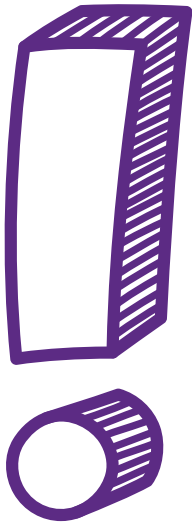




We're going to use some social stories to explain chemical restraint.



**“Chemical restraint”
means using drugs to
control student
behavior.**



**Giving medications
to students is not
always chemical
restraint.**



**Some students
take medication
during the
school day.**



They may need
medicine for things
like seizures.



Or earaches.



Or to help keep
blood sugar levels
stable.



They may need
someone to give
them their
medication.



That is okay.



This bill wants to
keep kids safe.
Medications are
part of safety.



There are three things which make giving students medications a chemical restraint:



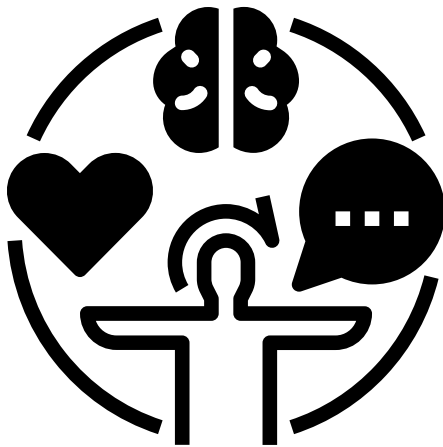
The school gives the medication on an “as-needed basis.”

This means they decide when a student takes the medication.



The medication
is given only to
limit “freedom
of movement”

- OR -

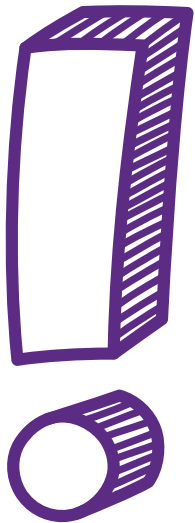


Control
“externalized
behaviors”

Social Story: Sara



This definition
may be
confusing.



Here is an example
of giving a student
medication that is
NOT chemical
restraint.



This is a story about
Sara.



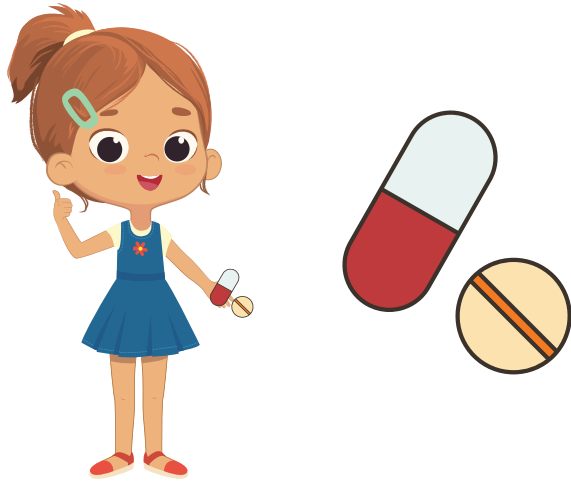
Sara is a young girl
with disabilities.



One of her disabilities
gives her trouble with
impulse control.



Sara's psychiatrist
prescribed her a
medication that can
help with that.



Sara takes the medication twice a day or a small amount if she needs extra help.



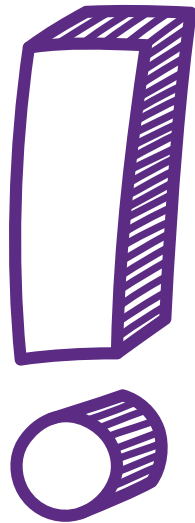
Sara likes her medication and wants access to it at school.



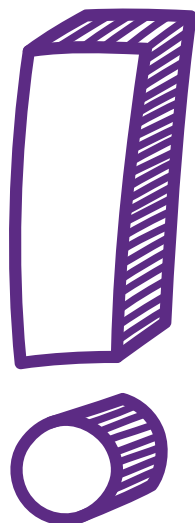
Sara's special education teacher keeps a supply of her medication for when Sara asks for it.



Sara asks her teacher for her medication when she wants it.



Sara's teacher does not force Sara to take the medication when he wants her to.



Now, here is a story about what chemical restraint looks like.

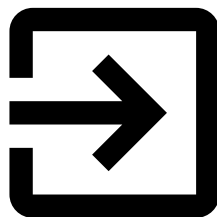
Social Story: Sally



Sally is a
young girl with
disabilities.



She also has
trouble with
impulse control.



Sally was
suspended from
school for acting
out in class.



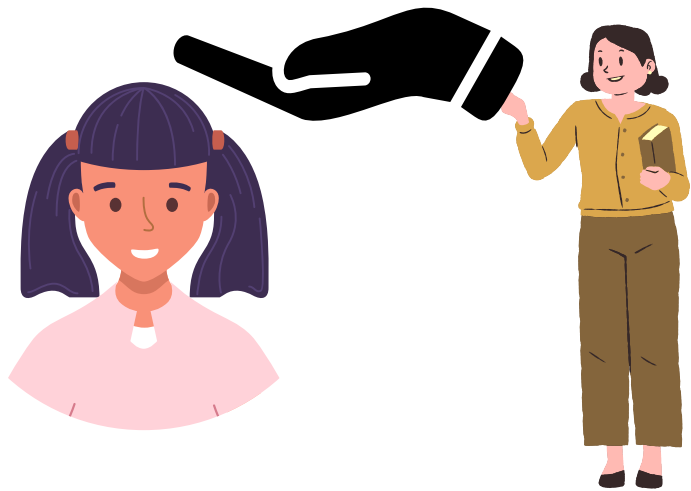
Sally's
psychiatrist
prescribes her
a medication
to make her
feel too tired
to act out.



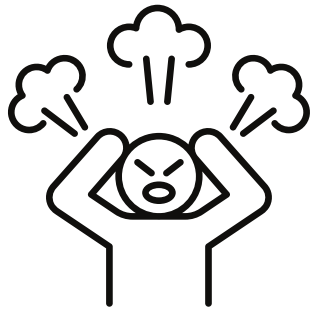
Sally likes the
medication
because it can
help her feel
calmer.



Sally's special
education teacher
keeps a supply of her
medication.



She can give it
to Sally when
Sally wants to
take it.



One day, Sally
was feeling
very upset.



Sally tried to run
away from her
special education
classroom.



Sally's teacher
yelled at her.



She said Sally
needed to take
her medication.



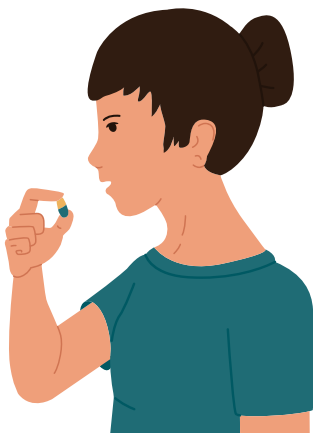
Sally said she did
not want to take it.



Sally's teacher said
she would call
Sally's dads to take
her home if Sally
did not take the
medication.



Sally did not want to
go home or get
suspended.



Sally took the
medication because
her teacher
threatened her to
take it.



Beginning the next day, Sally's teacher demanded Sally take her medication every day.



Sally's teacher did not want another incident.



Sally felt too tired to learn or socialize. Sally's teacher was happy because Sally wasn't showing how upset she was.



**This is chemical
restraint. HB 1479
makes this illegal.**

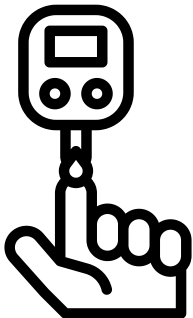
Social Story: Mary



This is a story
about Mary.



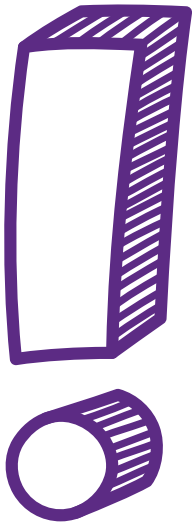
Mary has
complex health
needs.



One of her
disabilities is
type 1 diabetes.



Mary needs
to take some
medications
at school.



Some of her
medications
are as
needed.



One day, Mary felt
very tired and had
trouble seeing.



Mary's teacher
asked her if she
was okay.



Mary had trouble
answering.



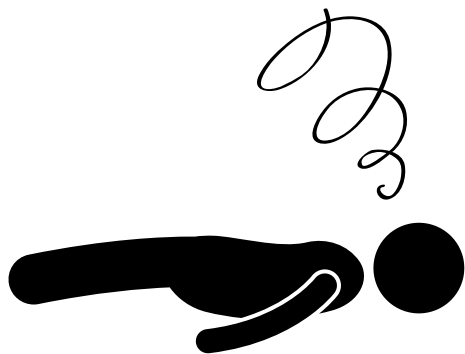
Mary was very
low blood
sugar.



That can be very
dangerous.



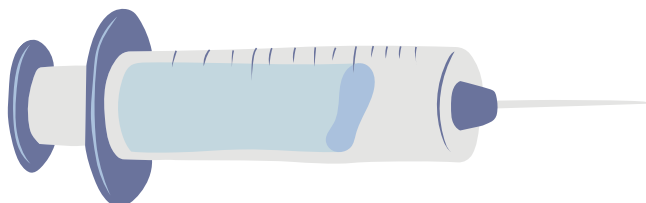
Mary's teacher told
her to drink some
apple juice, but
Mary refused.



About ten minutes later, Mary passed out from low blood sugar.



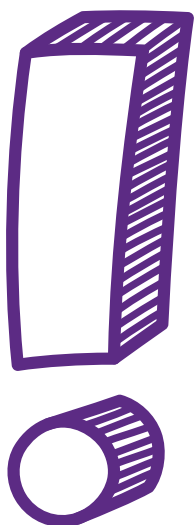
This is very dangerous.



Mary's teacher acted quickly and injected her with glucagon.



Mary's teacher
did something
good.



This was not chemical
restraint even though
Mary did not want to
raise her blood sugar
with apple juice.