



Richland Parish
Student Services

Guidelines and Procedures for Crisis Intervention and Implementing Seclusion/Restraint Techniques

The Richland Parish School System will provide a comprehensive educational foundation and safe learning environment for all students. Students will demonstrate mastery of skills needed to be lifelong learners. It is our system's purpose to develop the whole child to his/her fullest potential. Excellence will be expected from each employee and student in the system.

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Introduction

This document provides the Richland Parish Schools' guidelines and procedures for appropriate responses to the behavior of students with disabilities that may require immediate intervention in the form of seclusion and restraint. The parental notification of written guidelines and procedures must be provided to every parent of a child with a disability in Richland Parish and to all school employees, posted at each school, and on the Richland Parish Schools website, and a copy must be provided to the Louisiana State Department of Education (LDOE).

These procedures specifically address the statutory requirements of *Louisiana Revised Statutes 17:416.21* and *Louisiana Bulletin 1706, §540-543*. Policies regarding the use of restraint and seclusion are reviewed annually and updated as appropriate.

This document in no way constitutes the totality of interventions and strategies that may be used by Richland Parish Schools and its personnel in addressing the educational and social-emotional needs of students with exceptionalities.

Definitions

Bulletin 1706, §540

Crisis Intervention

The implementation of an action plan for school personnel to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities.

This may include:

1. The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he or she may return to the classroom or daily activities.
2. In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk or harm to self or others.

Imminent Risk of Harm

An immediate and impending threat of a person causing substantial physical injury to self or others.

Mechanical Restraint

The application of any device or object used to limit a person's movement.

Exceptions:

1. A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider
2. Vehicle safety restraints, when used as intended, during the transport of a student in a moving vehicle
3. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm
4. Any device used by a duly licensed law enforcement officer in the execution of his or her official duties

Physical Restraint

The use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

Exceptions:

1. Consensual, solicited, or unintentional contact.
2. Momentary blocking of a student's action if said action is likely to result in harm to the student or any other person.
3. A school employee holding a student for less than three consecutive minutes within any given hour for the protection of the student or others.
4. A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
5. Minimal physical contact for the purpose of safely escorting a student from one area to another.
5. Minimal physical contact for the purpose of assisting the student in completing a task or response.

Positive Behavioral Interventions and Support

A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

Seclusion

A procedure that involuntarily isolates and confines a student in a designated separate room or area until he or she is no longer an imminent risk of harm to self or others.

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.

Seclusion Room

A room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Sensory Room

A room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. This space is NOT considered seclusion, which shall only be used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

School Employee

A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

School Health Designee

A school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such measure is used.

Written Guidelines and Procedures

The written guidelines and procedures adopted by a public school's governing authority regarding appropriate responses to student behavior that may require immediate intervention. This document is the Richland Parish Schools' written guidelines and procedures. Policies regarding the use of restraint and seclusion are reviewed annually and updated as appropriate.

Guiding Principles for the Use of Seclusion and Restraint

No student shall be subjected to any form of mechanical restraint by school employees.

1. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion - this use is a LAST RESORT.
2. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent risk of serious physical harm to self or others, and other interventions are ineffective and should be discontinued as soon as the imminent risk has dissipated.
3. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse. Personnel will not discuss any aspect of seclusion or restraint with any student at any time. Once an incident of seclusion or restraint is ended, teachers and others will return to teaching and provide opportunities for the student to earn positive reinforcements.
4. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.
5. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
6. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
7. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
8. Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports, and only for cases involving imminent risk of serious physical harm, on the safe use of physical restraint and seclusion.
9. Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.
10. Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.
11. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child.

Prohibited Uses (Applies to Seclusion, Seclusion Rooms, and Physical Restraint)

1. As a routine school safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self stimulation, and academic refusals, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others.
2. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors shall be responded to with less stringent and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's IEP or BIP).
2. As a form of discipline or punishment
3. As a threat to control, bully, or obtain behavioral compliance
4. For the convenience of school personnel
5. When unreasonable, unsafe, or unwarranted
6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

Use of Seclusion

Bulletin 1706, §541 & §543

Seclusion is permitted only:

1. For student behaviors that involve an **imminent risk of harm**
2. **As a last resort**, when de-escalation and other positive behavioral interventions and support attempts have failed, and the student continues to pose an imminent risk of harm to self or others.

Seclusion is prohibited:

See 'Prohibited Uses' above.

Discontinuation of Seclusion:

A student shall be removed from seclusion as soon as the reasons for justifying such action have subsided.

Seclusion Room

A Seclusion Room shall:

1. Be free of any object that poses a danger to the student placed in the room
2. Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age
3. Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school

A Seclusion Room is permitted only:

1. As a last resort, if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.
2. Only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while the student is in the seclusion room.
3. If one student is placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room

A Seclusion Room is prohibited:

See 'Prohibited Uses' above.

Procedures for Use of Seclusion

When all non-intrusive attempts to stop a student's behavior that presents an imminent risk of harm have failed, trained staff will verbally instruct that student to move to an approved seclusion room.

A student may be physically placed in a seclusion room, using approved assisted transport methods if circumstances warrant such action. A student in a seclusion room will be monitored continuously. Seclusion will end when crisis intervention, emergency medical, or law enforcement personnel intervene or when supervising staff determine that the student no longer presents an imminent risk of harm to themselves or others.

School personnel may confine a student with a disability to a seclusion room (a room or other confined area from which the student is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting.

When the use of a seclusion room is necessary, the student with a disability should be escorted to the seclusion area without the use of physical force, if possible. Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the use of physical force. Verbal redirection and other means of positive support should be used before

resorting to physical means.

If physical intervention becomes necessary to prevent a student in seclusion from harming him/her self or others, seclusion ends, trained personnel enter the seclusion room, and de-escalation procedures will be implemented. Physical restraint will be implemented as prescribed if needed.

School Employee Training Requirements

Training for the use of seclusion is provided on a case-by-case basis for specific needs that arise. Any school employees using seclusion must have received training within one calendar year of the use of seclusion.

Records of who has been trained and training dates are maintained at the district level. Annual retraining is only offered if the use of seclusion continues to be a tool to be implemented by certain school personnel in specific situations.

Training content shall include a review of 1706 requirements, the use of the seclusion log, and a review of the planned seclusion room. Specific emphasis will be placed on the purpose of seclusion rooms and their limited use, along with monitoring and the release of a student as soon as the threat of imminent harm is no longer present.

After any and all uses of a seclusion room, the report will be reviewed along with the seclusion log. Feedback will be provided based on the reason for the use of seclusion, adherence to the monitoring schedule, and the determination of discontinuation of seclusion.

Use of Restraint

Bulletin 1706, §542 & §543

Physical Restraint is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others, and only as a last resort to protect the safety of self and others.
2. To the degree necessary to stop dangerous behavior.
3. In a manner that causes no physical injury to the student, results in the least possible discomfort to the student, and does not interfere in any way with a student's breathing or ability to communicate with others.
4. By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.
5. Does not involve the use of any form of mechanical restraint.
6. The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.

7. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

Physical Restraint is prohibited:

See 'Prohibited Uses' above.

Release from Physical Restraint:

A student shall be released from physical restraint as soon as the reasons for justifying such action have subsided.

Methods of Physical Restraint

Physical Restraint is a last resort to protect the safety of the student or others when an imminent risk to self or others is present. The dignity and safety of the student being restrained is always to be maintained.

Certain restraint and seclusion techniques are more restrictive than others, and employees are to *use the least restrictive technique necessary* to end the threat of imminent risk of serious physical harm.

Physical restraint procedures are designed to be infrequent, safe, and practical. They include a 1-person and 2-person standing hold (including management options if the individual drops to the floor), two 2-person transports, and modifications for smaller and/or medically fragile students.

Physical restraint is only to be used by employees who have current training in district policies and procedures for the safe use of physical restraint techniques.

Prone (i.e., lying face down) restraints or other restraints that restrict breathing are never to be used because they can cause serious injury or death. Breathing can also be restricted if loose clothing becomes entangled or tightened, or if the child's face is covered by a staff member's body part (e.g., hand, arm, or torso) or through pressure to the abdomen or chest.

ALL employees should be aware of the dangers and immediately intervene if a staff member is using restraint in a way that could impact a student's ability to breathe.

School Employee Training Requirements

Training Content:

Any training regarding physical restraint shall be based on best practices, aligned with research-based techniques, and maintain frequent updates in response to research in the areas of behavior management, de-escalation, and seclusion and restraint.

Positive behavioral strategies are in place in schools, and training in physical restraint and seclusion emphasizes that every effort should first be made to use these strategies to prevent the need for restraint or seclusion.

Training includes a review of guidelines and procedures for the safe use of physical restraint, including both proper uses (e.g., as safety measures to address imminent risk of physical harm) and improper uses (e.g., as punishment or to manage behavior) of these procedures.

School personnel also receive training on the district's policies and procedures for the timely reporting and documentation of all instances in which restraint or seclusion are used.

Training includes refreshers on positive behavior management strategies, proper use of positive reinforcement, the continuum of alternative behavioral interventions, crisis prevention, de-escalation strategies, and the safe use of physical restraint.

The physical prevention and safety skills include safe approach and contact strategies, physical redirection procedures, basic physical safety skills for safely avoiding contact, and releases from a variety of grabs (wrist grabs, clothing grabs, chokes, hair pulls, and bites).

Length of Training:

The initial training is one day, with recertification requiring one day of training annually.

Recertification Frequency:

Any employee using physical restraint must be recertified annually. A list of currently certified employees and dates of certification is maintained and monitored at the district level.

Annual recertification is important because there are a wide range of skills that are critically important for safe, supportive, and humane interactions with individuals who may exhibit behavior that is dangerous to self or others. Employees who don't remember what to do or use skills incorrectly can put themselves, other employees, and the students they support at serious risk.

Physical Requirements:

- Normal degree of flexibility, can bend at the waist at 45 degrees and twist to either side
- Ability to stand, walk, run, and shuffle (including shuffling backwards) for at least several minutes.
- Ability to transition from standing to kneeling and return to standing without needing assistance or support.
- Can grasp firmly and raise hands above the head.
- Learn and correctly demonstrate multi-step physical procedures.

Temperament Requirements:

- Any employee trained in physical restraint use must also be trained in identifying their own triggers, signs of escalating tension in themselves, and the importance of maintaining calm in a volatile situation.
- Any employee deemed by district trainers not to have a temperament for the limited use of seclusion and restraint as a last resort and only until the imminent risk has resolved shall not be certified to use seclusion and restraint in Richland Parish Schools.

Instructional Materials:

Training documents, including a trainee manual, are provided to all participants. These materials are offered annually to ensure all certified employees have access to the instructional materials.

Trainers:

District-level trainers shall attend annual recertification training. All selected trainers must be able to present material effectively to a group, capable of learning and demonstrating moderately strenuous physical procedures, have a commitment to ensuring trainees are equipped to keep themselves and students safe, and take the responsibility of this training seriously.

Abuse or Mistreatment:

Any complaint from a parent, student, or other school staff implicating a teacher or other school staff member as implementing seclusion or restraint in a way that abuses or mistreats a student shall be reported to law enforcement. (*Children's Code Article 610*)

Engaging in the use of physical restraint or seclusion in any way contrary to these guidelines or the training received shall result in revocation of district certification to use restraint and seclusion.

Use of Mechanical Restraint

No student shall be subjected to any form of mechanical restraint by school employees.

Monitoring and Documentation

Bulletin 1706, §543

Seclusion and Restraint require monitoring, documentation, and analysis of data collected on the frequency and use of seclusion and restraint. This data is tabulated and reported annually to the state department of education.

Monitoring during the use of seclusion or restraint:

1. A student shall be monitored continuously:
 - a. Continuous assessment of staff and student status, including potential physical injuries
 - b. Termination of restraint or seclusion when the imminent risk of serious physical harm to self or others has dissipated
 - c. Evaluation of how procedures are being implemented
 - d. Consideration of opportunities for redirection and defusing the dangerous behavior
 - e. Consider having school health personnel promptly assess the child after the imposition of restraints or seclusion

2. Such monitoring shall be documented at least every 10 minutes and adjustments made accordingly, based upon observations of the student's behavior.
3. Any employee involved in the use of seclusion or restraint must recognize the vulnerable state that the student is in and take responsibility for keeping the student safe.
4. A student shall be released or removed as soon as the reasons for the action have subsided.

Documentation and Reporting at School and District Level

1. When a student is placed in seclusion or physically restrained, the director or supervisor of special education shall be notified electronically by the school principal or his designee as soon as is practicable, but no later than one hour following the release of the student or by the end of the same school day, whichever occurs first.
2. A school employee who has placed a student in seclusion or physically restrained a student shall document and report each incident using the district-provided form, and submit the form to the school principal and director of special education no later than the school day immediately following the day on which the student was placed in seclusion or physically restrained.
3. The school principal or his designee and the supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.
3. If a student is involved in three cumulative incidents in a single school year involving the use of physical restraint or seclusion, the student's Individualized Education Plan team shall review and revise the student's behavior intervention plan, including crisis intervention plans, to include any appropriate and necessary behavioral supports.
4. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint practices, the special education director or his designee shall review the student's plans at least once every three weeks.

Documentation and Reporting at the State Level

Each incident must be reported to the Louisiana Department of Education (LDOE) through the Special Education Reporting (eSER) system. Incidents shall be reported within 24 hours of their occurrence. This will be completed by the Director of Special Education or their designee.

1. Search for and select the student on eSER.
2. In the navigation bar, select Student -> Incidents.
3. Click the plus (+) button to add a new incident.
4. Report the incident type, date, beginning time, ending time, date report sent to parent, and date report sent to special education director.
5. Click Save Incident.

Documentation and Reporting to Parents

All parents or legal guardians of a student with an exceptionality will be notified of the guidelines for the use of seclusion and restraint annually at the IEP meeting. In addition, Seclusion and Restraint Guidelines are posted on school and district websites.

The school shall document all efforts, including conversations, phone calls, electronic communications, and home visits, to notify the parent of a student who has been placed in seclusion or physically restrained. This documentation should be kept at the school and placed in the J-Pams communication section.

The student's parent or other legal guardian shall also be notified in writing, by the end of the next school day, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.

Supporting Documents and Forms

Document	Description
<u>Bulletin 1706</u>	Regulations for Implementation of the Children with Exceptionalities Act
<u>Restraint and Seclusion: Resource Document</u>	US Dept. of Education Restraint and Seclusion Resource Document
<u>Developing Guidelines and Procedures for Seclusion and Restraint</u>	Developing local guidelines and procedures for implementing seclusion and restraint for students with disabilities
<u>Use of Seclusion/Physical Restraint Reporting Form</u>	Use of seclusion/physical restraint reporting form must be completed after each incident and a copy provided to the principal, parent, and director of special education within 24 hours of the incident.
<u>Child Safety Post-Seclusion/Restraint Evaluation Form</u>	Child Safety Post-Seclusion/Restraint Evaluation Form must be completed by the school nurse or a health designee after each seclusion or restraint incident and must be attached to the Use of Seclusion/Physical Restraint Reporting Form
<u>Seclusion Log</u>	Seclusion log to document monitoring of the student in seclusion, and must be included with Seclusion/Restraint Form if seclusion has been implemented.
<u>Parent Notification Letter of Restraint and Seclusion</u>	Letter notifying parents of seclusion and restraint guidelines to be provided to parents at every IEP meeting.

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Use of Seclusion/Physical Restraint Reporting Form

Student Details

Student Name:	Grade:	Age:
Gender:	Race:	DOB:
Parent Name:	Parent Phone:	Parent Email Address:
Mark all that apply. <input type="checkbox"/> IEP <input type="checkbox"/> FBA <input type="checkbox"/> 504 Plan <input type="checkbox"/> BIP <input type="checkbox"/> Health Plan <input type="checkbox"/> Crisis Plan		Disability

Reporting Details

Name of Person Completing Form:	Date and Time of Report:	Date and Time of Incident:
List of school personnel who administered/monitored the seclusion and restraint:		
Name & Position/Title:	Role in Restraint/Seclusion:	Trained to use Restraint?
	Primary/lead Secondary Observer	Yes No
	Primary/lead Secondary Observer	Yes No
	Primary/lead Secondary Observer	Yes No
	Primary/lead Secondary Observer	Yes No

Incident Details

Location of the Incident:		
Describe the specific events that may have triggered the dangerous behavior that led to restraint or seclusion.		
Describe the prevention, redirection, or pre-correction strategies that were used before and during the incident		
Describe the dangerous behavior that resulted in the implementation of restraint or seclusion.		
Start time:	End time:	
Describe the restraint or seclusion technique or strategies used: Describe how the student was monitored during and after the incident: Describe any actions taken immediately following the student's release from seclusion or physical restraint: Describe the student's actions immediately following the student's release from seclusion or restraint:		

Total Number of Seclusion/Restraint Incidents for School Year:

Post, Response, Reporting

Safety Evaluation: Student	Time Completed:	Safety Evaluation: Student	Time Completed:
Evaluated by:	Role/Position:	Evaluated by:	Role/Position:
Did any injury or hospitalization occur as a result of the incident? Yes No If yes, describe:			

<i>Send to the principal, parent, and director of special education within 24 hours of the incident.</i>			
Notification Dates			
Principal	Parent	SPED Director	eSER Report
If unable to contact the parent by phone, document attempts. Send home a copy of this report through email, online portal, or certified mail.			

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Child Safety Post-Seclusion/Restraint Evaluation Form

Student Details

Student Name:	Date of Incident:	Time of Incident:
School Nurse or Health Designee:	Role/Position:	Time of Evaluation:

Evaluation:

Did the child have any visible/known injuries prior to the restraint/seclusion? <i>If yes, describe:</i>	Yes No
Was the child injured during the restraint/seclusion? <i>If yes, describe:</i>	Yes No
Did any hospitalization occur because of the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Was the parent notified of the injuries? <input type="checkbox"/> Yes <input type="checkbox"/> No	

_____ Signature and role of
 Person Completing this Report Date

Seclusion Log

Date:	Time:	Student:	
Reason for Seclusion:	Hitting/attempting to hit Kicking/attempting to kick		Biting/attempting to bite Scratching/attempting to scratch
	Biting/Cutting/attempting self-injurious behavior		
Release Criteria:			

#	Time Interval (10 minutes)	Safe? *	Behavior status ? **	Observational Note	Initial
1					
2					
3					
4					
5					
6					
	1 Hour:	Offer Bathroom:		Offer Fluids:	

***Safe:** Visually check on the student, ensure he or she is medically safe, is not injured, and no potential for harm exists to prevent continuing with the seclusion.

**Behavior Status: Rate the student's current behavior status:			
1	Agrees to release criteria	7	Quiet
2	Threatening	8	Beating on door
3	Tense	9	Sitting
4	Yelling/Cursing	10	Laying down
5	Crying	11	Pacing
6	Struggling	12	Other