# Mechanical Restraint Transition Plan Template

## To be completed by schools where a device is already in use but being phased out.

Transition Plans are for a purposeful transition from one approach to another.

It is the responsibility of schools to ascertain the purpose of existing mechanical devices, for instance, is it to stop a student from hurting themselves or another person, to assist a student to improve their independence or to help the student heal. If the device is to stop a student self-injuring or to control or subdue a behaviour, this is mechanical restraint.

See the [Mechanical Restraint](https://www.education.vic.gov.au/PAL/restraint-seclusion-mechanical-restraint.docx) Fact Sheet for more information.

Mechanical devices include:

* Belt/strap: an item of any material used to restrain any part of the body
* Glove: Any material that is placed on the hand and covers all or part of the hand and/or finger(s)
* Splint: A device that is applied or worn, in original or modified form, to a body joint (usually the elbow) that restricts movement of that joint in any way
* Helmet: Any type of headwear worn by the student to limit potential physical injury to self from self-injurious behaviour
* Restrictive clothing: An item of clothing that is applied in full or part, in original or modified form, or a specially designed device that is applied to or worn by a student that restricts their movement in any way, including to prevent the student accessing their incontinence/sanitary device or removing their clothing
* Stroller/wheelchair when a student can walk.

**Mechanical Restraint Transition Plans:**

* must be discussed with the student’s family
* must be temporary and time limited
* must respond to the function of the student’s behaviour
* can be an opportunity to celebrate achievements such as improved independence
* is completed once the student, their family and team agree that the goals outlined in the plan have been achieved and sustained
* should take into consideration the need for post-transition/future planning
* must be endorsed by the Principal Behaviour Support Adviser: restraint.seclusion@edumail.vic.gov.au.

## Complete the following

|  |  |
| --- | --- |
| Student details: |  |
| School name: |  |
| Consent information:(As per any student intervention) |  |
| Document the device involved: (Include as much detail as possible, including: Origin of equipment, Manufactures details, Weight of equipment Size (S, M, L) and Colour) |  |
| What is the function of the device for the student?What need is the device responding to? (e.g. comfort, routine) |  |
| What strategies will be used to address the student’s needs to support the transition? |  |
| What is the goal of this Transition Plan? (Use the SMART acronym as a guide S – Specific M – Measurable A – Agreed Upon R – Relevant T – Time Related. See more information below.)  |  |
| Schedule planned check-ins by the Lead Professional:  | Date:Date:Date: |
| Supervision support: Detail any specific support or actions school staff may need to provide whilst the student is using the device. |  |
| Communication: Document how the Transition Plan will be communicated to the student and the student’s family/carer.(Consider the Fact Sheets for students and parents/carers at <https://www2.education.vic.gov.au/pal/restraint-seclusion/resources>) |  |

**Example scenario**

Student A arrives at school with a weighted blanket purchased through the Internet by their family. The school knows that weighted items can pose a risk to the health and safety of students and the application of deep pressure by weighted blankets and vests is not supported by the Department. The school discusses the Department’s policy and transitioning the student away from using the weighted blanket with the student’s family. The family confirms use of the device is not based on an assessment of need by a registered clinical professional. Together the school and family develop a Mechanical Restraint Transition Plan.The family and school agree that the goal of the Transition Plan is that the:

S – student to attend school without using a weighted blanket

M – student reduce the number of days using a weighted blanket over several weeks: Week 1 student uses a weighted blanket on 5 days. Week 2 student uses a weighted blanket on 4 days. Week 3 student uses a weighted blanket 3 days. Week 4 student uses a weighted blanket 2 days. Week 5 student uses a weighted blanket 1 day

A – school staff have consent from the student’s family to plan the transition. School communicates the plan with the student

R – school needs to comply with Department policy which states that: The application of deep pressure by weighted blankets and vests is not supported by the Department as weighted items can pose a risk to the health and safety of students

T – goal will be met within an 8 week period.

## Contact

Principal Behaviour Support Adviser

Inclusive Education Professional Practice

Schools and Regional Services

Email: restraint.seclusion@education.vic.gov.au