.0385	0.0035207	-0.0335	0.0035151
School arrests: students with disabilities	0.0148	0.0070702	0.0379	0.0066714	0.034	0.006656
Grade Level: K-5 only			0.1158	0.0417565	0.0403	0.0478244
Grade Level: K-5 and Middle			0.1034	0.0444028	0.053	0.049877
Grade Level: 6-12 only			0.0905	0.0447356	0.0362	0.0491824
Grade level: K-12 combination			0.2001**	0.0555219	0.1870**	0.0557869
School Type: Special Education School			0.2841**	0.023792	0.2816**	0.0246435
School Type: Magnet School			0.0007	0.0183051	-0.0003	0.0182874
School Type: Charter School			-0.0512*	0.0226496	-0.0514*	0.023176
School Type: Alternative School			0.0312	0.0287611	0.0013	0.0305539
80-100% white and non-title 1 school					0.1589*	0.0479413
40-79.9% white and non-title 1 school					0.2228*	0.0472918
0-39.9% white and non-title 1 school					0.1385*	0.0485094
80-100% white and title 1 school					0.1755*	0.0476992
40-79.9% white and title 1 school					0.2205*	0.0472605
0-39.9% white and title 1 school					0.2267*	0.0474523
40-79.9% white and no data for title 1					0.1161**	0.1000603
R-Squared	0.0137 $p < 0.0159$		0.1299 $p < 0.0000$		0.1412 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 44
New Jersey, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0438	3.73E-06	-0.0126	3.77E-06	-0.013	3.78E-06
Chronic Absenteeism: students with disabilities	0.0178	0.000015	0.0005	0.0000153	-0.0039	0.0000154
One or more in school suspensions: students without disabilities	0.0155	6.67E-06	0.0092	6.58E-06	0.0086	6.58E-06
One out of school suspension: students without disabilities	0.0208	0.0000147	0.0318	0.0000145	0.0236	0.0000146
More than one out of school suspensions: students without disabilities	0.0477	0.0000177	0.0438	0.0000174	0.0406	0.0000175
One or more in school suspensions: students with disabilities	-0.0092	0.0000198	-0.0008	0.0000196	-0.0006	0.0000196
One out of school suspension: students with disabilities	-0.0162	0.0000417	-0.0235	0.0000411	-0.0238	0.000041
More than one out of school suspensions: students with disabilities	-0.0327	0.0000355	-0.038	0.0000351	-0.0316	0.0000352
Expulsion with educational services: students without disabilities	-0.0037	0.0001773	-0.0025	0.0001748	-0.0024	0.0001748
Expulsion without educational services: students without disabilities	0.006	0.0005687	0.0077	0.0005622	0.007	0.0005623
Expulsion under zero tolerance: students without disabilities	-0.0042	0.0010211	-0.0215	0.0010145	-0.0237	0.0010138
Expulsion with educational services: students with disabilities	-0.0049	0.0005816	0.0011	0.0005733	0.0027	0.0005734
Expulsion without educational services: students with disabilities	-0.0006	0.00424	-0.0001	0.0041718	0.0005	0.0041708
Expulsion under zero tolerance: students with disabilities	0.0023	0.0021869	-0.008	0.0021574	-0.0096	0.002159

Referral to law enforcement: students without disabilities	-0.0065	0.0000607	-0.0077	0.0000602	-0.0067	0.0000602
Referral to law enforcement: students with disabilities	-0.0015	0.0001448	0.0079	0.0001436	0.0103	0.0001437
School arrests: students without disabilities	0.0563	0.0001705	0.0447	0.0001694	0.0456	0.0001697
School arrests: students with disabilities	-0.0374	0.0003253	-0.0377	0.0003209	-0.0388	0.0003214
Grade Level: K-5 only			-0.0946	0.0020088	-0.1011	0.0023093
Grade Level: K-5 and Middle			-0.0712	0.0021361	-0.0791	0.0024084
Grade Level: 6-12 only			-0.0903	0.0021521	-0.0867	0.0023749
Grade level: K-12 combination			-0.047	0.002671	-0.044	0.0026938
School Type: Special Education School			-0.0044	0.0011446	0.0002	0.00119
School Type: Magnet School			-0.0028	0.0008806	-0.0029	0.000883
School Type: Charter School			0.0038	0.0010896	-0.0041	0.0011191
School Type: Alternative School			0.1905**	0.0013836	0.2151**	0.0014754
80-100% white and non-title 1 school					-0.0032	0.0023149
40-79.9% white and non-title 1 school					-0.0139	0.0022836
0-39.9% white and non-title 1 school					-0.0321	0.0023424
80-100% white and title 1 school					-0.002	0.0023032
40-79.9% white and title 1 school					-0.0028	0.0022821
0-39.9% white and title 1 school					0.0228	0.0022913
40-79.9% white and no data for title 1					-0.0654**	0.0048316
R-Squared	0.0029 p < 0.9908		0.0380 p <0.0000		0.0434 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 45
New Jersey, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1364**	9.07E-06	-0.0543	9.13E-06	-0.0551	9.17E-06
Chronic Absenteeism: students with disabilities	0.1759**	0.0000366	0.0865*	0.000037	0.0939*	0.0000372
One or more in school suspensions: students without disabilities	0.0077	0.0000163	-0.0111	0.0000159	-0.0102	0.000016
One out of school suspension: students without disabilities	0.008	0.0000357	0.0255	0.0000351	0.0319	0.0000355
More than one out of school suspensions: students without disabilities	-0.0091	0.000043	0.0139	0.0000422	0.0157	0.0000423
One or more in school suspensions: students with disabilities	-0.0097	0.0000482	0.0212	0.0000474	0.0193	0.0000475
One out of school suspension: students with disabilities	-0.041	0.0001015	-0.053	0.0000994	-0.0531	0.0000994
More than one out of school suspensions: students with disabilities	0.0082	0.0000866	-0.0133	0.0000849	-0.0196	0.0000852
Expulsion with educational services: students without disabilities	0.0019	0.0004317	0.0003	0.000423	0.0014	0.0004237
Expulsion without educational services: students without disabilities	-0.0086	0.001385	-0.0003	0.0013607	0.0006	0.0013628
Expulsion under zero tolerance: students without disabilities	0.0001	0.0024866	-0.0059	0.0024554	-0.0056	0.0024572
Expulsion with educational services: students with disabilities	-0.0115	0.0014164	-0.0056	0.0013875	-0.0075	0.0013897
Expulsion without educational services: students with disabilities	-0.0021	0.010326	-0.0011	0.0100967	-0.0016	0.0101089
Expulsion under zero tolerance: students with disabilities	0.0001	0.0053259	-0.0012	0.0052215	-0.0003	0.0052328

Referral to law enforcement: students without disabilities	0.0106	0.0001479	0.0314	0.0001457	0.0306	0.0001459
Referral to law enforcement: students with disabilities	-0.0218	0.0003525	-0.0406	0.0003476	-0.0417	0.0003483
School arrests: students without disabilities	0.0025	0.0004153	-0.025	0.0004099	-0.0286	0.0004114
School arrests: students with disabilities	-0.0035	0.0007921	0.0148	0.0007768	0.0168	0.000779
Grade Level: K-5 only			0.2004**	0.0048617	0.2718**	0.005597
Grade Level: K-5 and Middle			0.1237*	0.0051699	0.1759**	0.0058373
Grade Level: 6-12 only			0.1017	0.0052086	0.1446*	0.005756
Grade level: K-12 combination			-0.0023	0.0064645	0.0065	0.0065289
School Type: Special Education School			0.2227**	0.0027701	0.2165**	0.0028841
School Type: Magnet School			-0.0034	0.0021313	-0.0042	0.0021402
School Type: Charter School			0.0211	0.0026371	0.0295	0.0027124
School Type: Alternative School			0.0634**	0.0033487	0.0604**	0.0035758
80-100% white and non-title 1 school					-0.1444	0.0056107
40-79.9% white and non-title 1 school					-0.1473	0.0055347
0-39.9% white and non-title 1 school					-0.0773	0.0056772
80-100% white and title 1 school					-0.1486	0.0055824
40-79.9% white and title 1 school					-0.1759	0.0055311
0-39.9% white and title 1 school					-0.2109	0.0055535
40-79.9% white and no data for title 1					-0.025	0.0117104
R-Squared	0.0097 p < 0.1784		0.0564 p < 0.0000		0.0589 p < 0.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 46
Nevada, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.071	7.88E-07	-0.0704	8.32E-07	-0.0772	8.47E-07
Chronic Absenteeism: students with disabilities	-0.0554	4.28E-06	-0.0773	4.70E-06	-0.0585	4.79E-06
One or more in school suspensions: students without disabilities	0.0602	2.87E-06	0.0525	2.96E-06	0.0458	3.00E-06
One out of school suspension: students without disabilities	-0.0309	4.38E-06	-0.0214	4.47E-06	-0.0121	4.50E-06
More than one out of school suspensions: students without disabilities	-0.0151	5.86E-06	-0.0074	5.90E-06	-0.0371	5.98E-06
One or more in school suspensions: students with disabilities	-0.0277	0.0000111	-0.0292	0.0000114	-0.026	0.0000115
One out of school suspension: students with disabilities	-0.0417	0.000014	-0.0504	0.0000142	-0.0521	0.0000143
More than one out of school suspensions: students with disabilities	0.0511	0.0000165	0.0475	0.0000166	0.0708	0.000017
Expulsion with educational services: students without disabilities	-0.0379	0.0000159	-0.0326	0.0000161	0.0131	0.0000164
Expulsion without educational services: students without disabilities	-0.0274	0.0000822	-0.0322	0.0000829	-0.024	0.0000836
Expulsion under zero tolerance: students without disabilities	0.0026	0.0000445	0.0055	0.0000448	-0.0113	0.0000452
Expulsion with educational services: students with disabilities	0.0016	0.0000502	0.0119	0.0000508	0.0018	0.0000511
Expulsion without educational services: students with disabilities	-0.0003	0.0001473	0.0019	0.0001479	0.0058	0.000149
Expulsion under zero tolerance: students with disabilities	-0.0064	0.0001044	0.0013	0.0001058	0.0005	0.0001065

Referral to law enforcement: students without disabilities	0.0179	9.63E-06	0.0109	9.72E-06	0.0129	9.79E-06
Referral to law enforcement: students with disabilities	0.0224	0.000019	0.0328	0.0000193	0.0305	0.0000196
School arrests: students without disabilities	0.12	0.0000103	0.1309	0.0000105	0.1218	0.0000107
School arrests: students with disabilities	-0.0531	0.000025	-0.0501	0.0000251	-0.0562	0.0000255
School Type: Special Education School			-0.008	0.0002362	-0.0047	0.0002494
School Type: Magnet School			-0.021	0.00027	-0.0206	0.0002752
School Type: Charter School			-0.0469	0.0001197	-0.0472	0.0001221
School Type: Alternative School			-0.0561	0.0001521	-0.0469	0.0001598
80-100% white and non-title 1 school					0.1211	0.0006428
40-79.9% white and non-title 1 school					0.1257	0.0006349
0-39.9% white and non-title 1 school					0.0411	0.000644
80-100% white and title 1 school					-0.0003	0.0007059
40-79.9% white and title 1 school					0.0312	0.0006389
0-39.9% white and title 1 school					0.0951	0.0006377
R-Squared	0.0092 p < 0.9999		0.0133 p < 1.0000		0.0214 p < 0.9999	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 47
Nevada, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.2352*	0.0001546	-0.1165	0.0001589	-0.117	0.0001617
Chronic Absenteeism: students with disabilities	0.2192*	0.0008389	0.1064	0.0008977	0.1207	0.0009153
One or more in school suspensions: students without disabilities	0.5629**	0.0005619	0.4784**	0.0005652	0.4822**	0.0005734
One out of school suspension: students without disabilities	-0.6490**	0.0008588	-0.6107**	0.0008543	-0.6112**	0.0008595
More than one out of school suspensions: students without disabilities	-0.2199	0.0011496	-0.2038	0.0011263	-0.2084	0.0011416
One or more in school suspensions: students with disabilities	-0.6083**	0.002183	-0.5152**	0.0021811	-0.5136**	0.002196
One out of school suspension: students with disabilities	0.8463**	0.0027522	0.8040**	0.0027169	0.8058**	0.0027388
More than one out of school suspensions: students with disabilities	0.4538**	0.0032394	0.4242**	0.0031764	0.4268**	0.0032485
Expulsion with educational services: students without disabilities	0.198	0.0031208	0.1668	0.0030693	0.1488	0.0031389
Expulsion without educational services: students without disabilities	-0.0103	0.0161184	-0.0012	0.0158221	0.0044	0.0159624
Expulsion under zero tolerance: students without disabilities	-0.0073	0.0087224	0.0069	0.0085601	0.0125	0.0086376
Expulsion with educational services: students with disabilities	-0.1776	0.009842	-0.1856*	0.0096896	-0.1864*	0.0097574
Expulsion without educational services: students with disabilities	-0.0031	0.0288748	-0.0045	0.0282377	-0.003	0.0284656
Expulsion under zero tolerance: students with disabilities	0.0407	0.020476	0.0323	0.0201899	0.029	0.0203506

Referral to law enforcement: students without disabilities	-0.0342	0.0018892	-0.0137	0.0018565	-0.015	0.0018697
Referral to law enforcement: students with disabilities	-0.0397	0.0037315	-0.0479	0.0036838	-0.0392	0.0037422
School arrests: students without disabilities	-0.0798	0.0020231	-0.0797	0.0019969	-0.0765	0.0020377
School arrests: students with disabilities	-0.1776	0.0049077	-0.1767	0.0047973	-0.196	0.0048766
School Type: Special Education School			0.2058**	0.0450966	0.1886**	0.0476428
School Type: Magnet School			0.0318	0.051546	0.0345	0.0525715
School Type: Charter School			0.0427	0.0228556	0.0535	0.0233211
School Type: Alternative School			0.0624	0.029042	0.0501	0.0305164
80-100% white and non-title 1 school					0.0093	0.1227878
40-79.9% white and non-title 1 school					-0.0642	0.1212804
0-39.9% white and non-title 1 school					0.0273	0.1230096
80-100% white and title 1 school					0.0066	0.1348381
40-79.9% white and title 1 school					-0.0536	0.1220409
0-39.9% white and title 1 school					-0.036	0.1218022
R-Squared	0.2945 $p < 0.0000$		0.3340 $p < 0.0000$		0.3388 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 48
Nevada, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	1.1211**	2.96E-08	1.2200**	3.02E-08	1.2537**	3.04E-08
Chronic Absenteeism: students with disabilities	-0.6650**	1.60E-07	-0.7927**	1.70E-07	-0.7831**	1.72E-07
One or more in school suspensions: students without disabilities	0.6224**	1.07E-07	0.5452**	1.07E-07	0.5164**	1.08E-07
One out of school suspension: students without disabilities	-0.1875*	1.64E-07	-0.121	1.62E-07	-0.1213	1.62E-07
More than one out of school suspensions: students without disabilities	-0.2698**	2.20E-07	-0.2461**	2.14E-07	-0.2343**	2.15E-07
One or more in school suspensions: students with disabilities	-0.6168**	4.18E-07	-0.5425**	4.14E-07	-0.5321**	4.13E-07
One out of school suspension: students with disabilities	0.0381	5.26E-07	-0.0124	5.16E-07	0.0001	5.15E-07
More than one out of school suspensions: students with disabilities	0.3229**	6.20E-07	0.2909**	6.03E-07	0.2475**	6.11E-07
Expulsion with educational services: students without disabilities	0.1616	5.97E-07	0.1279	5.83E-07	0.1377	5.90E-07
Expulsion without educational services: students without disabilities	-0.0654	3.08E-06	-0.062	3.00E-06	-0.0698	3.00E-06
Expulsion under zero tolerance: students without disabilities	-0.0213	1.67E-06	-0.0148	1.63E-06	-0.0207	1.62E-06
Expulsion with educational services: students with disabilities	-0.028	1.88E-06	-0.0146	1.84E-06	-0.0148	1.84E-06
Expulsion without educational services: students with disabilities	-0.0566	5.52E-06	-0.0562	5.36E-06	-0.0584	5.35E-06

Expulsion under zero tolerance: students with disabilities	-0.0725	3.92E-06	-0.0727	3.83E-06	-0.0645	3.83E-06
Referral to law enforcement: students without disabilities	-0.0233	3.61E-07	-0.0184	3.52E-07	-0.0251	3.52E-07
Referral to law enforcement: students with disabilities	-0.0484	7.14E-07	-0.0458	6.99E-07	-0.0343	7.04E-07
School arrests: students without disabilities	-0.2811**	3.87E-07	-0.2795**	3.79E-07	-0.3122**	3.83E-07
School arrests: students with disabilities	0.1288	9.39E-07	0.1363	9.11E-07	0.1606*	9.17E-07
School Type: Special Education School			0.1678**	8.56E-06	0.1589**	8.96E-06
School Type: Magnet School			-0.0337	9.79E-06	-0.0196	9.89E-06
School Type: Charter School			-0.0501	4.34E-06	-0.0484	4.39E-06
School Type: Alternative School			0.0098	5.51E-06	-0.0022	5.74E-06
80-100% white and non-title 1 school					-0.0786	0.0000231
40-79.9% white and non-title 1 school					-0.1016	0.0000228
0-39.9% white and non-title 1 school					-0.0597	0.0000231
80-100% white and title 1 school					-0.0098	0.0000254
40-79.9% white and title 1 school					-0.0445	0.000023
0-39.9% white and title 1 school					-0.177	0.0000229
R-Squared	0.6308 $p < 0.0000$		0.6567 $p < 0.0000$		0.6656 $p < 0.0000$	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 49
Nevada, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0488	5.24E-07	0.0582	5.54E-07	0.0609	5.65E-07
Chronic Absenteeism: students with disabilities	-0.0986	2.84E-06	-0.1233	3.13E-06	-0.1251	3.20E-06
One or more in school suspensions: students without disabilities	0.0955	1.91E-06	0.0841	1.97E-06	0.0725	2.00E-06
One out of school suspension: students without disabilities	-0.0298	2.91E-06	-0.0171	2.98E-06	-0.0186	3.00E-06
More than one out of school suspensions: students without disabilities	-0.0058	3.90E-06	0.0009	3.93E-06	-0.0003	3.99E-06
One or more in school suspensions: students with disabilities	-0.0867	7.40E-06	-0.0807	7.61E-06	-0.0782	7.67E-06
One out of school suspension: students with disabilities	-0.0027	9.33E-06	-0.0126	9.47E-06	-0.017	9.56E-06
More than one out of school suspensions: students with disabilities	0.0345	0.000011	0.0293	0.0000111	0.0292	0.0000113
Expulsion with educational services: students without disabilities	-0.0252	0.0000106	-0.0258	0.0000107	-0.0023	0.000011
Expulsion without educational services: students without disabilities	-0.0187	0.0000547	-0.021	0.0000552	-0.0243	0.0000557
Expulsion under zero tolerance: students without disabilities	0.0051	0.0000296	0.0069	0.0000299	-0.0036	0.0000302
Expulsion with educational services: students with disabilities	-0.0015	0.0000334	0.0059	0.0000338	0.0051	0.0000341
Expulsion without educational services: students with disabilities	-0.006	0.0000979	-0.0048	0.0000985	-0.001	0.0000994
Expulsion under zero tolerance: students with disabilities	-0.0064	0.0000694	-0.002	0.0000704	-0.0027	0.0000711

Referral to law enforcement: students without disabilities	-0.0104	6.41E-06	-0.0141	6.47E-06	-0.0181	6.53E-06
Referral to law enforcement: students with disabilities	0.0055	0.0000127	0.0117	0.0000128	0.016	0.0000131
School arrests: students without disabilities	0.0259	6.86E-06	0.0318	6.96E-06	0.0245	7.11E-06
School arrests: students with disabilities	0.0103	0.0000166	0.0128	0.0000167	0.0192	0.000017
School Type: Special Education School			0.0114	0.0001573	0.0111	0.0001663
School Type: Magnet School			-0.0169	0.0001798	-0.0163	0.0001835
School Type: Charter School			-0.0323	0.0000797	-0.0424	0.0000814
School Type: Alternative School			-0.0303	0.0001013	-0.0341	0.0001065
80-100% white and non-title 1 school					0.0011	0.0004287
40-79.9% white and non-title 1 school					0.1033	0.0004234
0-39.9% white and non-title 1 school					0.0259	0.0004295
80-100% white and title 1 school					-0.0014	0.0004708
40-79.9% white and title 1 school					0.0264	0.0004261
0-39.9% white and title 1 school					0.0356	0.0004253
R-Squared	0.0067 p < 1.0000		0.0084 p < 1.0000		0.0133 p < 1.0000	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 50
New York, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0062	0.00000162	0.027	0.00000168	-0.0069	0.00000172
Chronic Absenteeism: students with disabilities	-0.0421	0.0000068	-0.0869*	0.00000715	-0.0816**	0.00000715
One or more in school suspensions: students without disabilities	-0.1391**	0.00000441	-0.1321**	0.00000445	-0.1271**	0.00000445
One out of school suspension: students without disabilities	0.0094	0.00000891	0.016	0.00000904	0.0032	0.00000909
More than one out of school suspensions: students without disabilities	0.0182	0.0000096	0.0141	0.00000967	0.0082	0.00000968
One or more in school suspensions: students with disabilities	0.1841**	0.0000122	0.1918**	0.0000123	0.1967**	0.0000123
One out of school suspension: students with disabilities	0.0356	0.000019	0.0336	0.000019	0.0346	0.000019
More than one out of school suspensions: students with disabilities	-0.019	0.0000177	-0.0304	0.0000178	-0.0334	0.0000178
Expulsion with educational services: students without disabilities	0.0044	0.0000432	0.0032	0.0000431	0.0066	0.0000431
Expulsion without educational services: students without disabilities	-0.0007	0.0001765	-0.0011	0.0001764	-0.0037	0.0001763
Expulsion under zero tolerance: students without disabilities	-0.0019	0.0001966	-0.0019	0.0001965	-0.0037	0.0001961
Expulsion with educational services: students with disabilities	-0.0207	0.0000789	-0.0179	0.0000788	-0.0222	0.0000787
Expulsion without educational services: students with disabilities	-0.0026	0.0004314	-0.0017	0.0004306	-0.0018	0.0004297
Expulsion under zero tolerance: students with disabilities	-0.0017	0.0002565	-0.0011	0.0002566	-0.0021	0.0002562

Referral to law enforcement: students without disabilities	-0.0001	0.0000249	0.0052	0.0000249	0.01	0.0000249
Referral to law enforcement: students with disabilities	-0.0394	0.0000681	-0.0411*	0.0000686	-0.0281	0.0000698
School arrests: students without disabilities	0.0153	0.0001069	0.0183	0.0001069	0.0162	0.0001069
School arrests: students with disabilities	0.0144	0.0000966	0.014	0.000097	0.0119	0.0000975
Grade Level: ungraded			0.0041	0.0045218	0.0034	0.0045167
Grade Level: K-5 only			0.1528	0.0021537	0.113	0.0021556
Grade Level: K-5 and Middle			0.109	0.0021578	0.0734	0.0021599
Grade Level: 6-12 only			0.1403	0.0021555	0.1135	0.0021571
Grade level: K-12 combination			0.0549	0.0021675	0.0412	0.0021673
School Type: Special Education School			0.0909**	0.0005329	0.1010**	0.0005518
School Type: Magnet School			0.0028	0.0006088	-0.0079	0.0006209
School Type: Charter School			0.0278	0.0003992	-0.0026	0.0004569
School Type: Alternative School			0.0062	0.0009339	0.012	0.0009737
40-79.9% white and non-title 1 school					-0.0047	0.0007868
0-39.9% white and non-title 1 school					0.0185	0.0007112
80-100% white and title 1 school					0.0701	0.0007104
40-79.9% white and title 1 school					0.0788	0.0007225
0-39.9% white and title 1 school					0.1154*	0.0007518
R-Squared	0.0153 ($p < 0.0000$)		0.0222 ($p < 0.0000$)		0.0279 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 51
New York, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0473	0.0000414	-0.0069	0.0000427	-0.0234	0.0000439
Chronic Absenteeism: students with disabilities	0.0590*	0.0001733	0.0074	0.0001818	0.0074	0.0001819
One or more in school suspensions: students without disabilities	-0.0063	0.0001124	-0.0037	0.0001131	-0.0012	0.0001133
One out of school suspension: students without disabilities	-0.0454	0.000227	-0.0361	0.0002299	-0.0447	0.0002314
More than one out of school suspensions: students without disabilities	-0.0217	0.0002446	-0.0215	0.0002458	-0.0277	0.0002462
One or more in school suspensions: students with disabilities	-0.0077	0.0003109	-0.0014	0.0003129	0.0061	0.0003135
One out of school suspension: students with disabilities	0.0526*	0.0004839	0.0461*	0.0004838	0.0423	0.000484
More than one out of school suspensions: students with disabilities	0.0443	0.0004499	0.035	0.0004523	0.0306	0.0004538
Expulsion with educational services: students without disabilities	0.004	0.0011007	0.0068	0.0010963	0.0105	0.0010965
Expulsion without educational services: students without disabilities	-0.0011	0.0044985	-0.0049	0.0044833	-0.0058	0.0044835
Expulsion under zero tolerance: students without disabilities	0.0008	0.0050096	-0.0018	0.0049949	-0.0033	0.004989
Expulsion with educational services: students with disabilities	-0.0113	0.0020115	-0.0115	0.0020031	-0.0139	0.0020032
Expulsion without educational services: students with disabilities	-0.0015	0.0109932	0.001	0.010945	0.0015	0.0109319

Expulsion under zero tolerance: students with disabilities	-0.0038	0.0065362	-0.0009	0.0065235	-0.0018	0.0065164
Referral to law enforcement: students without disabilities	0.0015	0.0006343	0.0067	0.000633	0.0102	0.0006332
Referral to law enforcement: students with disabilities	-0.0232	0.0017355	-0.0269	0.0017443	-0.022	0.0017746
School arrests: students without disabilities	-0.0039	0.0027226	-0.0004	0.0027165	0.0002	0.0027199
School arrests: students with disabilities	0.026	0.0024608	0.0212	0.0024649	0.022	0.0024812
Grade Level: ungraded			-0.0270	0.1149358	-0.0286	0.1148973
Grade Level: K-5 only			-0.5280**	0.0547425	-0.5412**	0.0548347
Grade Level: K-5 and Middle			-0.3971**	0.0548467	-0.4109**	0.0549453
Grade Level: 6-12 only			-0.5328**	0.0547893	-0.5342**	0.0548742
Grade level: K-12 combination			-0.1773*	0.0550932	-0.1779*	0.0551333
School Type: Special Education School			0.0630**	0.0135454	0.0541**	0.0140369
School Type: Magnet School			-0.0078	0.015475	-0.0181	0.0157952
School Type: Charter School			-0.0109	0.010148	-0.0401*	0.0116228
School Type: Alternative School			0	0.0237371	0.0008	0.0247684
40-79.9% white and non-title 1 school					0.0477	0.0200155
0-39.9% white and non-title 1 school					0.0058	0.0180923
80-100% white and title 1 school					0.021	0.0180709
40-79.9% white and title 1 school					0.0324	0.0183794
0-39.9% white and title 1 school					0.0845	0.0191258
R-Squared	0.0097 ($p < 0.0006$)		0.0214 ($p < 0.0000$)		0.0256 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 52
New York, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0024	0.00000026	0.0038	0.000000269	-0.0078	0.000000277
Chronic Absenteeism: students with disabilities	0.0249	0.00000109	0.0335	0.00000115	0.0374	0.00000115
One or more in school suspensions: students without disabilities	-0.0227	0.000000706	-0.0219	0.000000713	-0.0234	0.000000715
One out of school suspension: students without disabilities	0.0005	0.00000143	-0.0109	0.00000145	-0.0132	0.00000146
More than one out of school suspensions: students without disabilities	0.0199	0.00000154	0.0105	0.00000155	0.0121	0.00000155
One or more in school suspensions: students with disabilities	0.0352	0.00000195	0.0369	0.00000197	0.0381	0.00000198
One out of school suspension: students with disabilities	-0.0041	0.00000304	-0.0071	0.00000305	-0.0074	0.00000306
More than one out of school suspensions: students with disabilities	-0.0411	0.00000282	-0.0382	0.00000285	-0.0412	0.00000287
Expulsion with educational services: students without disabilities	-0.0106	0.00000691	-0.0113	0.00000691	-0.0113	0.00000692
Expulsion without educational services: students without disabilities	0.0837**	0.0000282	0.0815**	0.0000283	0.0820**	0.0000283
Expulsion under zero tolerance: students without disabilities	0.0057	0.0000315	0.004	0.0000315	0.0041	0.0000315
Expulsion with educational services: students with disabilities	-0.0025	0.0000126	-0.0018	0.0000126	-0.0029	0.0000126
Expulsion without educational services: students with disabilities	-0.0441*	0.000069	-0.0445*	0.000069	-0.0453**	0.000069

Expulsion under zero tolerance: students with disabilities	0.005	0.000041	0.0052	0.0000411	0.0053	0.0000411
Referral to law enforcement: students without disabilities	0.0181	0.00000398	0.0201	0.00000399	0.0221	0.000004
Referral to law enforcement: students with disabilities	-0.0301	0.0000109	-0.0306	0.000011	-0.0241	0.0000112
School arrests: students without disabilities	-0.0179	0.0000171	-0.015	0.0000171	-0.0171	0.0000172
School arrests: students with disabilities	0.018	0.0000155	0.0175	0.0000155	0.0143	0.0000157
Grade Level: ungraded			-0.0003	0.0007247	-0.0002	0.0007255
Grade Level: K-5 only			0.0048	0.0003452	0.0027	0.0003462
Grade Level: K-5 and Middle			0.0316	0.0003458	0.0316	0.0003469
Grade Level: 6-12 only			0.0198	0.0003455	0.0257	0.0003465
Grade level: K-12 combination			0.0342	0.0003474	0.0366	0.0003481
School Type: Special Education School			-0.0207	0.0000854	-0.0203	0.0000886
School Type: Magnet School			-0.0106	0.0000976	-0.0104	0.0000997
School Type: Charter School			0.0432**	0.0000636	0.0437*	0.0000731
School Type: Alternative School			-0.0027	0.0001497	-0.005	0.0001564
80-100% white and non-title 1 school					0.0075	0.0001264
0-39.9% white and non-title 1 school					-0.0118	0.0000766
80-100% white and title 1 school					0.0054	0.0000761
40-79.9% white and title 1 school					0.0388	0.0000788
0-39.9% white and title 1 school					0.0081	0.0000854
R-Squared	0.0070 ($p < 0.0249$)		0.0104 ($p < 0.0092$)		0.0120 ($p < 0.0078$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 53
New York, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.002	0.00000244	0.0171	0.00000253	0.0043	0.0000026
Chronic Absenteeism: students with disabilities	-0.0037	0.0000102	-0.0233	0.0000108	-0.0195	0.0000108
One or more in school suspensions: students without disabilities	-0.0135	0.00000663	-0.0097	0.0000067	-0.0098	0.00000672
One out of school suspension: students without disabilities	-0.0152	0.0000134	-0.0065	0.0000136	-0.0075	0.0000137
More than one out of school suspensions: students without disabilities	-0.0024	0.0000144	-0.0039	0.0000146	-0.0041	0.0000146
One or more in school suspensions: students with disabilities	0.0036	0.0000183	0.0089	0.0000185	0.0107	0.0000186
One out of school suspension: students with disabilities	0.0005	0.0000285	-0.0002	0.0000287	0.0013	0.0000287
More than one out of school suspensions: students with disabilities	0.0209	0.0000265	0.018	0.0000268	0.0158	0.0000269
Expulsion with educational services: students without disabilities	-0.0002	0.0000649	0.0013	0.000065	0.0007	0.0000651
Expulsion without educational services: students without disabilities	0.0039	0.0002654	0.0025	0.0002657	0.0007	0.0002661
Expulsion under zero tolerance: students without disabilities	0.0048	0.0002955	0.0039	0.0002961	0.0033	0.0002961
Expulsion with educational services: students with disabilities	-0.0035	0.0001187	-0.0041	0.0001187	-0.0049	0.0001189
Expulsion without educational services: students with disabilities	-0.0035	0.0006485	-0.0024	0.0006487	-0.0027	0.0006489

Expulsion under zero tolerance: students with disabilities	-0.0044	0.0003856	-0.0024	0.0003867	-0.0021	0.0003868
Referral to law enforcement: students without disabilities	-0.0005	0.0000374	0.0024	0.0000375	0.0038	0.0000376
Referral to law enforcement: students with disabilities	-0.0123	0.0001024	-0.0105	0.0001034	-0.0028	0.0001053
School arrests: students without disabilities	0.0002	0.0001606	0.0022	0.000161	-0.0003	0.0001615
School arrests: students with disabilities	0.0024	0.0001452	-0.0022	0.0001461	-0.0037	0.0001473
Grade Level: ungraded			0.0008	0.0068125	0.0001	0.0068202
Grade Level: K-5 only			0.062	0.0032446	0.0442	0.0032549
Grade Level: K-5 and Middle			0.0274	0.0032508	0.0121	0.0032614
Grade Level: 6-12 only			0.0313	0.0032475	0.0158	0.0032573
Grade level: K-12 combination			0.0534	0.0032655	0.0455	0.0032727
School Type: Special Education School			0.0234	0.0008029	0.0328	0.0008332
School Type: Magnet School			-0.0046	0.0009172	-0.005	0.0009376
School Type: Charter School			-0.0044	0.000598	-0.0066	0.0006869
School Type: Alternative School			-0.0092	0.0014069	-0.004	0.0014702
80-100% white and non-title 1 school					-0.0024	0.0011881
0-39.9% white and non-title 1 school					0.0252	0.0007206
80-100% white and title 1 school					0.0637	0.0007157
40-79.9% white and title 1 school					0.049	0.0007408
0-39.9% white and title 1 school					0.0444	0.000803
R-Squared	0.0007 ($p < 1.0000$)		0.0033 ($p < 0.9735$)		0.0046 ($p < 0.9378$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 54
Ohio, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0306	2.40E+144	0.0013	2.20E+144	0.0255	2.20E+144
Chronic Absenteeism: students with disabilities	-0.0356	1.20E+145	-0.002	1.10E+145	-0.0284	1.10E+145
One or more in school suspensions: students without disabilities	-0.1455	4.10E+143	-0.3521**	4.10E+143	-0.049	4.40E+143
One out of school suspension: students without disabilities	-0.0412	7.90E+144	-0.0165	7.40E+144	-0.0363	7.60E+144
More than one out of school suspensions: students without disabilities	1.1298**	2.80E+143	0.7589**	3.50E+143	0.7508**	3.20E+143
One or more in school suspensions: students with disabilities	0.0055	9.60E+144	0.002	8.90E+144	0.0014	8.80E+144
One out of school suspension: students with disabilities	-0.1469**	2.50E+145	-0.1180**	2.30E+145	-0.1066**	2.30E+145
More than one out of school suspensions: students with disabilities	0.1688**	2.20E+145	0.1381**	2.00E+145	0.1484**	2.00E+145
Expulsion with educational services: students without disabilities	-0.0454	1.60E+145	-0.0522	1.50E+145	-0.0713	1.50E+145
Expulsion without educational services: students without disabilities	0.0582	1.80E+145	0.0545	1.60E+145	0.0750*	1.60E+145
Expulsion under zero tolerance: students without disabilities	0.2875**	6.00E+145	-0.0825	6.20E+145	-0.0217	6.30E+145
Expulsion with educational services: students with disabilities	-1.0309**	4.40E+143	0.7736**	4.00E+143	1.3031**	4.20E+143
Expulsion without educational services: students with disabilities	-0.8861**	5.70E+143	1.0090**	6.00E+143	1.1973**	6.00E+143

Expulsion under zero tolerance: students with disabilities	-0.0296	2.20E+146	0.0073	2.10E+146	0.0004	2.10E+146
Referral to law enforcement: students without disabilities	0.0586*	5.00E+145	-0.0013	4.70E+145	0.0047	4.60E+145
Referral to law enforcement: students with disabilities	-0.0731**	1.30E+146	0.0196	1.30E+146	0.0083	1.20E+146
School arrests: students without disabilities	-0.1098**	6.70E+145	0.0105	6.50E+145	-0.0017	6.50E+145
School arrests: students with disabilities	0.8577**	9.70E+145	-0.1846	1.10E+146	-0.0846	1.10E+146
Grade Level: ungraded			-0.0058	5.80E+147	-0.0067	5.70E+147
Grade Level: K-5 only			-2.0591**	8.70E+145	-2.4591**	9.20E+145
Grade Level: K-5 and Middle			-0.1452**	2.80E+146	-0.1696**	2.80E+146
Grade Level: 6-12 only			-0.1613**	2.70E+146	-0.1925**	2.80E+146
Grade level: K-12 combination			-0.0558**	6.50E+146	-0.0681**	6.50E+146
School Type: Special Education School			0.2456	1.80E+146	0.9829**	1.70E+146
School Type: Magnet School			-0.0002	6.90E+146	0.0003	7.00E+146
School Type: Charter School			-0.0031	3.70E+146	-0.0046	4.00E+146
School Type: Alternative School			-0.0037	1.20E+147	-0.0067	1.20E+147
80-100% white and non-title 1 school					-0.0443*	4.00E+146
40-79.9% white and non-title 1 school					-0.6269**	7.60E+145
0-39.9% white and non-title 1 school					-0.0118	1.00E+147
80-100% white and title 1 school					-0.0674**	3.20E+146
40-79.9% white and title 1 school					-0.0545**	3.40E+146
0-39.9% white and title 1 school					-0.9362**	1.20E+146
80-100% white and no data for title 1					-0.002	5.80E+147
0-39.9% white and no data for title 1					-0.0026	4.10E+147
R-Squared	0.1448 ($p < 0.0000$)		0.2924 ($p < 0.0000$)		0.3111 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 55
Ohio, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0277	3.50E+144	-0.0325	3.50E+144	-0.062	3.50E+144
Chronic Absenteeism: students with disabilities	0.0305	1.70E+145	0.0312	1.70E+145	0.0677	1.70E+145
One or more in school suspensions: students without disabilities	1.8828**	6.00E+143	2.3913**	6.50E+143	2.0404**	6.90E+143
One out of school suspension: students without disabilities	-0.0385	1.20E+145	-0.0702	1.20E+145	-0.0061	1.20E+145
More than one out of school suspensions: students without disabilities	0.8852**	3.80E+143	1.4148**	4.90E+143	0.8928**	5.00E+143
One or more in school suspensions: students with disabilities	-0.0578**	1.40E+145	-0.0756**	1.40E+145	-0.0624**	1.40E+145
One out of school suspension: students with disabilities	0.1028**	3.70E+145	0.1040**	3.70E+145	0.0919**	3.70E+145
More than one out of school suspensions: students with disabilities	-0.0149	3.20E+145	0.0048	3.10E+145	-0.0408	3.20E+145
Expulsion with educational services: students without disabilities	0.0771**	2.40E+145	0.0608*	2.30E+145	0.0800**	2.40E+145
Expulsion without educational services: students without disabilities	-0.1131**	2.60E+145	-0.0912**	2.60E+145	-0.1148**	2.70E+145
Expulsion under zero tolerance: students without disabilities	-0.0326	8.90E+145	0.1834**	9.70E+145	-0.1704**	1.00E+146
Expulsion with educational services: students with disabilities	0.9794**	5.10E+143	0.8452**	6.30E+143	0.6658**	6.80E+143
Expulsion without educational services: students with disabilities	-1.6285**	8.40E+143	-1.6112**	9.30E+143	-1.3015**	9.30E+143
Expulsion under zero tolerance: students with disabilities	-0.0062	3.30E+146	-0.0269	3.30E+146	0.0093	3.40E+146

Referral to law enforcement: students without disabilities	-0.1118**	7.40E+145	-0.0768**	7.50E+145	-0.1005**	7.50E+145
Referral to law enforcement: students with disabilities	0.1359**	2.00E+146	0.0855**	2.00E+146	0.1260**	2.00E+146
School arrests: students without disabilities	0.1785**	9.70E+145	0.1075**	1.00E+146	0.1687**	1.10E+146
School arrests: students with disabilities	-1.7037**	1.40E+146	-1.1028**	1.80E+146	-1.6324**	1.80E+146
Grade Level: ungraded			0.0006	9.30E+147	0.0006	9.40E+147
Grade Level: K-5 only			0.1946**	1.40E+146	0.1645*	1.50E+146
Grade Level: K-5 and Middle			0.0127	4.50E+146	0.0143	4.60E+146
Grade Level: 6-12 only			0.0152	4.20E+146	0.0086	4.50E+146
Grade level: K-12 combination			0.0132	1.00E+147	0.0099	1.10E+147
School Type: Special Education School			-1.9187**	2.70E+146	-0.9247**	2.80E+146
School Type: Magnet School			0.0021	1.10E+147	0.0019	1.20E+147
School Type: Charter School			0.0061	6.00E+146	0.0116	6.50E+146
School Type: Alternative School			0.0086	1.90E+147	0.01	1.90E+147
80-100% white and non-title 1 school					0.0028	6.50E+146
40-79.9% white and non-title 1 school					0.9438**	1.20E+146
0-39.9% white and non-title 1 school					-0.0054	1.70E+147
80-100% white and title 1 school					0.0091	5.20E+146
40-79.9% white and title 1 school					0.0035	5.50E+146
0-39.9% white and title 1 school					-0.2656*	1.90E+146
80-100% white and no data for title 1					-0.0002	9.40E+147
0-39.9% white and no data for title 1					-0.0009	6.70E+147
R-Squared	0.3765 ($p < 0.0000$)		0.3989 ($p < 0.0000$)		0.3863 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 56
Ohio, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.035	4.10E+144	0.0331	3.90E+144	-0.0108	4.00E+144
Chronic Absenteeism: students with disabilities	-0.0387	2.00E+145	-0.0418	1.90E+145	0.0053	1.70E+145
One or more in school suspensions: students without disabilities	-2.9886**	6.70E+143	-2.3124**	7.10E+143	-3.0624**	6.90E+143
One out of school suspension: students without disabilities	-0.0019	1.30E+145	-0.049	1.30E+145	0.0064	1.30E+145
More than one out of school suspensions: students without disabilities	-0.3139**	4.30E+143	0.4080**	5.30E+143	-0.1335*	4.90E+143
One or more in school suspensions: students with disabilities	0.0429*	1.60E+145	0.0231	1.60E+145	0.0338	1.40E+145
One out of school suspension: students with disabilities	-0.021	4.20E+145	-0.0014	4.10E+145	-0.0239	3.70E+145
More than one out of school suspensions: students with disabilities	0.0916**	3.60E+145	0.0919**	3.50E+145	0.0649**	3.20E+145
Expulsion with educational services: students without disabilities	0.0313	2.70E+145	0.0012	2.60E+145	0.0256	2.40E+145
Expulsion without educational services: students without disabilities	-0.0720*	3.00E+145	-0.0271	2.90E+145	-0.0516	2.60E+145
Expulsion under zero tolerance: students without disabilities	0.2967**	1.00E+146	0.6437**	1.10E+146	0.3875**	1.00E+146
Expulsion with educational services: students with disabilities	0.8343**	5.70E+143	0.3794**	7.00E+143	-0.4163**	6.70E+143
Expulsion without educational services: students with disabilities	3.1145**	9.10E+143	2.7438**	1.00E+144	2.3291**	9.20E+143

Expulsion under zero tolerance: students with disabilities	-0.0299*	3.80E+146	-0.0616**	3.70E+146	-0.0361**	3.30E+146
Referral to law enforcement: students without disabilities	-0.0457*	8.50E+145	0.0029	8.40E+145	-0.0178	7.50E+145
Referral to law enforcement: students with disabilities	0.0472*	2.20E+146	-0.0274	2.20E+146	0.0104	2.00E+146
School arrests: students without disabilities	0.0590**	1.10E+146	-0.0439*	1.20E+146	0.0041	1.00E+146
School arrests: students with disabilities	-0.6156**	1.50E+146	0.3688**	1.90E+146	-0.0632	1.70E+146
Grade Level: ungraded			0.0012	1.00E+148	0.003	9.30E+147
Grade Level: K-5 only			0.4908**	1.50E+146	1.1981**	1.40E+146
Grade Level: K-5 and Middle			0.0289	5.00E+146	0.0758**	4.50E+146
Grade Level: 6-12 only			0.0394*	4.70E+146	0.0944**	4.50E+146
Grade level: K-12 combination			0.0166	1.20E+147	0.0377**	1.10E+147
School Type: Special Education School			-2.3660**	2.70E+146	-3.1084**	2.60E+146
School Type: Magnet School			0.0026	1.20E+147	0.0028	1.10E+147
School Type: Charter School			0.0038	6.70E+146	0.0077	6.40E+146
School Type: Alternative School			0.0009	2.10E+147	0.0066	1.90E+147
80-100% white and non-title 1 school					0.0957**	6.40E+146
40-79.9% white and non-title 1 school					1.4294**	1.20E+146
0-39.9% white and non-title 1 school					0.0229	1.70E+147
80-100% white and title 1 school					0.1378**	5.20E+146
40-79.9% white and title 1 school					0.1117**	5.50E+146
0-39.9% white and title 1 school					1.8797**	1.90E+146
80-100% white and no data for title 1					0.0037	9.40E+147
0-39.9% white and no data for title 1					0.005	6.60E+147
R-Squared	0.3816 ($p < 0.0000$)		0.4299 ($p < 0.0000$)		0.5458 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 57
Ohio, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0384	4.60E+144	-0.0267	4.40E+144	-0.0071	4.20E+144
Chronic Absenteeism: students with disabilities	0.043	2.00E+145	0.0428	1.90E+145	0.0129	1.80E+145
One or more in school suspensions: students without disabilities	-0.2857**	6.60E+143	-0.9481**	7.00E+143	-0.3162**	7.20E+143
One out of school suspension: students without disabilities	-0.0368	1.40E+145	0.0067	1.30E+145	-0.0351	1.30E+145
More than one out of school suspensions: students without disabilities	-0.1606*	4.30E+143	-0.8005**	4.80E+143	-0.2128**	4.60E+143
One or more in school suspensions: students with disabilities	-0.0339	1.60E+145	-0.0082	1.60E+145	-0.009	1.50E+145
One out of school suspension: students with disabilities	0.1884**	4.30E+145	0.1455**	4.10E+145	0.1543**	3.90E+145
More than one out of school suspensions: students with disabilities	-0.1468**	3.60E+145	-0.1422**	3.50E+145	-0.1164**	3.30E+145
Expulsion with educational services: students without disabilities	-0.1174**	2.70E+145	-0.0871**	2.60E+145	-0.1104**	2.50E+145
Expulsion without educational services: students without disabilities	0.1580**	3.00E+145	0.1210**	2.90E+145	0.1425**	2.80E+145
Expulsion under zero tolerance: students without disabilities	0.0328	1.00E+146	-0.2114**	9.90E+145	-0.0387	9.40E+145
Expulsion with educational services: students with disabilities	0.4644**	5.70E+143	0.2692**	6.60E+143	1.2598**	6.90E+143
Expulsion without educational services: students with disabilities	1.5039**	9.10E+143	0.9998**	9.40E+143	1.7994**	9.20E+143
Expulsion under zero tolerance: students with disabilities	0.0012	3.80E+146	0.0234	3.70E+146	0.0065	3.50E+146

Referral to law enforcement: students without disabilities	-0.0873**	8.50E+145	-0.1225**	8.30E+145	-0.0944**	7.80E+145
Referral to law enforcement: students with disabilities	0.1067**	2.20E+146	0.1595**	2.20E+146	0.1165**	2.10E+146
School arrests: students without disabilities	0.1448**	1.10E+146	0.2193**	1.10E+146	0.1653**	1.10E+146
School arrests: students with disabilities	-1.3277**	1.50E+146	-2.0916**	1.80E+146	-1.5912**	1.60E+146
Grade Level: ungraded			0.0013	1.00E+148	-0.001	9.80E+147
Grade Level: K-5 only			0.4143**	1.30E+146	-0.5028**	1.40E+146
Grade Level: K-5 and Middle			0.0284	4.90E+146	-0.0293	4.70E+146
Grade Level: 6-12 only			0.0257	4.70E+146	-0.0402	4.70E+146
Grade level: K-12 combination			0.0062	1.20E+147	-0.019	1.10E+147
School Type: Special Education School			2.5998**	2.60E+146	3.0658**	2.50E+146
School Type: Magnet School			-0.0003	1.20E+147	-0.0019	1.20E+147
School Type: Charter School			-0.0034	6.70E+146	-0.004	6.80E+146
School Type: Alternative School			0.0035	2.10E+147	-0.0014	2.00E+147
80-100% white and non-title 1 school					-0.1072**	6.80E+146
40-79.9% white and non-title 1 school					-1.2440**	1.10E+146
0-39.9% white and non-title 1 school					-0.0326*	1.80E+147
80-100% white and title 1 school					-0.1440**	5.40E+146
40-79.9% white and title 1 school					-0.1194**	5.80E+146
0-39.9% white and title 1 school					-2.0837**	2.00E+146
80-100% white and no data for title 1					-0.0039	9.90E+147
0-39.9% white and no data for title 1					-0.006	7.00E+147
R-Squared	0.1781 ($p < 0.0000$)		0.2514 ($p < 0.0000$)		0.3294 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 58
Oklahoma, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0015	1.51E-06	-0.0012	1.53E-06	-0.0023	1.54E-06
Chronic Absenteeism: students with disabilities	0.0223	8.36E-06	0.0214	8.39E-06	0.0242	8.44E-06
One or more in school suspensions: students without disabilities	0.0245	2.28E-06	0.0235	2.30E-06	0.0249	2.30E-06
One out of school suspension: students without disabilities	-0.1264*	5.61E-06	-0.1244*	5.66E-06	-0.1287*	5.67E-06
More than one out of school suspensions: students without disabilities	0.1715**	8.92E-06	0.1730**	9.01E-06	0.1641**	9.06E-06
One or more in school suspensions: students with disabilities	-0.0452	9.20E-06	-0.0456	9.30E-06	-0.043	9.32E-06
One out of school suspension: students with disabilities	0.0311	0.0000179	0.0306	0.000018	0.0266	0.0000181
More than one out of school suspensions: students with disabilities	-0.0587	0.0000223	-0.0587	0.0000225	-0.062	0.0000225
Expulsion with educational services: students without disabilities	0.0687	5.61E-06	0.0674	5.65E-06	0.0687	5.66E-06
Expulsion without educational services: students without disabilities	0.1080*	0.0000103	0.1093*	0.0000105	0.1049*	0.0000105
Expulsion under zero tolerance: students without disabilities	-0.0029	0.000013	-0.0028	0.0000131	-0.0004	0.0000131
Expulsion with educational services: students with disabilities	-0.0339	0.000025	-0.0329	0.0000252	-0.0318	0.0000252

Expulsion without educational services: students with disabilities	-0.025	0.0000426	-0.0248	0.0000427	-0.0257	0.0000428
Expulsion under zero tolerance: students with disabilities	0.0642*	0.0001152	0.0636*	0.0001158	0.0625*	0.0001159
Referral to law enforcement: students without disabilities	-0.0408	0.0000217	-0.0419	0.0000217	-0.0393	0.0000218
Referral to law enforcement: students with disabilities	0.0483	0.0000474	0.0488	0.0000476	0.048	0.0000477
School arrests: students without disabilities	0.0092	0.0000462	0.0086	0.0000465	0.0088	0.0000465
School arrests: students with disabilities	0.0386	0.0000852	0.0401	0.0000855	0.0412	0.0000856
Grade Level: K-5 only			-0.0407	0.0002951	-0.0473	0.0002967
Grade Level: K-5 and Middle			-0.0492	0.0002963	-0.0585	0.0002981
Grade Level: 6-12 only			-0.0444	0.0002899	-0.0477	0.0002906
School Type: Special Education School			-0.0068	0.000637	-0.0048	0.0006439
School Type: Magnet School			-0.012	0.0006984	-0.0146	0.0007004
School Type: Charter School			-0.0166	0.0005115	-0.0221	0.0005174
School Type: Alternative School			-0.0164	0.0004331	-0.0166	0.0004353
40-79.9% white and non-title 1 school					0.0099	0.000485
0-39.9% white and non-title 1 school					-0.0004	0.0010777
80-100% white and title 1 school					0.0041	0.0004899
40-79.9% white and title 1 school					0.0331	0.0004459
0-39.9% white and title 1 school					0.0649	0.0004599
R-Squared	0.0772 ($p < 0.0000$)		0.0782 ($p < 0.0000$)		0.0797 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 59
Oklahoma, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.1156*	2.92E-06	0.1020*	2.94E-06	0.1039*	2.96E-06
Chronic Absenteeism: students with disabilities	-0.1086*	0.0000161	-0.1087*	0.0000161	-0.1126*	0.0000162
One or more in school suspensions: students without disabilities	-0.033	4.38E-06	-0.0206	4.41E-06	-0.0213	4.42E-06
One out of school suspension: students without disabilities	-0.1744**	0.0000108	-0.1617**	0.0000109	-0.1609*	0.0000109
More than one out of school suspensions: students without disabilities	0.1097	0.0000172	0.1153	0.0000173	0.1166	0.0000174
One or more in school suspensions: students with disabilities	0.0212	0.0000177	0.0323	0.0000179	0.0311	0.0000179
One out of school suspension: students with disabilities	0.1157*	0.0000344	0.1185*	0.0000345	0.1231*	0.0000348
More than one out of school suspensions: students with disabilities	-0.0555	0.000043	-0.0642	0.0000431	-0.0641	0.0000432
Expulsion with educational services: students without disabilities	0.1064*	0.0000108	0.0993*	0.0000109	0.0995*	0.0000109
Expulsion without educational services: students without disabilities	0.0329	0.0000199	0.0306	0.0000201	0.0333	0.0000202
Expulsion under zero tolerance: students without disabilities	-0.0312	0.0000251	-0.031	0.0000251	-0.0304	0.0000252
Expulsion with educational services: students with disabilities	-0.0339	0.0000482	-0.0308	0.0000483	-0.0319	0.0000484

Expulsion without educational services: students with disabilities	-0.0188	0.0000821	-0.0184	0.0000821	-0.0186	0.0000823
Expulsion under zero tolerance: students with disabilities	0.0216	0.0002219	0.0275	0.0002225	0.0273	0.0002228
Referral to law enforcement: students without disabilities	-0.0948*	0.0000417	-0.0926*	0.0000417	-0.0919*	0.0000418
Referral to law enforcement: students with disabilities	0.1125**	0.0000914	0.1083**	0.0000913	0.1071**	0.0000916
School arrests: students without disabilities	-0.0427	0.000089	-0.033	0.0000893	-0.0328	0.0000894
School arrests: students with disabilities	0.0631	0.0001641	0.0578	0.0001643	0.0571	0.0001646
Grade Level: K-5 only			0.0827	0.000567	0.0806	0.0005701
Grade Level: K-5 and Middle			0.0611	0.0005692	0.0628	0.0005728
Grade Level: 6-12 only			0.0191	0.000557	0.0174	0.0005585
School Type: Special Education School			-0.0095	0.0012237	-0.0084	0.0012374
School Type: Magnet School			-0.0111	0.0013417	-0.0105	0.0013459
School Type: Charter School			-0.0117	0.0009825	-0.0096	0.0009943
School Type: Alternative School			0.0507*	0.0008321	0.0520*	0.0008364
40-79.9% white and non-title 1 school					-0.0296	0.000932
0-39.9% white and non-title 1 school					-0.0107	0.002071
80-100% white and title 1 school					-0.0381	0.0009415
40-79.9% white and title 1 school					-0.0334	0.0008569
0-39.9% white and title 1 school					-0.0499	0.0008837
R-Squared	0.0346 ($p < 0.0000$)		0.0404 ($p < 0.0000$)		0.0413 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 60
Oklahoma, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0156	8.41E-06	-0.0065	8.52E-06	-0.0006	8.53E-06
Chronic Absenteeism: students with disabilities	-0.0335	0.0000464	-0.0296	0.0000466	-0.0307	0.0000467
One or more in school suspensions: students without disabilities	0.013	0.0000127	0.0097	0.0000128	0.0068	0.0000127
One out of school suspension: students without disabilities	0.0067	0.0000312	-0.005	0.0000315	-0.0067	0.0000314
More than one out of school suspensions: students without disabilities	-0.0519	0.0000496	-0.0497	0.0000501	-0.0487	0.0000501
One or more in school suspensions: students with disabilities	-0.0187	0.0000511	-0.029	0.0000517	-0.0218	0.0000515
One out of school suspension: students with disabilities	0.0673	0.0000994	0.0674	0.0000998	0.0771	0.0001002
More than one out of school suspensions: students with disabilities	0.0099	0.0001242	0.0133	0.0001248	0.0109	0.0001244
Expulsion with educational services: students without disabilities	-0.0022	0.0000312	0.0031	0.0000314	0.0054	0.0000313
Expulsion without educational services: students without disabilities	0.0177	0.0000574	0.0121	0.0000581	0.0131	0.0000581
Expulsion under zero tolerance: students without disabilities	-0.0063	0.0000725	-0.0063	0.0000726	-0.0068	0.0000726
Expulsion with educational services: students with disabilities	-0.0163	0.0001391	-0.0186	0.0001397	-0.0183	0.0001393

Expulsion without educational services: students with disabilities	-0.0035	0.000237	-0.0032	0.0002375	-0.0054	0.0002367
Expulsion under zero tolerance: students with disabilities	-0.0015	0.0006404	-0.0047	0.0006435	-0.0021	0.0006412
Referral to law enforcement: students without disabilities	0.0124	0.0001204	0.0115	0.0001206	0.0099	0.0001203
Referral to law enforcement: students with disabilities	-0.0161	0.0002636	-0.0156	0.0002642	-0.0166	0.0002637
School arrests: students without disabilities	0.0617	0.0002568	0.056	0.0002582	0.0593	0.0002573
School arrests: students with disabilities	-0.055	0.0004737	-0.0533	0.0004752	-0.0547	0.0004735
Grade Level: K-5 only			-0.0027	0.0016398	0.006	0.0016407
Grade Level: K-5 and Middle			0.0329	0.0016462	0.0399	0.0016483
Grade Level: 6-12 only			0.0443	0.0016107	0.0452	0.0016071
School Type: Special Education School			-0.0082	0.003539	-0.0045	0.0035608
School Type: Magnet School			-0.0088	0.0038802	-0.0073	0.0038732
School Type: Charter School			-0.0058	0.0028415	-0.0033	0.0028614
School Type: Alternative School			-0.0106	0.0024064	-0.0101	0.002407
40-79.9% white and non-title 1 school					-0.2227**	0.002682
0-39.9% white and non-title 1 school					-0.0453	0.0059599
80-100% white and title 1 school					-0.1434**	0.0027093
40-79.9% white and title 1 school					-0.3814**	0.0024658
0-39.9% white and title 1 school					-0.3309**	0.0025431
R-Squared	0.0041 ($p < 0.9875$)		0.0059 ($p < 0.9956$)		0.0166 ($p < 0.5012$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 61
Oklahoma, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.014	6.05E-06	-0.0089	6.13E-06	-0.0049	6.17E-06
Chronic Absenteeism: students with disabilities	-0.0048	0.0000334	-0.0013	0.0000335	-0.0062	0.0000337
One or more in school suspensions: students without disabilities	0.0075	9.11E-06	0.0133	9.18E-06	0.0124	9.20E-06
One out of school suspension: students without disabilities	-0.0197	0.0000224	-0.0321	0.0000226	-0.0308	0.0000227
More than one out of school suspensions: students without disabilities	-0.055	0.0000357	-0.0511	0.000036	-0.0504	0.0000362
One or more in school suspensions: students with disabilities	-0.0288	0.0000368	-0.0317	0.0000372	-0.0332	0.0000373
One out of school suspension: students with disabilities	0.0437	0.0000715	0.0459	0.0000718	0.052	0.0000724
More than one out of school suspensions: students with disabilities	0.0329	0.0000894	0.0367	0.0000897	0.0372	0.00009
Expulsion with educational services: students without disabilities	0.0161	0.0000224	0.0227	0.0000226	0.0227	0.0000226
Expulsion without educational services: students without disabilities	0.0467	0.0000413	0.0347	0.0000418	0.0383	0.000042
Expulsion under zero tolerance: students without disabilities	-0.0059	0.0000521	-0.0057	0.0000522	-0.0048	0.0000525
Expulsion with educational services: students with disabilities	-0.0024	0.0001001	-0.0061	0.0001005	-0.0073	0.0001007

Expulsion without educational services: students with disabilities	-0.0105	0.0001706	-0.009	0.0001708	-0.0091	0.0001712
Expulsion under zero tolerance: students with disabilities	-0.0018	0.0004609	-0.0014	0.0004629	-0.0012	0.0004636
Referral to law enforcement: students without disabilities	-0.006	0.0000867	-0.0049	0.0000868	-0.0042	0.000087
Referral to law enforcement: students with disabilities	0.0157	0.0001897	0.0153	0.00019	0.0135	0.0001907
School arrests: students without disabilities	0.0165	0.0001848	0.0174	0.0001858	0.0179	0.0001861
School arrests: students with disabilities	-0.0195	0.0003409	-0.0205	0.0003419	-0.0214	0.0003424
Grade Level: K-5 only			0.0019	0.0011796	0.0039	0.0011863
Grade Level: K-5 and Middle			0.0563	0.0011842	0.0596	0.0011918
Grade Level: 6-12 only			0.0084	0.0011587	0.0101	0.001162
School Type: Special Education School			-0.007	0.0025458	-0.0055	0.0025746
School Type: Magnet School			0.0045	0.0027912	0.0055	0.0028005
School Type: Charter School			-0.0025	0.0020441	0.0003	0.0020689
School Type: Alternative School			-0.007	0.0017311	-0.0054	0.0017404
40-79.9% white and non-title 1 school					-0.006	0.0019392
0-39.9% white and non-title 1 school					-0.0009	0.0043092
80-100% white and title 1 school					0.0067	0.0019589
40-79.9% white and title 1 school					0.02	0.0017829
0-39.9% white and title 1 school					-0.0067	0.0018388
R-Squared	0.0019 ($p < 0.9999$)		0.0046 ($p < 0.9994$)		0.0053 ($0 < 0.9999$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 62
Rhode Island, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1514	0.0000112	-0.1534	0.0000113	-0.1273	0.0000115
Chronic Absenteeism: students with disabilities	0.0069	0.0000428	0.007	0.0000428	0.0109	0.000043
One or more in school suspensions: students without disabilities	-0.3658	0.0000486	-0.27	0.00005	-0.2985	0.0000502
One out of school suspension: students without disabilities	-0.034	0.0000576	0.0411	0.000061	0.0243	0.0000631
More than one out of school suspensions: students without disabilities	-0.0553	0.0000709	-0.1095	0.0000715	-0.092	0.0000717
One or more in school suspensions: students with disabilities	0.4215	0.0001486	0.339	0.000152	0.3402	0.0001529
One out of school suspension: students with disabilities	-0.0543	0.0001215	-0.0279	0.0001213	-0.0244	0.0001231
More than one out of school suspensions: students with disabilities	0.151	0.0001615	0.193	0.0001612	0.1844	0.000162
Expulsion with educational services: students without disabilities	-0.0018	0.0001453	0.0218	0.0001466	0.0088	0.0001481
Expulsion with educational services: students with disabilities	-0.0625	0.0031943	-0.0824	0.0032397	-0.0751	0.0032713
Referral to law enforcement: students without disabilities	0.0258	0.0002796	0.0202	0.0002772	0.0571	0.0002836
Referral to law enforcement: students with disabilities	-0.0095	0.000624	-0.038	0.0006201	-0.0316	0.0006278

School arrests: students without disabilities	-0.0334	0.0004424	-0.0058	0.0004415	-0.0171	0.0004437
School arrests: students with disabilities	0.0757	0.0008398	0.1056	0.0008505	0.0888	0.0008655
Grade Level: K-5 only			0.0972	0.0034776	0.0931	0.0035054
Grade Level: K-5 and Middle			-0.0772	0.0035434	-0.0775	0.0035654
Grade Level: 6-12 only			-0.1035	0.003449	-0.0991	0.0034928
School Type: Special Education School			-0.0395	0.0030153	-0.0216	0.0031613
School Type: Magnet School			0.0239	0.0083898	0.0278	0.0084231
School Type: Charter School			0.1262	0.0022226	0.1575*	0.0024244
School Type: Alternative School			0.0623	0.0037604	0.0684	0.0038361
80-100% white and non-title 1 school					0.3933	0.0085058
40-79.9% white and non-title 1 school					0.2048	0.0087701
80-100% white and title 1 school					0.4294	0.0084825
40-79.9% white and title 1 school					0.5119	0.008435
0-39.9% white and title 1 school					0.3668	0.0084098
R-Squared	0.0412 ($p < 0.6315$)		0.0890 ($p < 0.2232$)		0.1052 ($p < 0.2595$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 63
Rhode Island, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1979	0.000077	-0.1711	0.0000747	-0.1088	0.0000753
Chronic Absenteeism: students with disabilities	0.1763	0.0002946	0.1189	0.0002827	0.1347	0.0002823
One or more in school suspensions: students without disabilities	-0.1135	0.0003349	0.1279	0.0003305	0.09	0.0003298
One out of school suspension: students without disabilities	-0.1312	0.0003963	-0.0987	0.0004035	-0.0819	0.0004147
More than one out of school suspensions: students without disabilities	-0.0041	0.000488	-0.0095	0.0004729	0.0041	0.0004707
One or more in school suspensions: students with disabilities	0.1209	0.0010232	-0.1227	0.0010052	-0.135	0.0010043
One out of school suspension: students with disabilities	-0.0321	0.0008366	0.0111	0.0008023	-0.0043	0.0008087
More than one out of school suspensions: students with disabilities	0.1155	0.0011116	0.0823	0.001066	0.0666	0.0010641
Expulsion with educational services: students without disabilities	-0.0088	0.0010002	0.0004	0.0009691	-0.0121	0.0009725
Expulsion with educational services: students with disabilities	-0.0585	0.0219897	-0.0219	0.0214219	-0.0009	0.0214824
Referral to law enforcement: students without disabilities	0.0074	0.0019248	0.006	0.0018327	0.061	0.0018621
Referral to law enforcement: students with disabilities	-0.0051	0.0042958	0.0359	0.0041001	0.0583	0.0041227

School arrests: students without disabilities	-0.0446	0.0030455	-0.0183	0.0029191	-0.0396	0.0029141
School arrests: students with disabilities	0.0861	0.0057813	0.0442	0.0056238	0.0025	0.0056835
Grade Level: K-5 only			-0.9811**	0.0229954	-1.0206**	0.0230203
Grade Level: K-5 and Middle			-0.7377**	0.0234301	-0.7611**	0.0234139
Grade Level: 6-12 only			-0.9473**	0.0228061	-0.9860**	0.0229376
School Type: Special Education School			0.1733**	0.0199379	0.2105**	0.0207601
School Type: Magnet School			0.0096	0.055476	0.0173	0.0553144
School Type: Charter School			-0.1059	0.0146967	-0.0731	0.0159214
School Type: Alternative School			-0.0622	0.0248654	-0.0418	0.0251919
80-100% white and non-title 1 school					-0.0194	0.0558579
40-79.9% white and non-title 1 school					-0.0111	0.0575932
80-100% white and title 1 school					-0.099	0.0557047
40-79.9% white and title 1 school					0.0065	0.0553928
0-39.9% white and title 1 school					-0.2215	0.0552277
R-Squared	0.0320 ($p < 0.8291$)		0.1514 ($p < 0.0017$)		0.1779 ($p < 0.0013$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 64
Rhode Island, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.2964	2.45E-07	0.3152	2.52E-07	0.3231*	2.58E-07
Chronic Absenteeism: students with disabilities	-0.1915	9.38E-07	-0.2207	9.54E-07	-0.2113	9.66E-07
One or more in school suspensions: students without disabilities	0.2196	1.07E-06	0.3149	1.11E-06	0.3334	1.13E-06
One out of school suspension: students without disabilities	0.2275	1.26E-06	0.3369*	1.36E-06	0.3684*	1.42E-06
More than one out of school suspensions: students without disabilities	-0.3566*	1.55E-06	-0.4215**	1.60E-06	-0.4258**	1.61E-06
One or more in school suspensions: students with disabilities	-0.3707	3.26E-06	-0.4461	3.39E-06	-0.466	3.44E-06
One out of school suspension: students with disabilities	-0.0158	2.67E-06	-0.0195	2.71E-06	-0.0331	2.77E-06
More than one out of school suspensions: students with disabilities	0.1495	3.54E-06	0.1824	3.60E-06	0.1746	3.64E-06
Expulsion with educational services: students without disabilities	0.0476	3.19E-06	0.0719	3.27E-06	0.0782	3.33E-06
Expulsion with educational services: students with disabilities	0.0172	0.0000701	0.0218	0.0000723	0.023	0.0000735
Referral to law enforcement: students without disabilities	-0.2224*	6.13E-06	-0.2276*	6.18E-06	-0.2317*	6.37E-06
Referral to law enforcement: students with disabilities	0.6165**	0.0000137	0.6036**	0.0000138	0.6137**	0.0000141

School arrests: students without disabilities	-0.0921	9.70E-06	-0.0713	9.85E-06	-0.072	9.97E-06
School arrests: students with disabilities	-0.3226**	0.0000184	-0.2958**	0.000019	-0.3011**	0.0000195
Grade Level: K-5 only			0.0358	0.0000776	0.0431	0.0000788
Grade Level: K-5 and Middle			-0.0115	0.0000791	-0.0081	0.0000801
Grade Level: 6-12 only			-0.1307	0.0000769	-0.1472	0.0000785
School Type: Special Education School			0.007	0.0000673	0.0136	0.000071
School Type: Magnet School			-0.0062	0.0001872	-0.0038	0.0001893
School Type: Charter School			-0.0062	0.0000496	0.0019	0.0000545
School Type: Alternative School			0.008	0.0000839	0.0149	0.0000862
80-100% white and non-title 1 school					-0.0116	0.0001912
40-79.9% white and non-title 1 school					-0.0054	0.0001971
80-100% white and title 1 school					0.0347	0.0001906
40-79.9% white and title 1 school					-0.0262	0.0001896
0-39.9% white and title 1 school					-0.0225	0.000189
R-Squared	0.1658 ($p < 0.0000$)		0.1798 ($p < 0.0001$)		0.1823 ($p < 0.0008$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 65
Rhode Island, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.1271	5.96E-06	0.1461	5.99E-06	0.1986	6.04E-06
Chronic Absenteeism: students with disabilities	-0.1316	0.0000228	-0.1402	0.0000227	-0.0994	0.0000226
One or more in school suspensions: students without disabilities	-0.0479	0.0000259	0.0066	0.0000265	0.0415	0.0000264
One out of school suspension: students without disabilities	-0.0322	0.0000307	0.0213	0.0000324	0.1387	0.0000332
More than one out of school suspensions: students without disabilities	-0.0478	0.0000378	-0.0955	0.0000379	-0.0984	0.0000377
One or more in school suspensions: students with disabilities	0.0127	0.0000792	-0.0301	0.0000807	-0.0994	0.0000805
One out of school suspension: students with disabilities	0.0431	0.0000648	0.0487	0.0000644	0.0069	0.0000648
More than one out of school suspensions: students with disabilities	0.0015	0.0000861	0.0567	0.0000855	0.0226	0.0000853
Expulsion with educational services: students without disabilities	-0.0009	0.0000775	0.0206	0.0000778	0.0371	0.0000779
Expulsion with educational services: students with disabilities	0.0077	0.0017029	-0.0467	0.0017187	-0.0374	0.0017219
Referral to law enforcement: students without disabilities	-0.0708	0.0001491	-0.056	0.000147	-0.0375	0.0001493
Referral to law enforcement: students with disabilities	0.2267	0.0003327	0.1869	0.000329	0.2222	0.0003304

School arrests: students without disabilities	-0.0149	0.0002358	0.0012	0.0002342	-0.0107	0.0002336
School arrests: students with disabilities	-0.1401	0.0004477	-0.0735	0.0004512	-0.107	0.0004555
Grade Level: K-5 only			0.3368	0.001845	0.3638	0.0018451
Grade Level: K-5 and Middle			0.1889	0.0018799	0.2	0.0018767
Grade Level: 6-12 only			0.161	0.0018298	0.1053	0.0018385
School Type: Special Education School			0.0094	0.0015997	0.0548	0.001664
School Type: Magnet School			0.0055	0.004451	0.0189	0.0044336
School Type: Charter School			0.2464**	0.0011792	0.3212**	0.0012761
School Type: Alternative School			-0.0133	0.001995	0.0179	0.0020192
80-100% white and non-title 1 school					0.5849	0.0044772
40-79.9% white and non-title 1 school					0.2754	0.0046162
80-100% white and title 1 school					0.7778	0.0044649
40-79.9% white and title 1 school					0.5912	0.0044399
0-39.9% white and title 1 school					0.4935	0.0044266
R-Squared	0.0206 ($p < 0.9719$)		0.0784 ($p < 0.3775$)		0.1089 ($p < 0.2164$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 66
South Carolina, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.1967**	1.31E-06	0.1953**	1.31E-06	0.2038**	1.32E-06
Chronic Absenteeism: students with disabilities	-0.0032	7.76E-06	-0.0038	7.74E-06	-0.0049	7.76E-06
One or more in school suspensions: students without disabilities	-0.1215*	1.10E-06	-0.0998	1.10E-06	-0.0966	1.11E-06
One out of school suspension: students without disabilities	-0.0268	2.72E-06	-0.0155	2.79E-06	-0.0266	2.81E-06
More than one out of school suspensions: students without disabilities	-0.0281	1.94E-06	-0.0249	1.92E-06	-0.0321	1.93E-06
One or more in school suspensions: students with disabilities	0.1079	4.97E-06	0.1356*	4.95E-06	0.1408*	4.96E-06
One out of school suspension: students with disabilities	0.0133	8.61E-06	0.0254	8.55E-06	0.0265	8.56E-06
More than one out of school suspensions: students with disabilities	-0.0983	8.24E-06	-0.1055*	8.16E-06	-0.1060*	8.18E-06
Expulsion with educational services: students without disabilities	0.2274**	0.0000183	0.2149**	0.0000181	0.2136**	0.0000182
Expulsion without educational services: students without disabilities	0.1153**	0.0000145	0.0756*	0.0000148	0.0802*	0.0000149
Expulsion under zero tolerance: students without disabilities	-0.0661*	0.0000364	-0.062	0.000036	-0.0604	0.0000361
Expulsion with educational services: students with disabilities	-0.0415	0.0000359	-0.0362	0.0000355	-0.0364	0.0000356

Expulsion without educational services: students with disabilities	0.0786**	0.0001144	0.0827**	0.0001142	0.0832**	0.0001145
Expulsion under zero tolerance: students with disabilities	0.04	0.0001086	0.0312	0.0001081	0.0356	0.0001085
Referral to law enforcement: students without disabilities	0.0644	0.000016	0.0884	0.000016	0.0877	0.000016
Referral to law enforcement: students with disabilities	-0.0635	0.0000395	-0.0866	0.0000395	-0.0837	0.0000395
School arrests: students without disabilities	0.1309*	0.0000237	0.1233*	0.0000235	0.1223*	0.0000235
School arrests: students with disabilities	-0.0883	0.0000636	-0.0852	0.000063	-0.084	0.0000631
Grade Level: K-5 only			-0.4513**	0.0004391	-0.4396**	0.0004398
Grade Level: K-5 and Middle			-0.2837**	0.0004447	-0.2772**	0.0004457
Grade Level: 6-12 only			-0.5071**	0.0004343	-0.4921**	0.0004362
School Type: Special Education School			-0.0561	0.00056	-0.0567	0.0005606
School Type: Magnet School			0.0423	0.0001585	0.0329	0.0001607
School Type: Charter School			-0.0326	0.0002614	-0.0353	0.000265
School Type: Alternative School			0.0953**	0.0004111	0.0956**	0.000421
80-100% white and non-title 1 school					0.1901	0.0017934
40-79.9% white and non-title 1 school					0.2985	0.0017845
0-39.9% white and non-title 1 school					0.055	0.0019557
80-100% white and title 1 school					0.2576	0.0017852
40-79.9% white and title 1 school					0.4918	0.0017778
0-39.9% white and title 1 school					0.5196	0.001776
R-Squared	0.1317 ($p < 0.0000$)		0.1561 ($p < 0.0000$)		0.1603 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 67
South Carolina, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0248	0.000074	0.0781	0.0000707	0.0775	0.0000711
Chronic Absenteeism: students with disabilities	-0.0365	0.0004371	-0.0905	0.0004178	-0.0929	0.0004191
One or more in school suspensions: students without disabilities	-0.0129	0.0000622	0.0036	0.0000595	-0.0091	0.0000599
One out of school suspension: students without disabilities	-0.05	0.0001535	-0.0275	0.0001506	-0.0193	0.000152
More than one out of school suspensions: students without disabilities	-0.0441	0.0001093	-0.0491	0.0001037	-0.0412	0.0001044
One or more in school suspensions: students with disabilities	-0.0446	0.0002796	-0.0447	0.0002672	-0.051	0.0002681
One out of school suspension: students with disabilities	0.0121	0.0004851	0.0203	0.0004616	0.0189	0.0004622
More than one out of school suspensions: students with disabilities	0.0551	0.0004638	0.052	0.0004403	0.0569	0.0004417
Expulsion with educational services: students without disabilities	0.0174	0.0010287	0.0023	0.000978	0.0072	0.0009816
Expulsion without educational services: students without disabilities	0.1029**	0.0008138	0.0868*	0.0007974	0.0876*	0.0008047
Expulsion under zero tolerance: students without disabilities	-0.0298	0.002048	-0.0327	0.0019456	-0.0342	0.0019515
Expulsion with educational services: students with disabilities	-0.0372	0.0020191	-0.0227	0.0019162	-0.0249	0.001924

Expulsion without educational services: students with disabilities	-0.0182	0.0064436	-0.0363	0.0061666	-0.0373	0.0061836
Expulsion under zero tolerance: students with disabilities	0.009	0.0061158	-0.0047	0.0058368	-0.0067	0.0058627
Referral to law enforcement: students without disabilities	0.0673	0.0009014	0.1175*	0.0008627	0.1158*	0.000865
Referral to law enforcement: students with disabilities	-0.0948	0.002224	-0.1706**	0.0021297	-0.1689**	0.0021353
School arrests: students without disabilities	-0.0393	0.0013345	-0.0521	0.0012662	-0.0491	0.0012692
School arrests: students with disabilities	0.1101	0.0035826	0.1300*	0.0034012	0.1251*	0.0034117
Grade Level: K-5 only			-0.5152**	0.0237039	-0.5158**	0.0237636
Grade Level: K-5 and Middle			-0.3005**	0.0240049	-0.2960**	0.0240804
Grade Level: 6-12 only			-0.5109**	0.0234439	-0.5139**	0.023567
School Type: Special Education School			0.2492**	0.0302278	0.2500**	0.0302893
School Type: Magnet School			-0.0019	0.0085566	0.0033	0.0086837
School Type: Charter School			-0.0591	0.014109	-0.0633*	0.0143176
School Type: Alternative School			0.0105	0.022191	0.0178	0.0227467
80-100% white and non-title 1 school					0.1009	0.0968897
40-79.9% white and non-title 1 school					0.1594	0.0964113
0-39.9% white and non-title 1 school					0.031	0.1056607
80-100% white and title 1 school					0.1421	0.0964459
40-79.9% white and title 1 school					0.2724	0.0960493
0-39.9% white and title 1 school					0.21	0.0959529
R-Squared	0.0127 ($p < 0.6358$)		0.1184 ($p < 0.0000$)		0.1213 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 68
South Carolina, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0174	1.12E-06	-0.0171	1.13E-06	-0.011	1.14E-06
Chronic Absenteeism: students with disabilities	0.0021	6.61E-06	0.0014	6.67E-06	0.0006	6.70E-06
One or more in school suspensions: students without disabilities	-0.0524	9.40E-07	-0.0484	9.50E-07	-0.0402	9.58E-07
One out of school suspension: students without disabilities	-0.0014	2.32E-06	0.0073	2.41E-06	-0.0041	2.43E-06
More than one out of school suspensions: students without disabilities	0.0123	1.65E-06	0.0108	1.66E-06	0.0032	1.67E-06
One or more in school suspensions: students with disabilities	-0.0105	4.23E-06	-0.0038	4.27E-06	0.0011	4.28E-06
One out of school suspension: students with disabilities	-0.0149	7.33E-06	-0.0138	7.37E-06	-0.0124	7.39E-06
More than one out of school suspensions: students with disabilities	-0.0002	7.01E-06	-0.0033	7.03E-06	-0.0064	7.06E-06
Expulsion with educational services: students without disabilities	0.0996**	0.0000155	0.0982**	0.0000156	0.0951**	0.0000157
Expulsion without educational services: students without disabilities	0.0595	0.0000123	0.0515	0.0000127	0.0551	0.0000129
Expulsion under zero tolerance: students without disabilities	0.0039	0.0000309	0.0023	0.0000311	0.0031	0.0000312
Expulsion with educational services: students with disabilities	-0.02	0.0000305	-0.0214	0.0000306	-0.0217	0.0000308

Expulsion without educational services: students with disabilities	-0.0222	0.0000974	-0.0173	0.0000985	-0.0173	0.0000988
Expulsion under zero tolerance: students with disabilities	-0.0157	0.0000924	-0.0203	0.0000932	-0.0162	0.0000937
Referral to law enforcement: students without disabilities	0.0002	0.0000136	0.0019	0.0000138	0.0025	0.0000138
Referral to law enforcement: students with disabilities	-0.0035	0.0000336	-0.0046	0.000034	-0.0039	0.0000341
School arrests: students without disabilities	0.0102	0.0000202	0.0081	0.0000202	0.0065	0.0000203
School arrests: students with disabilities	0.0071	0.0000541	0.0036	0.0000543	0.0058	0.0000545
Grade Level: K-5 only			0.0512	0.0003787	0.0586	0.0003798
Grade Level: K-5 and Middle			0.0146	0.0003835	0.0159	0.0003849
Grade Level: 6-12 only			0.0377	0.0003745	0.0499	0.0003767
School Type: Special Education School			-0.0033	0.0004829	-0.0045	0.0004841
School Type: Magnet School			-0.0188	0.0001367	-0.0255	0.0001388
School Type: Charter School			-0.0074	0.0002254	-0.0044	0.0002288
School Type: Alternative School			0.0364	0.0003545	0.0347	0.0003635
80-100% white and non-title 1 school					0.0929	0.0015485
40-79.9% white and non-title 1 school					0.1285	0.0015409
0-39.9% white and non-title 1 school					0.0223	0.0016887
80-100% white and title 1 school					0.131	0.0015414
40-79.9% white and title 1 school					0.2433	0.0015351
0-39.9% white and title 1 school					0.2807	0.0015336
R-Squared	0.0094 ($p < 0.8765$)		0.0114 ($p < 0.9664$)		0.0138 ($p < 0.9836$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 69
South Carolina, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0194	0.0000603	0.0695	0.000058	0.0688	0.0000584
Chronic Absenteeism: students with disabilities	-0.0298	0.0003562	-0.0814	0.0003431	-0.0833	0.0003443
One or more in school suspensions: students without disabilities	-0.0147	0.0000507	-0.0006	0.0000489	-0.012	0.0000492
One out of school suspension: students without disabilities	-0.0545	0.000125	-0.0338	0.0001236	-0.0263	0.0001249
More than one out of school suspensions: students without disabilities	-0.0391	0.000089	-0.0438	0.0000852	-0.037	0.0000858
One or more in school suspensions: students with disabilities	-0.0437	0.0002279	-0.0461	0.0002194	-0.051	0.0002202
One out of school suspension: students with disabilities	0.0199	0.0003953	0.0265	0.0003791	0.0252	0.0003797
More than one out of school suspensions: students with disabilities	0.0433	0.0003779	0.0414	0.0003616	0.0463	0.0003628
Expulsion with educational services: students without disabilities	0.0195	0.0008383	0.0067	0.0008032	0.0111	0.0008063
Expulsion without educational services: students without disabilities	0.1141**	0.0006631	0.1039**	0.0006549	0.1045**	0.000661
Expulsion under zero tolerance: students without disabilities	-0.035	0.0016688	-0.0382	0.0015977	-0.0391	0.0016029
Expulsion with educational services: students with disabilities	-0.0413	0.0016452	-0.0285	0.0015736	-0.0302	0.0015804

Expulsion without educational services: students with disabilities	-0.0214	0.0052505	-0.0387	0.005064	-0.0392	0.0050792
Expulsion under zero tolerance: students with disabilities	0.0123	0.0049834	0.0006	0.0047932	-0.0012	0.0048157
Referral to law enforcement: students without disabilities	0.0757	0.0007345	0.1212*	0.0007085	0.1197*	0.0007105
Referral to law enforcement: students with disabilities	-0.103	0.0018122	-0.1722**	0.0017489	-0.1707**	0.001754
School arrests: students without disabilities	-0.0467	0.0010874	-0.058	0.0010398	-0.0555	0.0010426
School arrests: students with disabilities	0.1206*	0.0029193	0.1393*	0.0027931	0.1355*	0.0028024
Grade Level: K-5 only			-0.4188**	0.0194655	-0.4186**	0.0195195
Grade Level: K-5 and Middle			-0.2475**	0.0197127	-0.2430**	0.0197798
Grade Level: 6-12 only			-0.4149**	0.019252	-0.4177**	0.019358
School Type: Special Education School			0.2456**	0.0248229	0.2467**	0.0248798
School Type: Magnet School			-0.0031	0.0070267	0.0009	0.0071329
School Type: Charter School			-0.051	0.0115863	-0.0558	0.0117606
School Type: Alternative School			-0.0014	0.0182232	0.0049	0.0186843
80-100% white and non-title 1 school					0.0923	0.0795857
40-79.9% white and non-title 1 school					0.1544	0.0791927
0-39.9% white and non-title 1 school					0.0297	0.0867903
80-100% white and title 1 school					0.1316	0.0792212
40-79.9% white and title 1 school					0.2478	0.0788954
0-39.9% white and title 1 school					0.1962	0.0788162
R-Squared	0.0147 ($p < 0.4723$)		0.1064 ($p < 0.0000$)		0.1089 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 70
South Dakota, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0325	0.0000315	-0.0838	0.0000301	-0.0503	0.000029
Chronic Absenteeism: students with disabilities	0.0304	0.0002055	0.0515	0.0001996	0.0304	0.0001979
One or more in school suspensions: students without disabilities	-0.017	0.0001035	-0.0142	0.0000989	0.0097	0.0000955
One out of school suspension: students without disabilities	-0.0051	0.0002004	0.0013	0.0001921	-0.0155	0.0001869
More than one out of school suspensions: students without disabilities	-0.0137	0.0002929	-0.0191	0.0002797	-0.0216	0.0002702
One or more in school suspensions: students with disabilities	0.0071	0.000339	-0.0148	0.0003241	-0.0201	0.0003111
One out of school suspension: students with disabilities	-0.0129	0.0006164	0.0071	0.0005892	-0.0138	0.0005673
More than one out of school suspensions: students with disabilities	0.0213	0.0004962	0.0219	0.0004733	0.0241	0.0004553
Expulsion with educational services: students without disabilities	-0.0008	0.0021934	0.0009	0.0020957	0	0.0020177
Expulsion without educational services: students without disabilities	-0.0068	0.0101865	-0.0028	0.0097105	0.0004	0.0092942
Expulsion under zero tolerance: students without disabilities	0.0023	0.0117094	-0.0038	0.0111534	-0.0103	0.0106827
Expulsion with educational services: students with disabilities	-0.0023	0.006282	-0.0038	0.0059903	0.0005	0.005754

Expulsion without educational services: students with disabilities	0.0004	0.0144738	-0.0001	0.013785	-0.0005	0.0132316
Referral to law enforcement: students without disabilities	-0.002	0.0003916	0.0115	0.0003734	0.0351	0.0003618
Referral to law enforcement: students with disabilities	0.0087	0.0009487	0.022	0.0009056	-0.0016	0.0008716
School arrests: students without disabilities	-0.004	0.0009367	-0.0497	0.000895	-0.045	0.0008669
School arrests: students with disabilities	0.0076	0.0020918	0.0574	0.0020001	0.0538	0.0019398
Grade Level: K-5 only			0.021	0.0140857	-0.033	0.0136042
Grade Level: K-5 and Middle			-0.0117	0.0140786	-0.0625	0.0136114
Grade Level: 6-12 only			0.012	0.0140454	-0.056	0.0135845
Grade level: K-12 combination			-0.0713	0.0143852	-0.1584	0.0139651
School Type: Special Education School			-0.0056	0.0060474	-0.0284	0.0064261
School Type: Alternative School			0.3278**	0.0044809	0.2184**	0.0046231
80-100% white and non-title 1 school					0.0015	0.0187821
40-79.9% white and non-title 1 school					0.1234	0.0192361
0-39.9% white and non-title 1 school					0.3129**	0.0203242
80-100% white and title 1 school					0.0275	0.0185799
40-79.9% white and title 1 school					0.0235	0.0186448
0-39.9% white and title 1 school					0.0371	0.0187205
0-39.9% white and no data for title 1					0.0022	0.0273461
R-Squared	0.0007 ($p < 1.0000$)		0.1020 ($p < 0.0000$)		0.1867 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 71
South Dakota, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.1152	0.0000453	-0.0591	0.0000433	0.0049	0.0000413
Chronic Absenteeism: students with disabilities	0.0789	0.0002955	-0.0134	0.0002867	-0.0771	0.0002815
One or more in school suspensions: students without disabilities	-0.0491	0.0001488	-0.0544	0.000142	-0.0004	0.0001358
One out of school suspension: students without disabilities	-0.0916	0.0002882	-0.0617	0.0002759	-0.1101	0.0002659
More than one out of school suspensions: students without disabilities	-0.0607	0.0004212	-0.0681	0.0004019	-0.0758	0.0003842
One or more in school suspensions: students with disabilities	-0.1124	0.0004875	-0.0793	0.0004656	-0.126	0.0004424
One out of school suspension: students with disabilities	0.3879**	0.0008865	0.3454**	0.0008464	0.2953**	0.0008068
More than one out of school suspensions: students with disabilities	-0.0878	0.0007135	-0.0495	0.0006799	-0.0437	0.0006476
Expulsion with educational services: students without disabilities	-0.0279	0.0031543	-0.0189	0.0030106	-0.014	0.0028696
Expulsion without educational services: students without disabilities	0.001	0.0146491	0.0056	0.01395	0.0132	0.0132181
Expulsion under zero tolerance: students without disabilities	-0.0477	0.0168392	-0.0468	0.0160229	-0.0628	0.0151928
Expulsion with educational services: students with disabilities	-0.0447	0.0090341	-0.0393	0.0086056	-0.0296	0.0081833

Expulsion without educational services: students with disabilities	0.0039	0.0208147	0.0029	0.0198033	-0.0019	0.0188179
Referral to law enforcement: students without disabilities	0.0213	0.0005631	0.0213	0.0005364	0.0929	0.0005145
Referral to law enforcement: students with disabilities	0.0791	0.0013643	0.0669	0.001301	0.0163	0.0012396
School arrests: students without disabilities	0.0049	0.0013471	-0.0043	0.0012858	-0.0127	0.0012329
School arrests: students with disabilities	-0.0369	0.0030083	-0.0128	0.0028734	0.0156	0.0027588
Grade Level: K-5 only			0.5805	0.0202353	0.3264	0.0193477
Grade Level: K-5 and Middle			0.5183	0.0202251	0.2744	0.019358
Grade Level: 6-12 only			0.6159	0.0201775	0.3219	0.0193197
Grade level: K-12 combination			0.2125	0.0206656	0.0621	0.019861
School Type: Special Education School			0.3141**	0.0086876	0.1699**	0.0091391
School Type: Alternative School			0.0753*	0.0064373	-0.016	0.0065749
80-100% white and non-title 1 school					0.0258	0.0267118
40-79.9% white and non-title 1 school					0.3816*	0.0273574
0-39.9% white and non-title 1 school					0.1315	0.0289048
80-100% white and title 1 school					0.0509	0.0264242
40-79.9% white and title 1 school					0.0831	0.0265164
0-39.9% white and title 1 school					0.0604	0.0266241
0-39.9% white and no data for title 1					0.0147	0.0388914
R-Squared	0.0386 ($p < 0.0720$)		0.1379 ($p < 0.0000$)		0.2348 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 72
South Dakota, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0254	7.99E-06	-0.0213	8.05E-06	-0.0254	8.14E-06
Chronic Absenteeism: students with disabilities	0.0256	0.0000521	0.0135	0.0000533	0.0245	0.0000555
One or more in school suspensions: students without disabilities	0.1006	0.0000263	0.093	0.0000264	0.0999	0.0000268
One out of school suspension: students without disabilities	-0.0453	0.0000509	-0.0496	0.0000513	-0.0499	0.0000524
More than one out of school suspensions: students without disabilities	0.0057	0.0000743	0.0148	0.0000747	0.0135	0.0000758
One or more in school suspensions: students with disabilities	-0.0943	0.000086	-0.0962	0.0000866	-0.0939	0.0000873
One out of school suspension: students with disabilities	-0.0073	0.0001564	-0.0087	0.0001574	-0.0111	0.0001592
More than one out of school suspensions: students with disabilities	0.0163	0.0001259	0.0156	0.0001264	0.0165	0.0001278
Expulsion with educational services: students without disabilities	-0.0063	0.0005565	-0.0019	0.0005599	-0.0041	0.0005661
Expulsion without educational services: students without disabilities	-0.0068	0.0025844	-0.0115	0.0025942	-0.0127	0.0026075
Expulsion under zero tolerance: students without disabilities	0.0087	0.0029708	0.0106	0.0029796	0.0103	0.0029971
Expulsion with educational services: students with disabilities	-0.0028	0.0015938	-0.0053	0.0016003	-0.004	0.0016143

Expulsion without educational services: students with disabilities	-0.0048	0.0036722	-0.0044	0.0036827	-0.0021	0.0037122
Referral to law enforcement: students without disabilities	0.0003	0.0000993	-0.0037	0.0000997	0.0012	0.0001015
Referral to law enforcement: students with disabilities	0.0141	0.0002407	0.015	0.0002419	0.012	0.0002445
School arrests: students without disabilities	-0.0086	0.0002377	-0.0101	0.0002391	-0.0179	0.0002432
School arrests: students with disabilities	-0.0096	0.0005307	0.0002	0.0005343	0.0047	0.0005442
Grade Level: K-5 only			0.0486	0.003763	0.0368	0.0038167
Grade Level: K-5 and Middle			-0.0123	0.0037611	-0.0308	0.0038188
Grade Level: 6-12 only			0.0515	0.0037522	0.032	0.0038112
Grade level: K-12 combination			0.0012	0.003843	-0.0055	0.003918
School Type: Special Education School			-0.0086	0.0016156	-0.0066	0.0018029
School Type: Alternative School			-0.0149	0.0011971	-0.0087	0.001297
80-100% white and non-title 1 school					0.0125	0.0052695
40-79.9% white and non-title 1 school					0.0217	0.0053968
0-39.9% white and non-title 1 school					0.0095	0.0057021
80-100% white and title 1 school					0.08	0.0052127
40-79.9% white and title 1 school					0.0369	0.0052309
0-39.9% white and title 1 school					0.0511	0.0052522
0-39.9% white and no data for title 1					-0.0007	0.0076721
R-Squared	0.0025 ($p < 1.0000$)		0.0062 ($p < 1.0000$)		0.0073 ($p < 1.000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 73
South Dakota, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0311	8.30E-06	0.0353	8.35E-06	0.0234	8.44E-06
Chronic Absenteeism: students with disabilities	-0.0812	0.0000541	-0.1165	0.0000553	-0.1132	0.0000576
One or more in school suspensions: students without disabilities	-0.1498	0.0000273	-0.1431	0.0000274	-0.1408	0.0000278
One out of school suspension: students without disabilities	0.0327	0.0000528	0.0441	0.0000532	0.046	0.0000544
More than one out of school suspensions: students without disabilities	0.0619	0.0000771	0.0719	0.0000775	0.0761	0.0000786
One or more in school suspensions: students with disabilities	0.178	0.0000893	0.164	0.0000898	0.1719	0.0000905
One out of school suspension: students with disabilities	-0.0112	0.0001624	-0.0059	0.0001633	-0.0063	0.000165
More than one out of school suspensions: students with disabilities	-0.0504	0.0001307	-0.0508	0.0001312	-0.0452	0.0001324
Expulsion with educational services: students without disabilities	0.0018	0.0005777	0.0024	0.0005808	-0.0019	0.0005868
Expulsion without educational services: students without disabilities	-0.0157	0.0026829	-0.0124	0.0026912	-0.0144	0.0027032
Expulsion under zero tolerance: students without disabilities	0.0085	0.003084	0.0073	0.0030911	0.007	0.003107
Expulsion with educational services: students with disabilities	-0.0013	0.0016545	-0.0004	0.0016602	-0.0005	0.0016735

Expulsion without educational services: students with disabilities	0.0092	0.0038121	0.0082	0.0038205	0.012	0.0038483
Referral to law enforcement: students without disabilities	-0.0256	0.0001031	-0.0245	0.0001035	-0.0215	0.0001052
Referral to law enforcement: students with disabilities	-0.0358	0.0002499	-0.0282	0.000251	-0.0276	0.0002535
School arrests: students without disabilities	-0.0476	0.0002467	-0.0403	0.0002481	-0.049	0.0002521
School arrests: students with disabilities	0.0948	0.0005509	0.0987	0.0005543	0.1096	0.0005642
Grade Level: K-5 only			0.0847	0.0039038	0.0834	0.0039567
Grade Level: K-5 and Middle			0.0159	0.0039018	0.0053	0.0039588
Grade Level: 6-12 only			0.0127	0.0038927	0.0044	0.003951
Grade level: K-12 combination			0	0.0039868	-0.002	0.0040617
School Type: Special Education School			-0.0036	0.001676	0.0046	0.001869
School Type: Alternative School			-0.0037	0.0012419	0.0058	0.0013446
80-100% white and non-title 1 school					0.0272	0.0054627
40-79.9% white and non-title 1 school					0.0202	0.0055947
0-39.9% white and non-title 1 school					0.016	0.0059112
80-100% white and title 1 school					0.1126	0.0054039
40-79.9% white and title 1 school					0.0488	0.0054227
0-39.9% white and title 1 school					0.0848	0.0054447
0-39.9% white and no data for title 1					0.0189	0.0079535
R-Squared	0.0053 ($p < 0.9998$)		0.0102 ($p < 0.9996$)		0.0128 ($p < 1.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 74
Texas, Physical Restraint for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0292	9.31E-06	0.0273	9.43E-06	0.0308	9.46E-06
Chronic Absenteeism: students with disabilities	-0.0407	0.0000846	-0.0406	0.0000858	-0.0435	0.0000859
One or more in school suspensions: students without disabilities	-0.0073	0.0000116	-0.0076	0.0000116	-0.0093	0.0000116
One out of school suspension: students without disabilities	-0.0219	0.0000417	-0.0203	0.0000419	-0.0257	0.0000421
More than one out of school suspensions: students without disabilities	0.0024	0.000045	0.0021	0.0000451	0.0013	0.0000451
One or more in school suspensions: students with disabilities	0.0282	0.0000636	0.0273	0.0000642	0.0303	0.0000643
One out of school suspension: students with disabilities	-0.0114	0.0001772	-0.0119	0.0001776	-0.0129	0.0001779
More than one out of school suspensions: students with disabilities	-0.0279	0.0001687	-0.0275	0.0001688	-0.0299	0.0001691
Expulsion with educational services: students without disabilities	0.0963**	0.0001205	0.0961**	0.0001207	0.0970**	0.0001209
Expulsion without educational services: students without disabilities	-0.0027	0.000436	-0.0028	0.0004367	-0.0024	0.0004373
Expulsion under zero tolerance: students without disabilities	0.0347**	0.0005927	0.0343**	0.0005937	0.0350**	0.0005942
Expulsion with educational services: students with disabilities	0.017	0.0004359	0.0178	0.0004375	0.0174	0.0004377
Expulsion without educational services: students with disabilities	0.0039	0.0017835	0.0038	0.0017852	0.004	0.0017868
Expulsion under zero tolerance: students with disabilities	0.0293*	0.0010089	0.0301*	0.0010114	0.0305*	0.0010124

Referral to law enforcement: students without disabilities	0.0959**	0.0001353	0.0966**	0.0001355	0.0955**	0.0001356
Referral to law enforcement: students with disabilities	-0.0028	0.0004937	-0.0038	0.000495	-0.0025	0.0004953
School arrests: students without disabilities	-0.0149	0.0002223	-0.0131	0.0002239	-0.0119	0.000224
School arrests: students with disabilities	-0.0295	0.0007983	-0.0306	0.0008003	-0.0316	0.000801
Grade Level: ungraded			0.0006	0.0532876	-0.0005	0.053448
Grade Level: K-5 only			0.0225	0.0437443	-0.0031	0.0439318
Grade Level: K-5 and Middle			0.0074	0.0437574	-0.0062	0.0439405
Grade Level: 6-12 only			0.0232	0.0437457	0.0041	0.0439237
Grade level: K-12 combination			0.0031	0.0437242	-0.0047	0.0439058
School Type: Special Education School			0.0007	0.008023	0.0008	0.0080822
School Type: Magnet School			-0.0098	0.0024514	-0.0117	0.0024652
School Type: Charter School			-0.0038	0.0019387	-0.0077	0.001969
School Type: Alternative School			-0.0009	0.0021534	0.0000	0.0022908
80-100% white and non-title 1 school					-0.0002	0.01967
40-79.9% white and non-title 1 school					-0.0009	0.0193569
0-39.9% white and non-title 1 school					0.0051	0.0193764
80-100% white and title 1 school					0.0026	0.0194481
40-79.9% white and title 1 school					0.0154	0.0193307
0-39.9% white and title 1 school					0.0361	0.0193226
40-79.9%white and no data for title 1					0.0004	0.0272009
0-39.9% white and no data for title 1					0.0057	0.0211138
R-Squared	0.0233 ($p < 0.0000$)		0.0235 ($p < 0.0000$)		0.0242 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 75
Texas, Physical Restraint for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	-0.0337	0.0000163	0.0141	0.0000162	0.009	0.0000162
Chronic Absenteeism: students with disabilities	0.028	0.0001484	-0.0257	0.0001474	-0.022	0.0001475
One or more in school suspensions: students without disabilities	0.0064	0.0000203	0.0277	0.00002	0.0281	0.00002
One out of school suspension: students without disabilities	-0.0481	0.0000732	-0.0387	0.0000721	-0.0376	0.0000723
More than one out of school suspensions: students without disabilities	-0.0043	0.000079	-0.015	0.0000775	-0.0142	0.0000775
One or more in school suspensions: students with disabilities	-0.0146	0.0001115	-0.0183	0.0001103	-0.0204	0.0001105
One out of school suspension: students with disabilities	0.0341	0.0003108	0.0521*	0.0003052	0.0516*	0.0003056
More than one out of school suspensions: students with disabilities	0.0142	0.0002958	0.0144	0.0002901	0.016	0.0002903
Expulsion with educational services: students without disabilities	0.0051	0.0002113	0.0042	0.0002074	0.0056	0.0002076
Expulsion without educational services: students without disabilities	-0.007	0.0007647	-0.0057	0.0007504	-0.0042	0.000751
Expulsion under zero tolerance: students without disabilities	0.0005	0.0010394	0.0016	0.0010202	0.0019	0.0010205
Expulsion with educational services: students with disabilities	0.0112	0.0007645	0.0059	0.0007518	0.0057	0.0007517
Expulsion without educational services: students with disabilities	0.0111	0.0031278	0.0115	0.0030675	0.011	0.0030686
Expulsion under zero tolerance: students with disabilities	0.0025	0.0017694	0.0045	0.0017379	0.0034	0.0017386

Referral to law enforcement: students without disabilities	0.0033	0.0002373	0.0012	0.0002329	0.0026	0.0002329
Referral to law enforcement: students with disabilities	0.0034	0.0008659	0.0072	0.0008505	0.0051	0.0008506
School arrests: students without disabilities	-0.0026	0.0003899	0.0003	0.0003847	0.0000	0.0003847
School arrests: students with disabilities	-0.0062	0.0014	-0.0088	0.0013752	-0.0066	0.0013756
Grade Level: ungraded			0.0492**	0.0915634	0.0480*	0.0917925
Grade Level: K-5 only			1.5973**	0.0751652	1.5533**	0.0754492
Grade Level: K-5 and Middle			1.0212**	0.0751876	0.9923**	0.0754642
Grade Level: 6-12 only			1.5232**	0.0751677	1.4800**	0.0754353
Grade level: K-12 combination			0.7430**	0.0751307	0.7250**	0.0754046
School Type: Special Education School			0.1926**	0.0137858	0.1927**	0.0138804
School Type: Magnet School			-0.0067	0.0042122	-0.0061	0.0042337
School Type: Charter School			-0.0145	0.0033312	-0.0146	0.0033815
School Type: Alternative School			0.0520**	0.0037002	0.0650**	0.0039343
80-100% white and non-title 1 school					0.0158	0.0337816
40-79.9% white and non-title 1 school					0.0779	0.0332438
0-39.9% white and non-title 1 school					0.0107	0.0332773
80-100% white and title 1 school					0.0419	0.0334004
40-79.9% white and title 1 school					0.1042	0.0331989
0-39.9% white and title 1 school					0.1072	0.0331849
40-79.9%white and no data for title 1					0.0003	0.0467153
0-39.9% white and no data for title 1					0.0181	0.0362613
R-Squared	0.0014 ($p < 0.8753$)		0.0415 ($p < 0.0000$)		0.0432 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 76
Texas, Seclusion for Students without Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0094	3.72E-06	0.0121	3.76E-06	0.0162	3.41E-06
Chronic Absenteeism: students with disabilities	-0.0228	0.0000338	-0.0237	0.0000342	-0.0245	0.000031
One or more in school suspensions: students without disabilities	-0.0062	4.62E-06	-0.0018	4.64E-06	-0.0032	4.20E-06
One out of school suspension: students without disabilities	0.0102	0.0000167	0.0157	0.0000167	0.0153	0.0000152
More than one out of school suspensions: students without disabilities	0.0056	0.000018	-0.0002	0.000018	0.0024	0.0000163
One or more in school suspensions: students with disabilities	0.0065	0.0000254	0.0108	0.0000256	0.0104	0.0000232
One out of school suspension: students with disabilities	-0.0185	0.0000708	-0.0146	0.0000709	-0.0117	0.0000642
More than one out of school suspensions: students with disabilities	-0.0042	0.0000674	-0.0049	0.0000674	-0.0031	0.000061
Expulsion with educational services: students without disabilities	0.0164	0.0000482	0.0147	0.0000482	0.0154	0.0000436
Expulsion without educational services: students without disabilities	0.0044	0.0001743	0.0051	0.0001743	0.006	0.0001579
Expulsion under zero tolerance: students without disabilities	-0.0596**	0.0002369	-0.0597**	0.000237	-0.0591**	0.0002145
Expulsion with educational services: students with disabilities	-0.0164	0.0001743	-0.0184	0.0001746	-0.0168	0.000158
Expulsion without educational services: students with disabilities	-0.0066	0.0007129	-0.0072	0.0007125	-0.0073	0.0006451
Expulsion under zero tolerance: students with disabilities	0.2370**	0.0004033	0.2376**	0.0004037	0.2354**	0.0003655

Referral to law enforcement: students without disabilities	-0.0790**	0.0000541	-0.0774**	0.0000541	-0.0744**	0.000049
Referral to law enforcement: students with disabilities	0.0643*	0.0001974	0.0633*	0.0001975	0.0611*	0.0001788
School arrests: students without disabilities	0.0107	0.0000889	0.0091	0.0000893	0.0046	0.0000809
School arrests: students with disabilities	0.0232	0.0003191	0.0227	0.0003194	0.0274	0.0002892
Grade Level: ungraded			-0.0014	0.0212676	-0.001	0.0192963
Grade Level: K-5 only			-0.0508	0.0174588	-0.0374	0.0158607
Grade Level: K-5 and Middle			-0.0197	0.017464	-0.0124	0.0158638
Grade Level: 6-12 only			-0.0605	0.0174593	-0.055	0.0158578
Grade level: K-12 combination			0.0128	0.0174508	0.0167	0.0158513
School Type: Special Education School			-0.0069	0.003202	-0.0053	0.0029179
School Type: Magnet School			-0.001	0.0009784	0.0007	0.00089
School Type: Charter School			-0.0135	0.0007738	-0.0079	0.0007109
School Type: Alternative School			0.0356**	0.0008595	0.0077	0.0008271
80-100% white and non-title 1 school					-2.0384**	0.0071015
40-79.9% white and non-title 1 school					-5.1959**	0.0069884
0-39.9% white and non-title 1 school					-3.5802**	0.0069954
80-100% white and title 1 school					-3.3344**	0.0070213
40-79.9% white and title 1 school					-7.1644**	0.006979
0-39.9% white and title 1 school					-8.4067**	0.006976
40-79.9%white and no data for title 1					-0.4147**	0.0098203
0-39.9% white and no data for title 1					-0.9249**	0.0076227
R-Squared	0.0613 ($p < 0.0000$)		0.0644 ($p < 0.0000$)		0.2349 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 77
Texas, Seclusion for Students with Disabilities

Variables	Beta	Standard Error	Beta	Standard Error	Beta	Standard Error
Chronic Absenteeism	0.0177	6.44E-07	0.0213	6.52E-07	0.0152	6.54E-07
Chronic Absenteeism: students with disabilities	-0.0168	5.85E-06	-0.019	5.93E-06	-0.0147	5.94E-06
One or more in school suspensions: students without disabilities	-0.0276	8.00E-07	-0.0249	8.04E-07	-0.0241	8.04E-07
One out of school suspension: students without disabilities	-0.0256	2.89E-06	-0.0213	2.90E-06	-0.019	2.91E-06
More than one out of school suspensions: students without disabilities	-0.0051	3.11E-06	-0.0083	3.12E-06	-0.0069	3.12E-06
One or more in school suspensions: students with disabilities	0.0196	4.40E-06	0.0235	4.44E-06	0.0213	4.45E-06
One out of school suspension: students with disabilities	-0.0386	0.0000123	-0.036	0.0000123	-0.0371	0.0000123
More than one out of school suspensions: students with disabilities	0.0493*	0.0000117	0.0488*	0.0000117	0.0507*	0.0000117
Expulsion with educational services: students without disabilities	0.0143	8.33E-06	0.0138	8.35E-06	0.0142	8.35E-06
Expulsion without educational services: students without disabilities	0.005	0.0000302	0.0057	0.0000302	0.0065	0.0000302
Expulsion under zero tolerance: students without disabilities	-0.0517**	0.000041	-0.0513**	0.0000411	-0.0517**	0.0000411
Expulsion with educational services: students with disabilities	-0.0250*	0.0000302	-0.0258*	0.0000303	-0.0259*	0.0000303
Expulsion without educational services: students with disabilities	-0.0085	0.0001234	-0.0089	0.0001234	-0.0089	0.0001235
Expulsion under zero tolerance: students with disabilities	0.2721**	0.0000698	0.2724**	0.0000699	0.2719**	0.00007

Referral to law enforcement: students without disabilities	-0.1952**	9.36E-06	-0.1939**	9.37E-06	-0.1925**	9.37E-06
Referral to law enforcement: students with disabilities	0.1805**	0.0000342	0.1798**	0.0000342	0.1773**	0.0000342
School arrests: students without disabilities	0.0296	0.0000154	0.0294	0.0000155	0.0287	0.0000155
School arrests: students with disabilities	0.1053**	0.0000552	0.1052**	0.0000553	0.1071**	0.0000554
Grade Level: ungraded			-0.0019	0.0036845	-0.0021	0.0036946
Grade Level: K-5 only			-0.041	0.0030246	-0.0558	0.0030368
Grade Level: K-5 and Middle			-0.0127	0.0030255	-0.023	0.0030374
Grade Level: 6-12 only			-0.0545	0.0030247	-0.0699	0.0030362
Grade level: K-12 combination			0.0016	0.0030232	-0.0045	0.003035
School Type: Special Education School			-0.0068	0.0005547	-0.0069	0.0005587
School Type: Magnet School			-0.002	0.0001695	-0.0015	0.0001704
School Type: Charter School			-0.0095	0.000134	-0.0085	0.0001361
School Type: Alternative School			0.0173	0.0001489	0.0248*	0.0001584
80-100% white and non-title 1 school					0.0091	0.0013597
40-79.9% white and non-title 1 school					0.054	0.001338
0-39.9% white and non-title 1 school					0.0012	0.0013394
80-100% white and title 1 school					0.0157	0.0013443
40-79.9% white and title 1 school					0.0493	0.0013362
0-39.9% white and title 1 school					0.0475	0.0013357
40-79.9%white and no data for title 1					0.0000	0.0018803
0-39.9% white and no data for title 1					0.0038	0.0014595
R-Squared	0.1318 ($p < 0.0000$)		0.1330 ($p < 0.0000$)		0.1341 ($p < 0.0000$)	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 78
All State Analysis, Physical Restraint for Students without Disabilities

Variables	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error
Chronic Absenteeism	0.00000	1.61E-06	0.00000	1.64E-06	0.00000	1.65E-06	0.00000	1.65E-06
Chronic Absenteeism: students with disabilities	-0.00001	8.28E-06	-0.00001	8.57E-06	-0.00001	8.58E-06	-0.00001	8.61E-06
One or more in school suspensions: students without disabilities	0.00001	3.11E-06	0.00001	3.12E-06	0.00001	3.12E-06	0.00000	3.17E-06
One out of school suspension: students without disabilities	-0.00002**	7.88E-06	-0.00002**	7.95E-06	-0.00002**	8.00E-06	-0.00002**	8.03E-06
More than one out of school suspensions: students without disabilities	0.00001	7.90E-06	0.00000	7.92E-06	0.00000	7.92E-06	0.00000	7.95E-06
One or more in school suspensions: students with disabilities	0.00000	0.0000141	0.00000	0.0000142	0.00000	0.0000142	0.00000	0.0000143
One out of school suspension: students with disabilities	0.00001	0.0000274	0.00001	0.0000274	0.00001	0.0000274	0.00002	0.0000275
More than one out of school suspensions: students with disabilities	-0.00001	0.0000247	-0.00002	0.0000247	-0.00002	0.0000247	-0.00001	0.0000247
Expulsion with educational services: students without disabilities	0.00014**	0.0000213	0.00014**	0.0000213	0.00014**	0.0000213	0.00014**	0.0000213

Expulsion without educational services: students without disabilities	-0.00007*	0.0000291	-0.00007*	0.0000291	-0.00007*	0.0000291	-0.00007*	0.0000293
Expulsion under zero tolerance: students without disabilities	-0.00011*	0.0000448	-0.00011*	0.0000448	-0.00011*	0.0000448	-0.00012**	0.0000449
Expulsion with educational services: students with disabilities	0.00014	0.0000755	0.00014	0.0000755	0.00014	0.0000755	0.00015	0.0000756
Expulsion without educational services: students with disabilities	-0.00027**	0.0000971	-0.00027**	0.0000971	-0.00026**	0.0000972	-0.00027**	0.0000974
Expulsion under zero tolerance: students with disabilities	0.00048**	0.0001615	0.00047**	0.0001616	0.00047**	0.0001616	0.00044**	0.0001616
Referral to law enforcement: students without disabilities	0.00010**	0.0000204	0.00010**	0.0000204	0.00010**	0.0000204	0.00010**	0.0000206
Referral to law enforcement: students with disabilities	-0.00005	0.0000703	-0.00006	0.0000704	-0.00005	0.0000705	-0.00004	0.0000706
School arrests: students without disabilities	-0.00004	0.0000346	-0.00004	0.0000346	-0.00004	0.0000346	-0.00004	0.0000346
School arrests: students with disabilities	0.00000	0.0001215	0.00000	0.0001215	-0.00001	0.0001215	0.00000	0.0001215
Grade Level: K-5 only			0.00088	0.0056597	0.00082	0.0056605	0.00000	0.0005522
Grade Level: K-5 and Middle			0.00049	0.0056618	0.00041	0.0056627	-0.00019	0.0005678

Grade Level: 6-12 only		0.0006	0.0056606	0.0006	0.005661	-0.00017	0.0005414
Grade level: K-12 combination		0.0008	0.0056739	0.0008	0.0056746	0.00000	(omitted)
School Type: Special Education School		0.00064	0.0007999	0.00073	0.0008054	0.0007	0.000807
School Type: Magnet		-0.00026	0.000537	-0.00033	0.0005413	-0.0004	0.0005431
School Type: Charter		-0.00009	0.0004089	-0.00021	0.0004371	-0.00025	0.0004408
School Type: Alternative School		0.00179**	0.0004663	0.00179**	0.0004716	0.00172**	0.0004777
80-100% white and non-title 1 school				0.0002	0.0031802	-0.00151	0.0010389
40-79.9% white and non-title 1 school				0.00031	0.0031693	-0.00101	0.0009814
0-39.9% white and non-title 1 school				0.00017	0.003174	-0.00095	0.0010033
80-100% white and title 1 school				0.00043	0.0031609	-0.00139	0.0009852
40-79.9% white and title 1 school				0.00052	0.0031598	-0.00091	0.000961
0-39.9% white and title 1 school				0.00069	0.003156	-0.00054	0.0009368
80-100% white and no data for title 1				0.00000	(omitted)	-0.00085	0.0032627
40-79.9%white and no data for title 1				0.00102	0.0033413	0.00031	0.0014284
0-39.9% white and no data for title 1				0.00073	0.0032644	0.00000	(omitted)
	Wald chi2(18) = 142.22**	Wald chi2(27) = 160.97**		Wald chi2(35) = 163.98**		Wald chi2(35) = 169.63**	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 79
All State Analysis, Physical Restraint for Students with Disabilities

Variables	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error
Chronic Absenteeism	-0.00007**	8.38E-06	-0.00001	8.43E-06	-0.00001	8.45E-06	-0.00001	8.48E-06
Chronic Absenteeism: students with disabilities	0.00043**	0.0000431	0.00004	0.000044	0.00004	0.000044	0.00004	0.0000441
One or more in school suspensions: students without disabilities	0.00005**	0.0000162	0.00003*	0.000016	0.00003	0.000016	0.00003	0.0000162
One out of school suspension: students without disabilities	-0.00021**	0.000041	-0.00012**	0.0000408	-0.00012**	0.000041	-0.00012**	0.0000412
More than one out of school suspensions: students without disabilities	-0.00008*	0.0000412	-0.00006	0.0000406	-0.00006	0.0000406	-0.00007	0.0000407
One or more in school suspensions: students with disabilities	-0.00025**	0.0000737	-0.00012	0.0000728	-0.00012	0.0000729	-0.00014	0.0000732
One out of school suspension: students with disabilities	0.00050**	0.0001424	0.00051**	0.0001405	0.00050**	0.0001406	0.00050**	0.0001409
More than one out of school suspensions: students with disabilities	0.00048**	0.0001285	0.00029*	0.0001267	0.00029*	0.0001267	0.00029*	0.0001268
Expulsion with educational services: students without disabilities	0.00015	0.0001107	0.00007	0.0001091	0.00007	0.0001091	0.00008	0.0001092

Expulsion without educational services: students without disabilities	0.00011	0.0001517	0.0001	0.0001495	0.0001	0.0001495	0.00009	0.0001501
Expulsion under zero tolerance: students without disabilities	-0.00008	0.0002334	-0.00005	0.0002299	-0.00005	0.0002298	-0.00006	0.0002301
Expulsion with educational services: students with disabilities	-0.00058	0.0003929	-0.00029	0.0003874	-0.00029	0.0003874	-0.00029	0.0003879
Expulsion without educational services: students with disabilities	-0.00046	0.0005053	-0.00041	0.000498	-0.00041	0.0004984	-0.00043	0.0004992
Expulsion under zero tolerance: students with disabilities	-0.00004	0.0008411	-0.00019	0.0008286	-0.00021	0.0008286	-0.00025	0.0008287
Referral to law enforcement: students without disabilities	0.00003	0.000106	0.00011	0.0001045	0.00011	0.0001045	0.00012	0.0001051
Referral to law enforcement: students with disabilities	0.00000	0.0003662	-0.00041	0.0003612	-0.00038	0.0003613	-0.0004	0.0003618
School arrests: students without disabilities	-0.00027	0.0001801	-0.00022	0.0001774	-0.00022	0.0001774	-0.00021	0.0001774
School arrests: students with disabilities	0.00112	0.0006324	0.00101	0.0006229	0.00097	0.0006231	0.00101	0.0006231
Grade Level: K-5 only			0.0142	0.0290289	0.0133	0.0290296	-0.01115**	0.0028298
Grade Level: K-5 and Middle			0.0122	0.0290399	0.01133	0.0290409	-0.01154**	0.0029112

Grade Level: 6-12 only	0.00905	0.0290336	0.00832	0.0290323	-0.01522**	0.0027746
Grade level: K-12 combination	0.02435	0.0291019	0.02353	0.029102	0.00000	(omitted)
School Type: Special Education School	0.13499**	0.0041027	0.13510**	0.0041305	0.13455**	0.004138
School Type: Magnet	-0.00133	0.0027546	-0.00127	0.0027759	-0.00147	0.002784
School Type: Charter	-0.00446*	0.0020973	-0.00489*	0.0022419	-0.00579**	0.002259
School Type: Alternative School	0.01118**	0.0023917	0.01159**	0.0024186	0.01209**	0.002447
80-100% white and non-title 1 school			-0.00074	0.0163096	-0.01219*	0.0053161
40-79.9% white and non-title 1 school			0.00581	0.0162535	-0.00275	0.0050293
0-39.9% white and non-title 1 school			-0.00187	0.0162778	-0.00991	0.0051407
80-100% white and title 1 school			0.00261	0.0162104	-0.00905	0.0050387
40-79.9% white and title 1 school			0.00323	0.0162051	-0.00592	0.0049233
0-39.9% white and title 1 school			0.00207	0.0161854	-0.00557	0.0048022
80-100% white and no data for title 1			0.00000	(omitted)	-0.00498	0.0167335
40-79.9%white and no data for title 1			0.00587	0.0171357	0.00155	0.0073257
0-39.9% white and no data for title 1			0.00426	0.0167416	0.00000	(omitted)
	Wald chi2(18) = 243.50**	Wald chi2(27) = 1570.91**	Wald chi2(35) = 1584.14**		Wald chi2(35) = 1584.47**	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 80
All State Analysis, Seclusion for Students without Disabilities

Variables	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error
Chronic Absenteeism	0.00000	2.23E-06	0.00000	2.27E-06	0.00000	2.28E-06	0.00000	2.28E-06
Chronic Absenteeism: students with disabilities	0.00000	0.0000115	-0.00001	0.0000119	-0.00001	0.0000119	-0.00001	0.0000119
One or more in school suspensions: students without disabilities	0.00000	4.30E-06	0.00000	4.31E-06	0.00000	4.31E-06	0.00000	4.38E-06
One out of school suspension: students without disabilities	0.00000	0.0000109	0.00000	0.000011	0.00000	0.0000111	0.00000	0.0000111
More than one out of school suspensions: students without disabilities	0.00000	0.0000109	0.00000	0.000011	0.00000	0.000011	0.00000	0.000011
One or more in school suspensions: students with disabilities	0.00000	0.0000196	0.00000	0.0000196	0.00000	0.0000197	0.00000	0.0000197
One out of school suspension: students with disabilities	-0.00002	0.0000379	-0.00002	0.0000379	-0.00002	0.0000379	-0.00002	0.000038
More than one out of school suspensions: students with disabilities	0.00000	0.0000341	0.00000	0.0000342	0.00000	0.0000341	0.00000	0.0000342
Expulsion with educational services: students without disabilities	0.00001	0.0000294	0.00000	0.0000294	0.00000	0.0000294	0.00001	0.0000294

Expulsion without educational services: students without disabilities	0.00004	0.0000403	0.00004	0.0000403	0.00004	0.0000403	0.00004	0.0000404
Expulsion under zero tolerance: students without disabilities	-0.00021**	0.000062	-0.00020**	0.000062	-0.00021**	0.000062	-0.00022**	0.000062
Expulsion with educational services: students with disabilities	-0.00001	0.0001044	-0.00001	0.0001045	-0.00001	0.0001044	0.00001	0.0001045
Expulsion without educational services: students with disabilities	-0.00016	0.0001343	-0.00015	0.0001343	-0.00016	0.0001343	-0.00016	0.0001346
Expulsion under zero tolerance: students with disabilities	0.00119**	0.0002236	0.00118**	0.0002235	0.00118**	0.0002233	0.00116**	0.0002234
Referral to law enforcement: students without disabilities	0.00001	0.0000282	0.00001	0.0000282	0.00001	0.0000282	0.00001	0.0000283
Referral to law enforcement: students with disabilities	-0.00003	0.0000973	-0.00005	0.0000974	-0.00004	0.0000974	-0.00005	0.0000975
School arrests: students without disabilities	-0.00011*	0.0000479	-0.00011*	0.0000479	-0.00011*	0.0000478	-0.00011*	0.0000478
School arrests: students with disabilities	0.00049**	0.0001681	0.00048**	0.000168	0.00047**	0.0001679	0.00049**	0.000168
Grade Level: K-5 only			0.00049	0.0078302	0.00034	0.0078248	-0.00292**	0.0007626
Grade Level: K-5 and Middle			0.00056	0.0078332	0.00033	0.0078278	-0.00284**	0.0007846

Grade Level: 6-12 only		0.00081	0.0078315	0.00063	0.0078255	-0.00266**	0.0007478
Grade level: K-12 combination		0.00345	0.0078499	0.00323	0.0078443	0.00000	(omitted)
School Type: Special Education School		0.00069	0.0011067	0.00075	0.0011133	0.00039	0.0011153
School Type: Magnet		-0.0004	0.000743	-0.00026	0.0007482	-0.00026	0.0007504
School Type: Charter		-0.0008	0.0005654	-0.00086	0.0006039	-0.00105	0.0006085
School Type: Alternative School		0.00212**	0.0006451	0.00221**	0.0006519	0.00220**	0.0006594
80-100% white and non-title 1 school				-0.03561**	0.0043962	-0.00188	0.0014324
40-79.9% white and non-title 1 school				-0.03433**	0.004381	0.00022	0.0013554
0-39.9% white and non-title 1 school				-0.03576**	0.0043876	-0.0009	0.0013854
80-100% white and title 1 school				-0.03477**	0.0043694	-0.00102	0.0013575
40-79.9% white and title 1 school				-0.03484**	0.004368	-0.00039	0.0013267
0-39.9% white and title 1 school				-0.03537**	0.0043627	-0.00051	0.0012942
80-100% white and no data for title 1				0.00000	(omitted)	0.03525**	0.0045104
40-79.9%white and no data for title 1				-0.03590**	0.0046188	-0.0006	0.0019746
0-39.9% white and no data for title 1				-0.03537**	0.0045126	0.00000	(omitted)
	Wald chi2(18) = 43.84**		Wald chi2(27) = 81.54**		Wald chi2(35) = 155.54**		Wald chi2(35) = 155.11**

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 81
All State Analysis, Seclusion for Students with Disabilities

Variables	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error	Coefficient	Standard Error
Chronic Absenteeism	-0.00003**	6.94E-06	0.00001	7.02E-06	0.00001	7.03E-06	0.00001	7.06E-06
Chronic Absenteeism: students with disabilities	0.00016**	0.0000357	-0.00010**	0.0000366	-0.00010**	0.0000366	-0.00010**	0.0000368
One or more in school suspensions: students without disabilities	0.00000	0.0000134	-0.00001	0.0000133	-0.00001	0.0000133	0.00000	0.0000135
One out of school suspension: students without disabilities	-0.00009**	0.000034	-0.00004	0.000034	-0.00003	0.0000342	-0.00004	0.0000343
More than one out of school suspensions: students without disabilities	-0.00002	0.0000341	0.00000	0.0000338	0.00000	0.0000338	-0.00001	0.0000339
One or more in school suspensions: students with disabilities	-0.00002	0.000061	0.00006	0.0000606	0.00006	0.0000607	0.00007	0.0000609
One out of school suspension: students with disabilities	0.00021	0.000118	0.0002	0.0001171	0.0002	0.0001171	0.00019	0.0001173
More than one out of school suspensions: students with disabilities	0.00015	0.0001064	0.00003	0.0001055	0.00003	0.0001055	0.00001	0.0001056
Expulsion with educational services: students without disabilities	0.00006	0.0000917	0.00001	0.0000909	0.00001	0.0000909	0.00003	0.000091

Expulsion without educational services: students without disabilities	0.00008	0.0001257	0.00007	0.0001245	0.00006	0.0001245	0.00005	0.000125
Expulsion under zero tolerance: students without disabilities	-0.00003	0.0001933	-0.00001	0.0001915	-0.00001	0.0001915	-0.00004	0.0001917
Expulsion with educational services: students with disabilities	-0.00031	0.0003255	-0.00014	0.0003227	-0.00013	0.0003227	-0.00013	0.000323
Expulsion without educational services: students with disabilities	-0.00025	0.0004186	-0.00019	0.0004149	-0.00022	0.0004151	-0.00024	0.0004159
Expulsion under zero tolerance: students with disabilities	0.00014	0.0006968	0.00004	0.0006903	0.00001	0.0006902	-0.00007	0.0006902
Referral to law enforcement: students without disabilities	-0.00015	0.0000878	-0.0001	0.000087	-0.00009	0.000087	-0.00008	0.0000877
Referral to law enforcement: students with disabilities	0.00066*	0.0003034	0.00037	0.0003009	0.0004	0.000301	0.00038	0.0003014
School arrests: students without disabilities	0.00003	0.0001492	0.00006	0.0001478	0.00007	0.0001478	0.00007	0.0001477
School arrests: students with disabilities	-0.00014	0.0005239	-0.0002	0.0005189	-0.00024	0.000519	-0.00018	0.000519
Grade Level: K-5 only			-0.05203*	0.0241819	-0.05263*	0.0241807	-0.00906**	0.0023578
Grade Level: K-5 and Middle			-0.05332*	0.0241911	-0.05378*	0.02419	-0.01018**	0.0024249

Grade Level: 6-12 only	-0.05336*	0.0241859	-0.05403*	0.0241829	-0.01044**	0.0023117
Grade level: K-12 combination	-0.04321	0.0242427	-0.04389	0.0242409	0.00000	(omitted)
School Type: Special Education School	0.08923**	0.0034177	0.08919**	0.0034405	0.08821**	0.0034466
School Type: Magnet	0.00004	0.0022946	0.00045	0.0023123	-0.00003	0.0023194
School Type: Charter	-0.00122	0.0017462	-0.00019	0.0018663	-0.00127	0.0018812
School Type: Alternative School	0.00344	0.0019923	0.00411*	0.0020146	0.00354	0.0020394
80-100% white and non-title 1 school			0.00249	0.0135853	-0.00237	0.0044337
40-79.9% white and non-title 1 school			0.00528	0.0135385	0.00418	0.0041904
0-39.9% white and non-title 1 school			-0.00274	0.0135588	-0.00228	0.0042838
80-100% white and title 1 school			0.00274	0.0135026	-0.00162	0.0042037
40-79.9% white and title 1 school			0.00275	0.0134983	0.00136	0.004103
0-39.9% white and title 1 school			0.00088	0.0134818	0.00093	0.0040005
80-100% white and no data for title 1			0.00000	(omitted)	0.00118	0.0139357
40-79.9%white and no data for title 1			-0.00251	0.0142734	-0.00128	0.0061009
0-39.9% white and no data for title 1			-0.00162	0.0139451	0.00000	(omitted)
	Wald chi2(18) = 64.41**	Wald chi2(27) = 898.50**	Wald chi2(35) = 918.38**		Wald chi2(35) = 904.06**	

Note: * specifies significance at $p < 0.05$; ** specifices significance at $p < 0.001$

Table 82
Policy Analysis Codes

	CA	DE	HI	ID	KY	ME	MI	MS	MO	NV	NJ	NY	OH	OK	RI	SC	SD	TX
Policy Code	3	2	2	0	2	2	2	2	1	3	0	3	2	1	2	1	0	3
Allows restraint for the safety of student, self, or others*	1	1	1	.	1	1	1	1	1	1	.	1	1	1	1	1	.	1
Allows restraint for property damage*	3	3	1	.	1	0	3	1	3	1	.	1	3	0	3	0	.	3
Allows prone or supine restraint	1	0	0	.	0	0	0	0	3	3	.	3	1	0	1	0	.	3
Considers an escort restraint*	3	0	3	.	0	1	0	0	0	3	.	3	3	3	3	0	.	0
Describes written procedures for conducting restraint*	3	0	0	.	0	1	1	1	0	0	.	0	1	1	1	0	.	0
Describes parental notification (specify amount of time that may pass)*	1	1	1	.	1	1	1	1	1	1	.	0	1	1	1	1	.	0
Describes administrator notification or involvement*	3	1	3	.	1	1	1	1	0	1	.	0	1	1	1	1	.	0
Describes data collection (specify type of data collected)*	1	1	1	.	1	1	1	1	1	0	.	1	1	1	1	1	.	1
Allows seclusion for the safety of student, self, or others	1	0	0	.	1	1	1	1	1	3	.	1	1	1	1	1	.	1
Allows seclusion conducted in a designated room (describe room)	0	0	0	.	0	0	0	1	1	3	.	1	0	3	0	1	.	1

Allows seclusion to occur in a locked room (describe type of lock)	0	0	0	.	0	0	0	0	0	0	.	0	0	3	0	0	.	0
Describes involvement of staff and monitoring	3	3	3	.	1	1	1	1	1	3	.	0	1	1	3	1	.	0
Describes written procedures for conducting seclusion	3	3	3	.	3	1	1	0	0	3	.	0	1	1	1	0	.	0
Describes parental notification (specify amount of time that may pass)	1	3	3	.	1	1	1	1	1	3	.	0	1	1	1	1	.	0
Describes administrator notification or involvement	3	3	3	.	1	1	1	1	0	3	.	0	1	1	1	1	.	0
Describes data collection (specify type of data collected)	1	3	3	.	1	1	1	1	1	0	.	0	1	1	1	1	.	1
Describes maximum amount of time for a seclusion incident	0	3	3	.	0	1	1	1	1	0	.	0	0	0	0	0	.	0
Calls for staff training (describe type)*	0	1	1	.	1	1	1	1	1	1	.	1	1	1	1	1	.	1
Calls for parental involvement if multiple incidents	1	3	3	.	1	1	1	1	0	0	.	1	0	1	0	0	.	0
Calls for conducting a behavior intervention plan if multiple incidents	1	1	3	.	1	1	1	0	0	1	.	0	1	0	1	1	.	0

Calls for IEP review or evaluation if multiple incidents	1	1	3	.	1	1	0	1	0	1	.	0	0	1	0	1	.	0
Describes a parent complaint process	0	0	1	.	0	1	0	1	0	0	.	0	1	0	1	1	.	0
Describes best practices to reduce incidents of seclusion and restraint	0	1	1	.	1	1	1	1	0	1	.	1	1	0	1	1	.	0

Appendix II

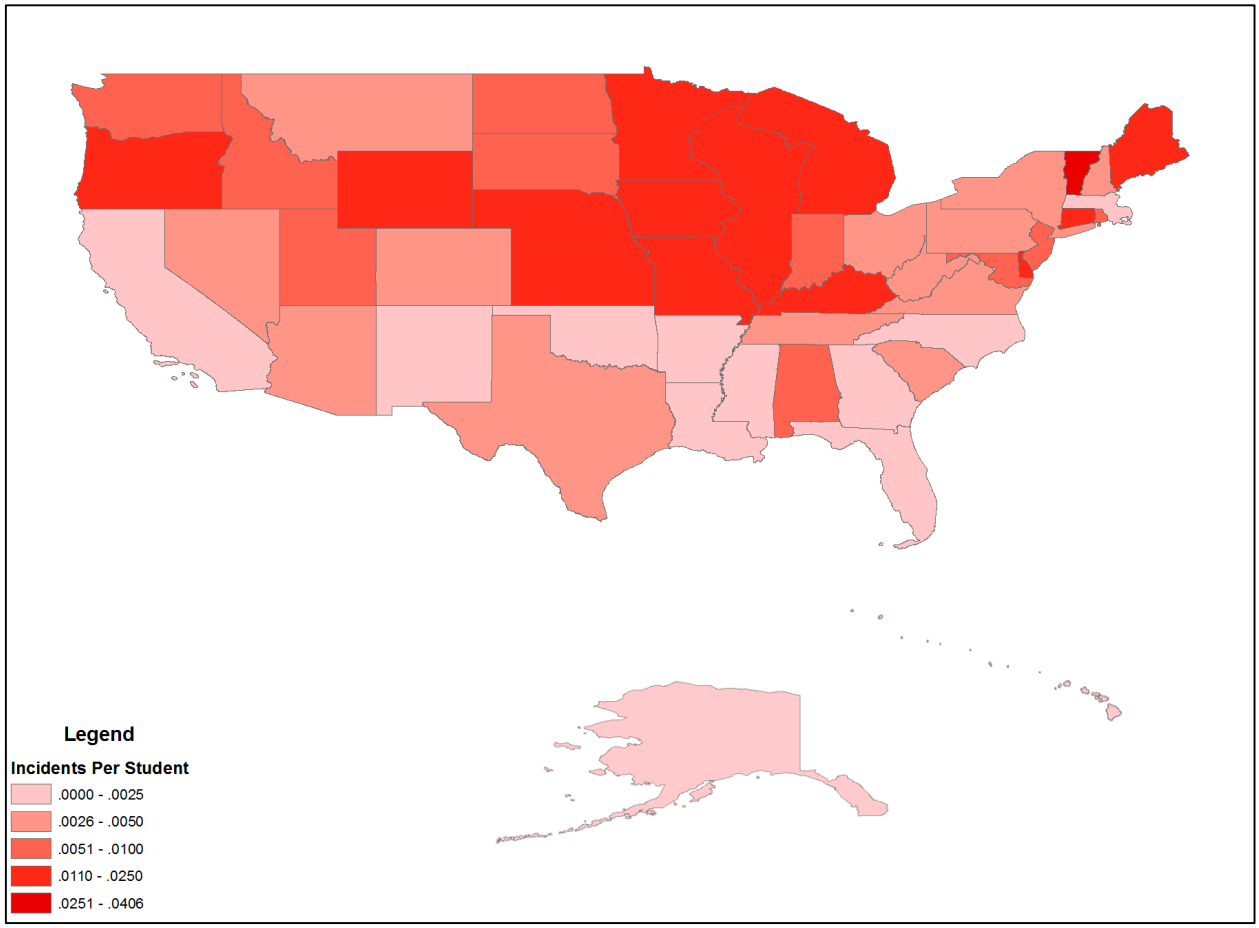

Figure 1. Proportion of Seclusion and Restraint Incidents to Enrollment in the United States 2013-2014 displayed as incidents per student. Data gathered from the U.S. Department of Education Office of Civil Rights.

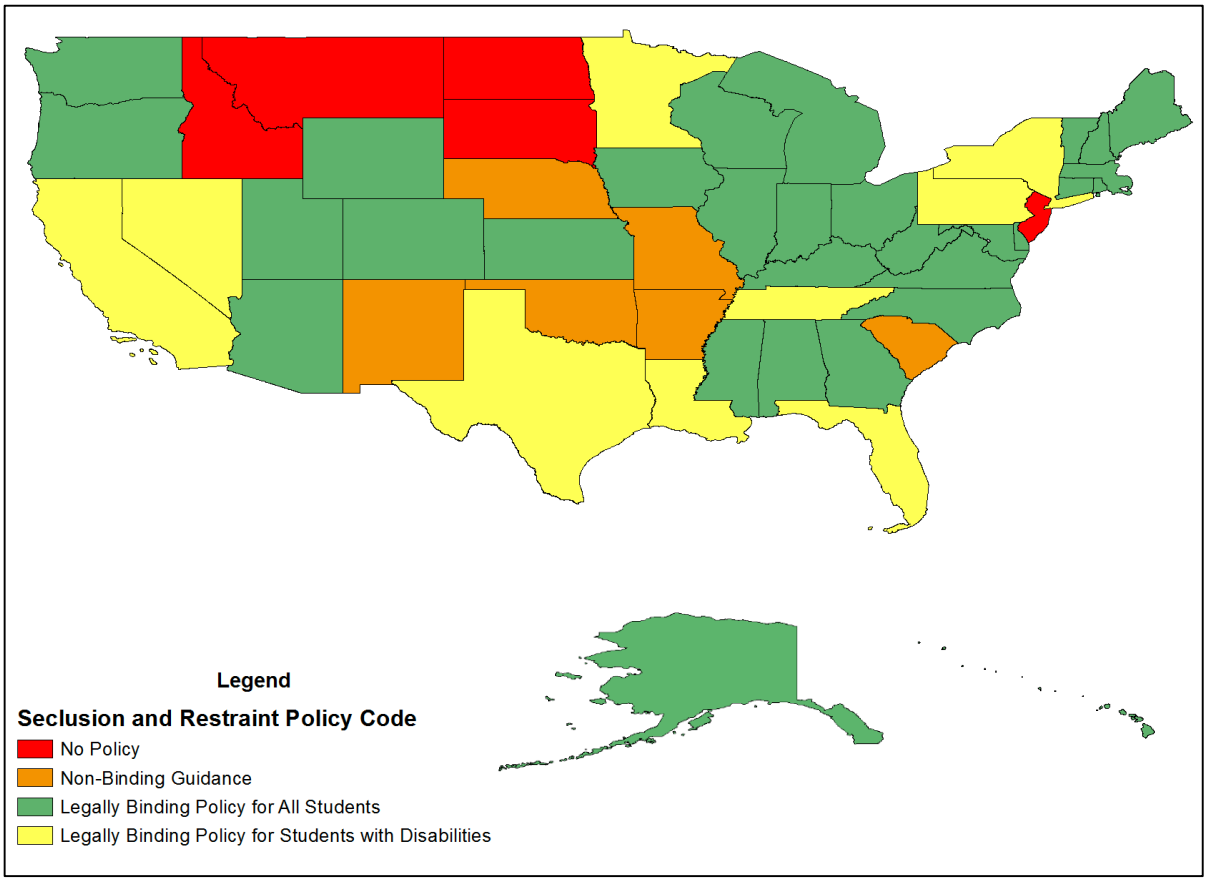

Figure 2. Seclusion and Restraint Policies in the United States. State websites reviewed for policies in early 2017.

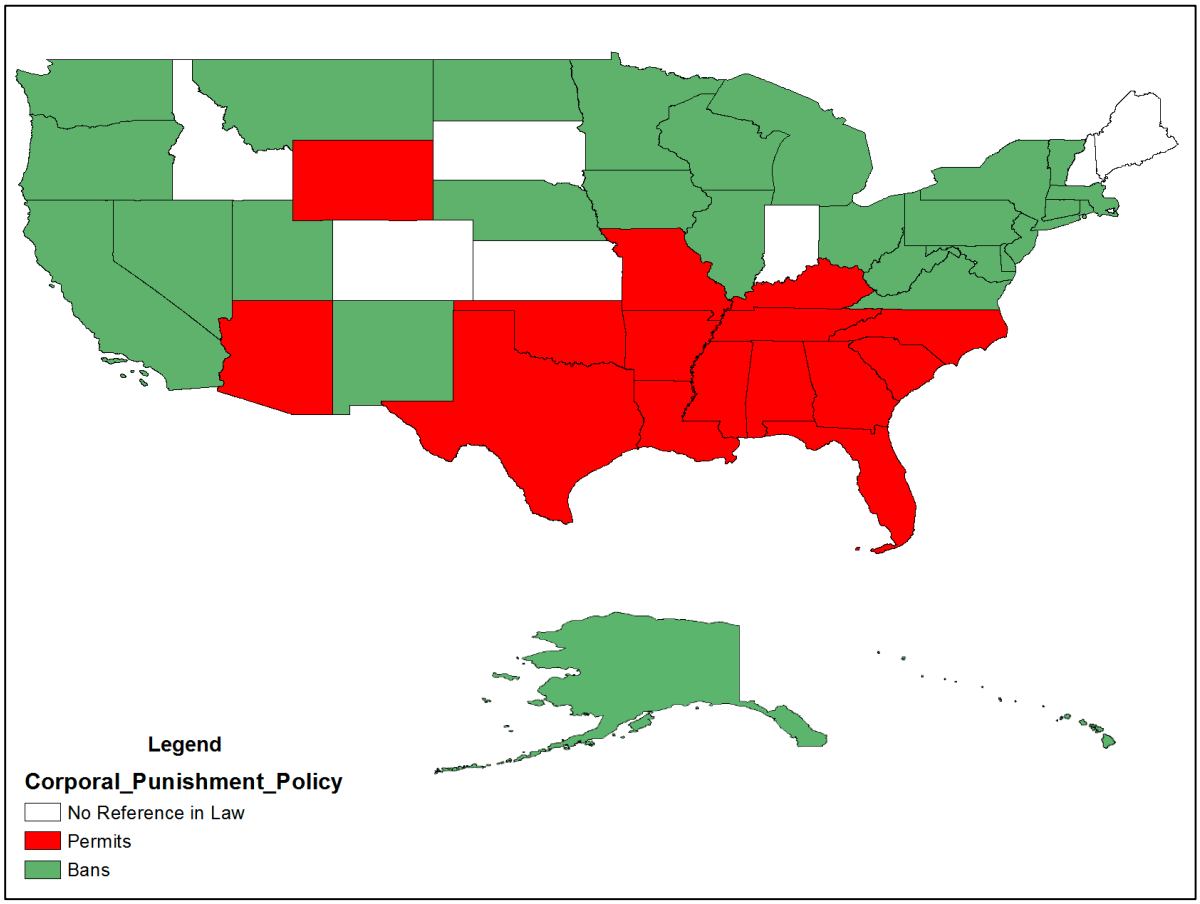

Figure 3. Corporal Punishment Policies in the United States.

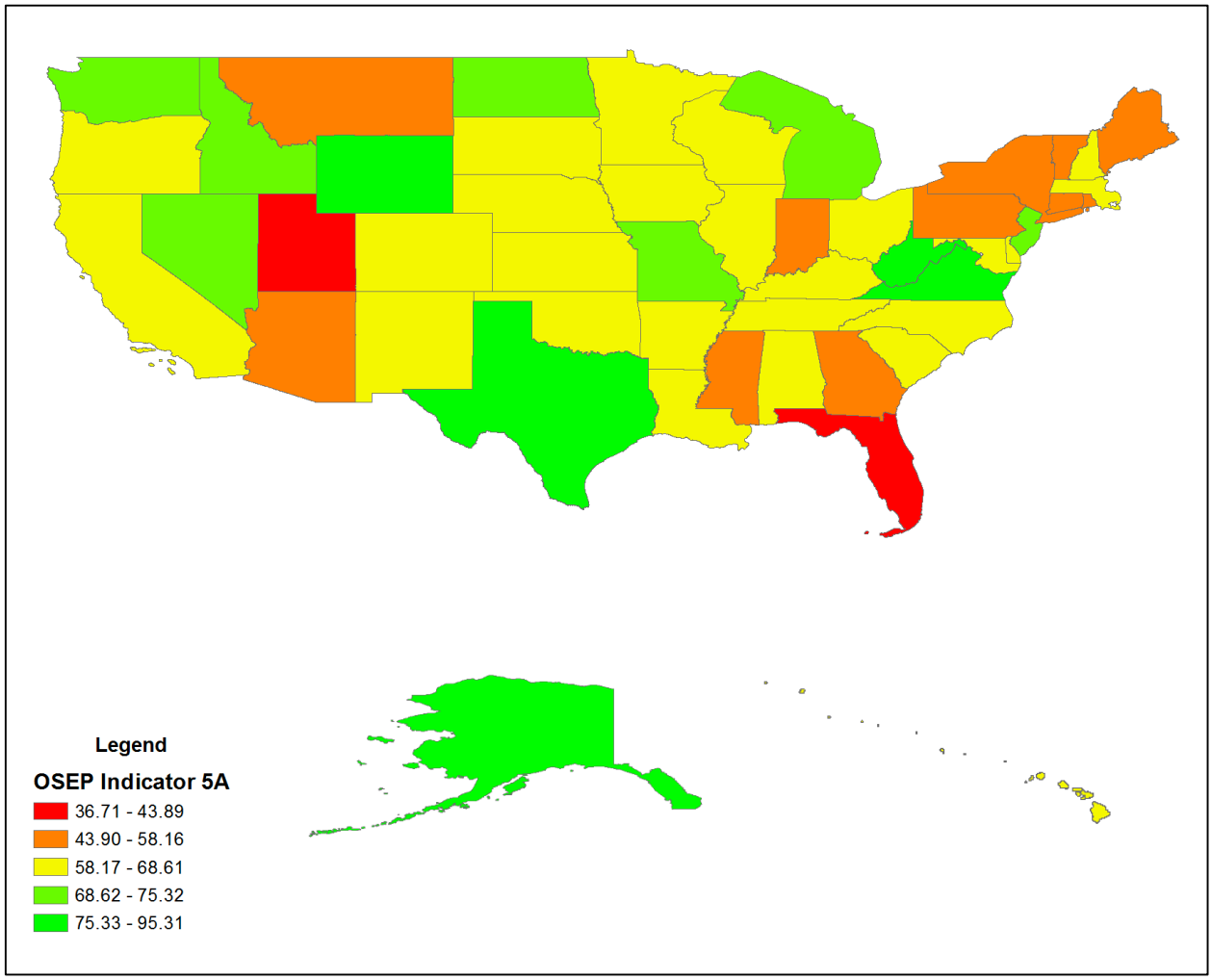

Figure 4. Office of Special Education Programs Part B Indicator Data 5A. Numbers represent the percentage of special education students that spent 80 percent or more of their day in general education. Data collected from 37th Annual Report to Congress.

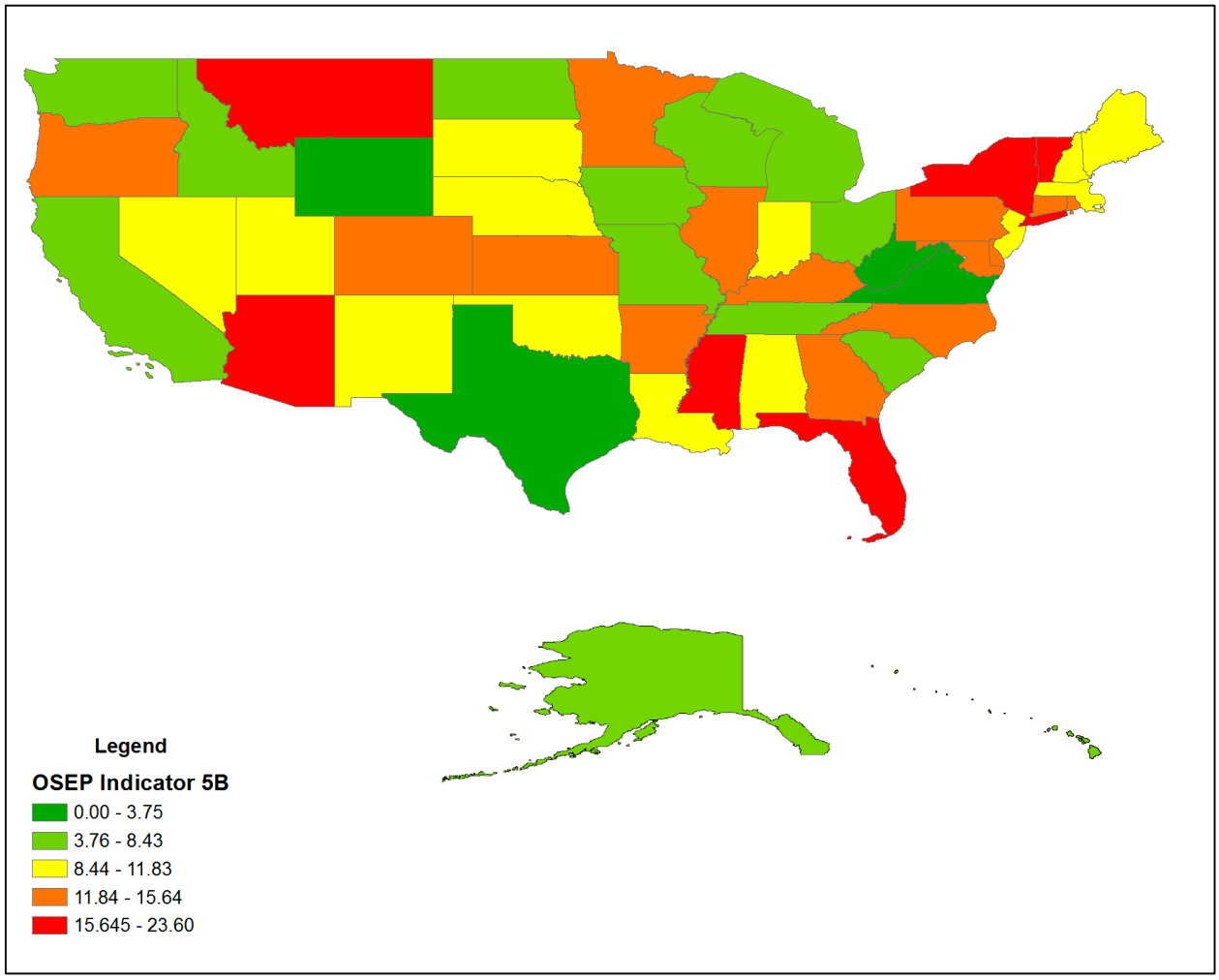

Figure 5. Office of Special Education Programs Part B Indicator Data 5B. Numbers represent the percentage of special education students that spent less than 40 percent of their day in general education. Data collected from 37th Annual Report to Congress

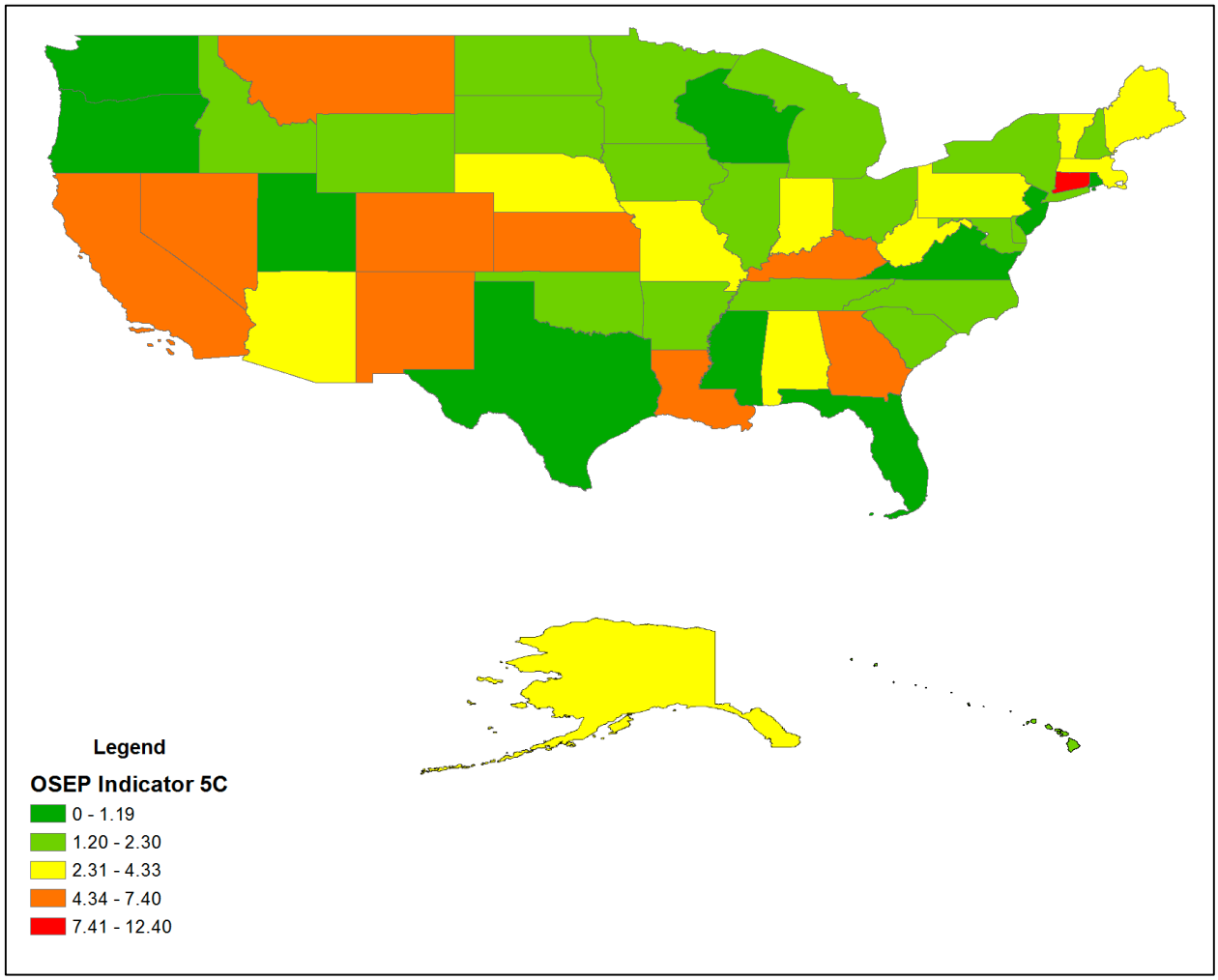

Figure 6. Office of Special Education Programs Part B Indicator Data 5C. Numbers represent the percentage of special education students educated in separate facilities other than public schools. Data collected from 37th Annual Report to Congress

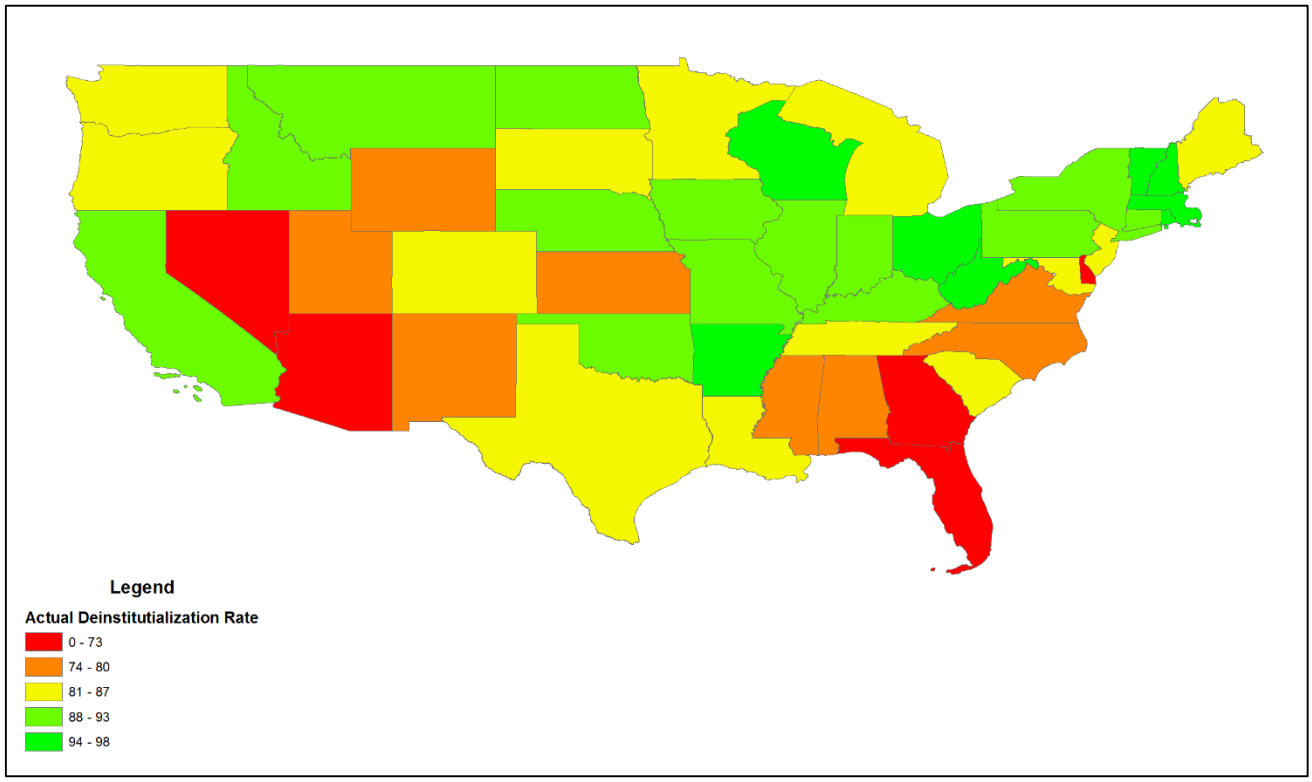

Figure 7. Actual Deinstitutionalization Rate. Percentage of deinstitutionalization from Dec. 31, 1955 to Dec. 31, 1994. Alaska and Hawaii were excluded from analysis as they were not states when deinstitutionalization began based on this analysis. (Fuller Torrey, E., 1997)

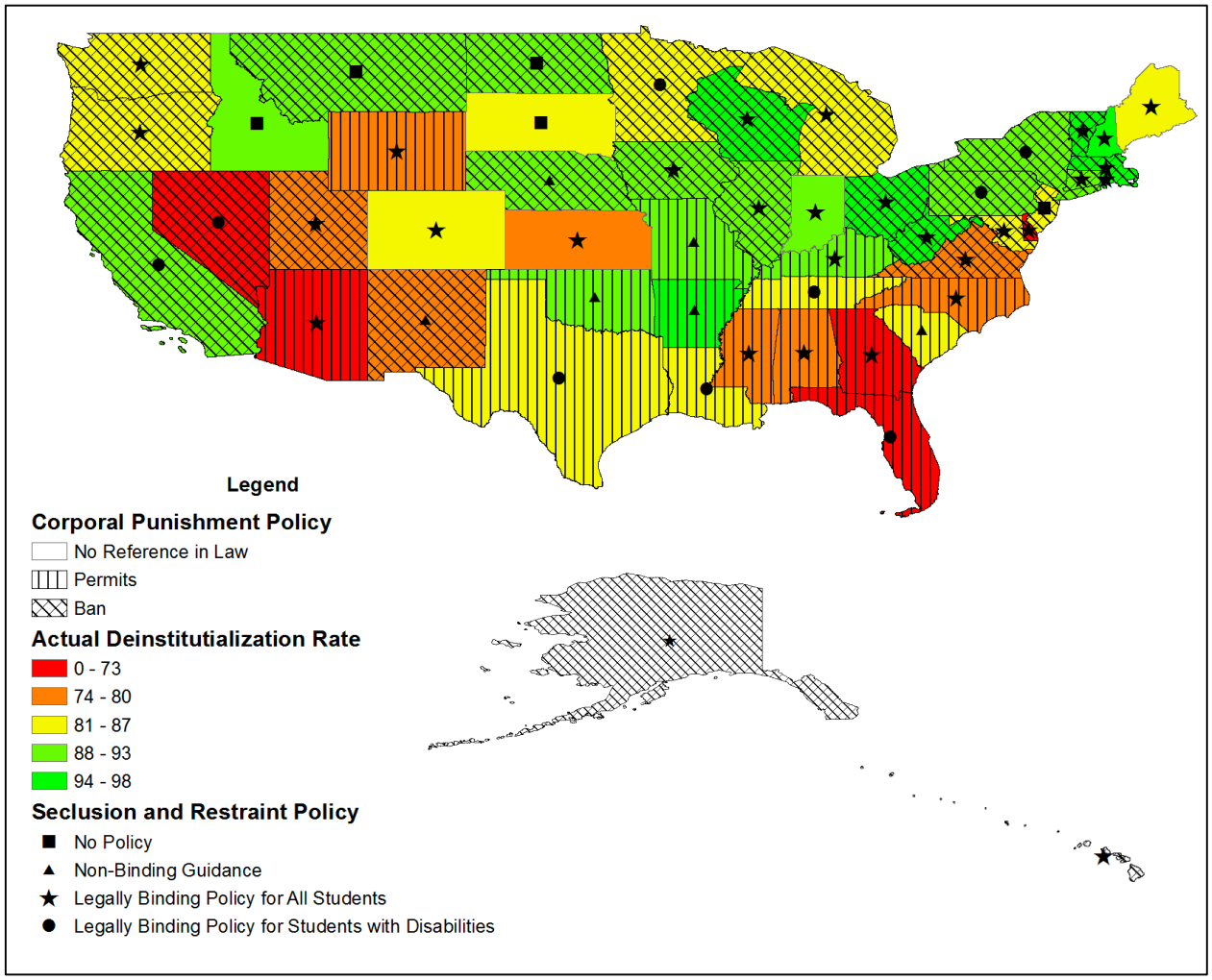

Figure 8. Actual Deinstitutionalization Rate Layered with Seclusion and Restraint and Corporal Punishment Policies. Hawaii and Alaska did not have data for deinstitutionalization, therefore are colored white.