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State of Minnesota  
**HOUSE OF REPRESENTATIVES**

EIGHTY-FIFTH  
SESSION

**HOUSE FILE No. 3377**

February 25, 2008

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The bill was read for the first time and referred to the Committee on Health and Human Services

1.1 A bill for an act  
1.2 relating to children's mental health; requiring children's mental health providers  
1.3 to develop a plan for and comply with requirements on the use of restrictive  
1.4 procedures; amending Minnesota Statutes 2006, section 256B.0943, subdivision  
1.5 5; proposing coding for new law in Minnesota Statutes, chapter 245.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. **[245.8261] RESTRICTIVE PROCEDURES PLANNING AND**  
1.8 **REPORTING.**

1.9 Subdivision 1. **Scope.** (a) This section applies to providers of the following mental  
1.10 health services for children:

1.11 (1) emergency services as defined in sections 245.4871, subdivision 14, and  
1.12 245.4879;

1.13 (2) family community support services as defined in section 245.4871, subdivision  
1.14 17;

1.15 (3) day treatment services as defined in section 245.4871, subdivision 10;

1.16 (4) therapeutic support of foster care as defined in section 245.4871, subdivision 34;

1.17 (5) professional home-based family treatment as defined in sections 245.4871,  
1.18 subdivision 31, and 245.4884, subdivision 3; and

1.19 (6) mental health crisis services as defined in sections 245.4871, subdivision 24a,  
1.20 and 245.488, subdivision 3.

1.21 (b) Providers of mental health services for children under paragraph (a) must meet  
1.22 the requirements of this section before using a restrictive procedure with a child.

1.23 Subd. 2. **Restrictive procedures plan.** (a) A services provider under subdivision 1,  
1.24 paragraph (a), shall have on file and available for viewing a restrictive procedures plan for  
1.25 children in its program that must include at least the following:

- 2.1 (1) the list of restrictive procedures the provider intends to use;
- 2.2 (2) how the provider will monitor and control the use of restrictive procedures;
- 2.3 (3) a description of the training that staff who use restrictive procedures must
- 2.4 complete prior to staff implementation of restrictive procedures;
- 2.5 (4) how the provider will document information needed to prepare the annual report
- 2.6 required in subdivision 15; and
- 2.7 (5) how the provider will ensure that the child receives treatment for any injury
- 2.8 caused by the use of a restrictive procedure.
- 2.9 (b) For purposes of this section, allowable restrictive procedures include those
- 2.10 procedures allowed under subdivision 4, paragraph (a).
- 2.11 Subd. 3. **Definitions.** (a) For the purposes of this section, the terms in this
- 2.12 subdivision have the meanings given them.
- 2.13 (b) "Commissioner" means the commissioner of human services.
- 2.14 (c) "Child" means a person under 18 years of age.
- 2.15 (d) "Individual treatment plan" has the meaning given in section 245.4871,
- 2.16 subdivision 21, as required for children's mental health services providers in section
- 2.17 245.4876, subdivision 3.
- 2.18 (e) "Mechanical restraints" means the use of behavioral management devices to
- 2.19 limit a child's movement or hold a child immobile. The term does not mean mechanical
- 2.20 restraints used to:
- 2.21 (1) treat a child's medical needs;
- 2.22 (2) protect a child known to be at risk of injury resulting from lack of coordination
- 2.23 or frequent loss of consciousness; or
- 2.24 (3) position a child with physical disabilities in a manner specified in the child's
- 2.25 plan of care.
- 2.26 (f) "Physical escort" means physical intervention or contact used as a behavior
- 2.27 management technique to guide or carry a child to safety or away from an unsafe or
- 2.28 potentially harmful and escalating situation.
- 2.29 (g) "Physical holding" means physical intervention used as a behavior management
- 2.30 technique intended to hold a child immobile or limit a child's movement by using body
- 2.31 contact as the only source of physical restraint. The term does not mean physical contact:
- 2.32 (1) used to facilitate a child's response or completion of a task when the child does
- 2.33 not resist or the child's resistance is minimal in intensity and duration; and
- 2.34 (2) necessary to conduct a medical examination or treatment.
- 2.35 (h) "Restrictive procedures" means application of an action, force, or condition that
- 2.36 controls, constraints, or suppresses the action, behavior, intention, bodily placement,

3.1 or bodily location of a child in a manner that is involuntary, unintended by that child,  
3.2 depriving, or aversive to that child.

3.3 (i) "Time out" means removing a child from an activity to a location where the child  
3.4 cannot participate or observe the activity and includes moving or ordering a child to  
3.5 an unlocked room.

3.6 (j) "Seclusion" means a behavior management technique involving the placement of  
3.7 a child alone in a room from which egress is beyond the child's control or prohibited by a  
3.8 mechanism such as a lock or by a device or object positioned to hold the door closed or  
3.9 otherwise prevent the child from leaving the room.

3.10 Subd. 4. **Allowable procedures.** (a) A provider may use one or more of the  
3.11 following restrictive procedures:

3.12 (1) physical escort;

3.13 (2) physical holding;

3.14 (3) seclusion; and

3.15 (4) the limited use of mechanical restraints.

3.16 (b) A provider shall permit use of restrictive procedures only by a mental health  
3.17 professional under section 245.4871, subdivision 27, or by a mental health practitioner  
3.18 under section 245.4871, subdivision 26, who is acting under the clinical supervision  
3.19 of a mental health professional.

3.20 Subd. 5. **Parent notification.** A provider shall notify the child's parent or guardian  
3.21 of the use of a restrictive procedure on the same day the procedure is used, unless the  
3.22 parent or guardian notifies the provider that the parent or guardian does not want to receive  
3.23 notification or the parent or guardian requests a different notification schedule.

3.24 Subd. 6. **Physical escort requirements.** The physical escort of a child may be used  
3.25 to control a child who is being guided to a place where the child will be safe and to help  
3.26 de-escalate interactions between the child and others. A provider who uses physical  
3.27 escorting with a child shall meet the following requirements:

3.28 (1) staff shall be trained according to subdivision 12;

3.29 (2) staff shall document the use of physical escort and note the technique used, the  
3.30 time of day, and the names of the staff and child involved; and

3.31 (3) the use of physical escort shall be consistent with the child's treatment plan.

3.32 Subd. 7. **Physical holding or seclusion.** Physical holding or seclusion may be used  
3.33 in emergency situations as a response to imminent danger to the child or others and when  
3.34 less restrictive interventions are determined to be ineffective to prevent escalation of  
3.35 behaviors. A provider who uses physical holding or seclusion shall meet the following  
3.36 requirements:

- 4.1 (1) an immediate intervention must be necessary to protect the child or others from  
4.2 physical harm;
- 4.3 (2) the physical holding or seclusion used must be the least intrusive intervention  
4.4 that will effectively react to an emergency;
- 4.5 (3) the use of physical holding or seclusion must end when the threat of harm ends;
- 4.6 (4) the child must be constantly and directly observed by staff during the use of  
4.7 physical holding or seclusion;
- 4.8 (5) the use of physical holding or seclusion must be used under the supervision  
4.9 of a mental health professional;
- 4.10 (6) staff shall contact the mental health professional to inform the mental health  
4.11 professional about the use of physical holding or seclusion and to ask for permission to  
4.12 use physical holding or seclusion as soon as it may safely be done, but no later than 30  
4.13 minutes after initiating the use of physical holding or seclusion;
- 4.14 (7) before staff uses physical holding or seclusion with a child, staff shall complete  
4.15 the training required in subdivision 12 regarding the use of physical holding or seclusion  
4.16 at the program;
- 4.17 (8) when the need for the use of physical holding or seclusion ends, the child must  
4.18 be assessed to determine if the child can safely be returned to the ongoing activities at the  
4.19 program;
- 4.20 (9) staff shall treat the child respectfully throughout the procedure;
- 4.21 (10) the staff person who implemented the use of physical holding or seclusion shall  
4.22 document its use immediately after the incident concludes and the documentation must  
4.23 include at least the following information:
- 4.24 (i) a detailed description of the incident which led to the use of physical holding or  
4.25 seclusion;
- 4.26 (ii) an explanation of why the procedure chosen needed to be used;
- 4.27 (iii) why less restrictive measures failed or were found to be inappropriate;
- 4.28 (iv) the time the physical hold or seclusion began and the time the child was released;
- 4.29 (v) in at least 15-minute intervals during the use of physical holding or seclusion,  
4.30 documentation of the child's behavioral change and change in physical status that resulted  
4.31 from the use of the procedure; and
- 4.32 (vi) the names of all staff involved in the use of the procedure and the names of all  
4.33 witnesses to the use of the procedure; and
- 4.34 (11) if seclusion is used, the room used for the seclusion must:
- 4.35 (i) be well-lit, well-ventilated, and clean;

5.1 (ii) have an observation window which allows staff to directly monitor a child in  
5.2 seclusion;

5.3 (iii) have fixtures that are tamperproof, with electrical switches located immediately  
5.4 outside the door;

5.5 (iv) have doors that open out and are unlocked or are locked with keyless locks that  
5.6 have immediate release mechanisms; and

5.7 (v) have objects that may be used by a child to injure the child's self or others  
5.8 removed from the child and the seclusion room before the child is placed in seclusion.

5.9 Subd. 8. **Mechanical restraints.** Mechanical restraints may be used only when  
5.10 transporting a child or in an emergency as a response to imminent danger to a child or  
5.11 others and when less restrictive interventions are determined to be ineffective. The  
5.12 emergency use of mechanical restraints must meet the following requirements:

5.13 (1) an immediate intervention must be necessary to protect the child or others from  
5.14 physical harm;

5.15 (2) the mechanical restraint used must be the least intrusive intervention that will  
5.16 effectively react to the emergency;

5.17 (3) the use of mechanical restraints must end when the threat of harm ends;

5.18 (4) the child must be constantly and directly observed by staff during the use of  
5.19 mechanical restraints;

5.20 (5) the use of mechanical restraints must be supervised by the mental health  
5.21 professional;

5.22 (6) mechanical restraints may be used only as permitted in the child's treatment plan;

5.23 (7) as soon as it may safely be done, but no later than 30 minutes after initiating the  
5.24 use of a mechanical restraint, staff shall contact the provider's mental health professional  
5.25 to inform the mental health provider about the use of a mechanical restraint and to ask for  
5.26 permission to use the mechanical restraint;

5.27 (8) before staff uses a mechanical restraint with a child, staff shall complete  
5.28 training in the use of the types of mechanical restraints used in the program, as provided  
5.29 in subdivision 12;

5.30 (9) when the need for the use of mechanical restraints ends, the child shall be  
5.31 assessed to determine if the child can safely be returned to the ongoing activities in the  
5.32 program; and

5.33 (10) the staff who used mechanical restraints shall document its use immediately  
5.34 after the incident concludes. The documentation must include at least the following  
5.35 information:

6.1 (i) a detailed description of the incident or situation which led to the use of  
6.2 mechanical restraints;

6.3 (ii) an explanation of why the mechanical restraint chosen was needed as a response  
6.4 to imminent danger to a child or others;

6.5 (iii) why less restrictive measures failed or were found to be inappropriate;

6.6 (iv) the time when the use of mechanical restraints began and the time when the  
6.7 child was released from the mechanical restraint;

6.8 (v) in at least 15-minute intervals during the use of mechanical restraints,  
6.9 documentation of the observed behavior change and physical status of the child that  
6.10 resulted from the use of mechanical restraints; and

6.11 (vi) the names of all the persons involved in the use of mechanical restraints and the  
6.12 names of all witnesses to the use of mechanical restraints.

6.13 **Subd. 9. Exempt techniques and procedures.** (a) Use of the instructional  
6.14 techniques and intervention procedures listed in this subdivision is not subject to the  
6.15 restrictions established by this section. The child's individual treatment plan, as defined  
6.16 in section 245.4871, subdivision 21, and as required in section 245.4876, subdivision 3,  
6.17 must address the use of these exempt techniques and procedures. Exempt techniques  
6.18 and procedures include:

6.19 (1) corrective feedback or prompt to assist a child in performing a task or exhibiting  
6.20 a response;

6.21 (2) physical contact to facilitate a child's completion of a task or response that is  
6.22 directed at increasing adaptive behavior when the child does not resist or the child's  
6.23 resistance is minimal in intensity and duration;

6.24 (3) physical contact or a physical prompt to redirect a child's behavior when:

6.25 (i) the behavior does not pose a serious threat to the child or others;

6.26 (ii) the behavior is effectively redirected with less than 60 seconds of physical  
6.27 contact by staff; or

6.28 (iii) the physical contact is used to conduct a necessary medical examination or  
6.29 treatment; and

6.30 (4) manual or mechanical restraint to treat a child's medical needs or to protect a  
6.31 child known to be at risk of injury from an ongoing medical or psychological condition.

6.32 (b) The exemptions under this subdivision must not be used to circumvent the  
6.33 requirements for controlling the use of manual restraint. The exemptions under this  
6.34 subdivision are intended to allow providers the opportunity to deal effectively and  
6.35 naturally with instruction and treatment interventions.

7.1 Subd. 10. **Conditions on use of restrictive procedures.** Restrictive procedures  
7.2 must not:

7.3 (1) be implemented with a child in a manner that constitutes sexual abuse, neglect,  
7.4 or physical abuse under section 626.556, the reporting of maltreatment of minors;

7.5 (2) restrict a child's normal access to a nutritious diet, drinking water, adequate  
7.6 ventilation, necessary medical care, ordinary hygiene facilities, or necessary clothing or  
7.7 to any protection required by state licensing standards and federal regulations governing  
7.8 the program; or

7.9 (3) deny the child visitation or contact with legal counsel and next of kin.

7.10 Subd. 11. **Prohibitions.** (a) The following actions or procedures are prohibited:

7.11 (1) using corporal punishment such as hitting, pinching, slapping, or pushing;

7.12 (2) speaking to a child in a manner that ridicules, demeans, threatens, or is abusive;

7.13 (3) requiring a child to assume and maintain a specified physical position or posture,  
7.14 for example, requiring a child to stand with the hands over the child's head for long periods  
7.15 of time or to remain in a fixed position;

7.16 (4) use of time out as a disciplinary consequence;

7.17 (5) totally or partially restricting a child's senses, except at a level of intrusiveness  
7.18 that does not exceed:

7.19 (i) placing a hand in front of a child's eyes as a visual screen; or

7.20 (ii) playing music through earphones worn by the child at a level of sound that  
7.21 does not cause discomfort;

7.22 (6) presenting an intense sound, light, noxious smell, taste, substance, or spray,  
7.23 including water mist;

7.24 (7) denying or restricting a child's access to equipment and devices such as walkers,  
7.25 wheelchairs, hearing aids, and communication boards that facilitate the child's functioning,  
7.26 except as provided under paragraph (b).

7.27 (b) When the temporary removal of the equipment or device is necessary to prevent  
7.28 injury to the child or others or serious damage to the equipment or device, the equipment  
7.29 or device shall be returned to the child as soon as possible.

7.30 Subd. 12. **Training for staff.** (a) Staff who use restrictive procedures shall  
7.31 successfully complete training in the following skills and knowledge areas before using  
7.32 restrictive procedures with a child:

7.33 (1) the needs and behaviors of children;

7.34 (2) relationship-building;

7.35 (3) alternatives to restrictive procedures;

7.36 (4) de-escalation methods;

- 8.1 (5) avoiding power struggles;  
8.2 (6) documentation standards for the use of restrictive procedures;  
8.3 (7) how to obtain emergency medical assistance;  
8.4 (8) time limits for restrictive procedures;  
8.5 (9) obtaining approval for use of restrictive procedures;  
8.6 (10) the proper use of the restrictive procedures approved for the program;  
8.7 (11) thresholds for employing and ceasing restrictive procedures;  
8.8 (12) the physiological and psychological impact of physical holding and seclusion;  
8.9 (13) how to monitor and respond to the child's physical signs of distress; and  
8.10 (14) recognizing symptoms of and interventions with potential to cause positional  
8.11 asphyxia.

8.12 (b) Training under this subdivision must be repeated every two years.

8.13 Subd. 13. **Administrative review.** The provider shall complete an administrative  
8.14 review of the use of each restrictive procedure within three working days after the use of  
8.15 the restrictive procedure. The administrative review shall be conducted by someone other  
8.16 than the person who decided to impose the restrictive procedure, or that person's immediate  
8.17 supervisor. The child or the child's representative shall have an opportunity to present  
8.18 evidence and argument to the reviewer about why the procedure was unwarranted. The  
8.19 record of the administrative review of the use of a restrictive procedure must state whether:

- 8.20 (1) the required documentation was recorded;  
8.21 (2) the restrictive procedure was used in accordance with the treatment plan;  
8.22 (3) the standards governing the use of restrictive procedures were met; and  
8.23 (4) the staff who implemented the restrictive procedures were properly trained.

8.24 Subd. 14. **Review of patterns of use of restrictive procedures.** At least quarterly,  
8.25 the treatment provider shall review the provider's patterns of the use of restrictive  
8.26 procedures. The review must be completed by the treatment provider or the program's  
8.27 advisory committee. The review shall consider:

8.28 (1) any patterns or problems indicated by similarities in the time of day, day of the  
8.29 week, duration of the use of a procedure, individuals involved, or other factors associated  
8.30 with the use of restrictive procedures;

8.31 (2) any injuries resulting from the use of restrictive procedures;

8.32 (3) actions needed to correct deficiencies in the program's implementation of  
8.33 restrictive procedures;

8.34 (4) an assessment of opportunities missed to avoid the use of restrictive procedures;  
8.35 and

8.36 (5) proposed actions to be taken to minimize the use of physical holding or seclusion.

9.1            Subd. 15. **Annual report.** A provider using restrictive procedures shall annually  
9.2 submit a report to the commissioner stating the number and types of restrictive procedures  
9.3 performed. The report shall be submitted in a form and manner prescribed by the  
9.4 commissioner.

9.5            Sec. 2. Minnesota Statutes 2006, section 256B.0943, subdivision 5, is amended to read:

9.6            **Subd. 5. Provider entity administrative infrastructure requirements.** (a) To be  
9.7 an eligible provider entity under this section, a provider entity must have an administrative  
9.8 infrastructure that establishes authority and accountability for decision making and  
9.9 oversight of functions, including finance, personnel, system management, clinical practice,  
9.10 and performance measurement. The provider must have written policies and procedures  
9.11 that it reviews and updates every three years and distributes to staff initially and upon  
9.12 each subsequent update.

9.13            (b) The administrative infrastructure written policies and procedures must include:

9.14            (1) personnel procedures, including a process for: (i) recruiting, hiring, training, and  
9.15 retention of culturally and linguistically competent providers; (ii) conducting a criminal  
9.16 background check on all direct service providers and volunteers; (iii) investigating,  
9.17 reporting, and acting on violations of ethical conduct standards; (iv) investigating,  
9.18 reporting, and acting on violations of data privacy policies that are compliant with  
9.19 federal and state laws; (v) utilizing volunteers, including screening applicants, training  
9.20 and supervising volunteers, and providing liability coverage for volunteers; and (vi)  
9.21 documenting that each mental health professional, mental health practitioner, or mental  
9.22 health behavioral aide meets the applicable provider qualification criteria, training criteria  
9.23 under subdivision 8, and clinical supervision or direction of a mental health behavioral  
9.24 aide requirements under subdivision 6;

9.25            (2) fiscal procedures, including internal fiscal control practices and a process for  
9.26 collecting revenue that is compliant with federal and state laws;

9.27            (3) if a client is receiving services from a case manager or other provider entity, a  
9.28 service coordination process that ensures services are provided in the most appropriate  
9.29 manner to achieve maximum benefit to the client. The provider entity must ensure  
9.30 coordination and nonduplication of services consistent with county board coordination  
9.31 procedures established under section 245.4881, subdivision 5;

9.32            (4) a performance measurement system, including monitoring to determine cultural  
9.33 appropriateness of services identified in the individual treatment plan, as determined by  
9.34 the client's culture, beliefs, values, and language, and family-driven services; and

- 10.1 (5) a process to establish and maintain individual client records. The client's records  
10.2 must include:
- 10.3 (i) the client's personal information;
  - 10.4 (ii) forms applicable to data privacy;
  - 10.5 (iii) the client's diagnostic assessment, updates, results of tests, individual treatment  
10.6 plan, and individual behavior plan, if necessary;
  - 10.7 (iv) documentation of service delivery as specified under subdivision 6;
  - 10.8 (v) telephone contacts;
  - 10.9 (vi) discharge plan; and
  - 10.10 (vii) if applicable, insurance information.
- 10.11 (c) A provider entity that uses a restrictive procedure with a client must meet the  
10.12 requirements of section 245.8261. A school or school district that has been certified to  
10.13 provide the full year-round children's therapeutic services and supports benefit and uses  
10.14 restrictive procedures shall meet the requirements of section 245.8261.