

2SHB 1479 takes common-sense steps to equip our education system with proven strategies and supports to address challenging behaviors.



Our Schools Are Creating Our Future

We all benefit when strategies to address challenging behaviors in classrooms work. The use of isolation and restraint doesn't work, and according to [research](#), the recent [report](#) from Disability Rights Washington and the ACLU of Washington, and [The OSPI Crisis Response Workgroup Report](#), it actually increases harm to students and staff and makes things worse.



Much like the system of gears on a bike allows it to function effectively on different terrain, our education system needs different gears to respond to behaviors in classrooms. Right now, in many self-contained classrooms, the response to challenging behavior is stuck in one gear - using isolation and restraint. Schools need additional gears for different situations to ensure they have successful and proven strategies and tools to respond to behaviors.

What SHB 1479 Does:

- Clarifies the definitions of isolation and restraint.
- Protects the continued use of quiet spaces, calm-down rooms, and physically escorting a student.
- Improves reporting requirements to increase oversight, target where resources are needed, and reduce incidences.
- Preserves the use of physical restraint in instances of imminent likelihood of serious harm.
- Increases technical assistance, monitoring, and support for Local Education Agencies.
- Ends the use of mechanical and chemical restraint by school personnel.
- Provides professional development on de-escalation strategies and proven alternatives to restraint and isolation for paraeducators and educators in self-contained classrooms, and administrators.
- Improves School Board knowledge and oversight of the use of restraint and isolation in their schools.
- Ends the use of isolation rooms by August 1, 2025.
- Improves follow-up with staff, students, and families to review the incidents, improve planning, and provide for reflection and healing.