

Safety and Health Investment Projects FINAL REPORT REQUIREMENTS

The purpose of the final report of your SHIP project is to:

1. Evaluate and document the achievements, challenges, and shortcomings of the project for the constructive benefit of others interested in learning from SHIP projects; and
2. Provide the Division of Occupational Safety and Health with information that shows:
 - a. The outcomes specified in the project application were met; and
 - b. The grant was used for the purpose(s) for which it was approved and in accordance with relevant WAC rules and any special conditions or requirements; and
 - c. The outputs of the project have been disseminated as specified in the application.

The report format has four sections:

1. Cover Sheet
2. Narrative Report (part I)
3. Financial Information (part II)
4. Attachments (part III)

Please provide complete and detailed information in the final report. If you have questions, please call your SHIP grant manager.

REMINDER!!! All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.

SAFETY AND HEALTH INVESTMENT PROJECTS FINAL REPORT

Improving Safety Conditions for All Special Education Personnel through Collaborative
Safety Protocol Training

2017ZH00338
2018/2019

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Capital Region ESD 113 Workers' Compensation Trust and Marysville School District with
instruction by University of Washington professors Drs. Beaudoin & Feuerborn

June 25, 2019

Stacia Bolger, ESD 113



Funding and support for this project has been provided by the State of Washington, Department of Labor & Industries, Safety & Health Investment Projects.

ESD 113 Workers' Compensation Trust is solely responsible for the content of and views expressed in this report and related materials unless they have been formally endorsed by the Washington State Department of Labor and Industries.

PART I

Narrative Report

Abstract: Present a short overview of the nature and scope of the project and major findings (less than half a page).

The major aim of this project focused on the development of curriculum to provide training for the prevention of special education staff injuries resulting from behavioral incidents with special education students. Five days of training were developed and provided for each of two groups of special education paraprofessionals (n = 77 from Educational Service District 113; n = 35 from Marysville School District) over the course of the 2018-19 school year. Additionally, two of the training days included special education teachers (20 from ESD 113; 8 from Marysville SD) for the purpose of collaborative planning for the development of a safety protocol, promoting continuity of skills, and offering support for paraeducators. The trainings focused on the following topics: a) understanding the relation between disabilities and behavior; b) understanding the basics of behavior change; c) developing positive relationships with students; d) knowing how to respond during the cycle of behavioral escalation; e) identifying the lines of communication to support a safe environment; and, f) understanding special education law to guide safe practice. Portions of this curriculum were highlighted in coursework to prepare pre-service special education teachers and support practicing educators enrolled in the M.Ed. program at the University of Washington Tacoma. Formative data were collected at each day of training to allow data-informed calibration throughout the year. Data was collected summatively (pre-post) to evaluate the series of paraprofessional development sessions in terms of knowledge and skills; perceptions of discipline, safety, and behavior support practices; and satisfaction with the sessions. Major findings across both groups revealed participant satisfaction with the professional development sessions/trainings, increased knowledge and skills, and more positive perceptions.

Purpose of Project: Describe what the project was intended to accomplish.

- Develop safety curriculum targeted at improving safety conditions for special education (SPED) staff working with special education students who display challenging behaviors.
- Deliver five trainings over the course of the school year for two groups of SPED paraprofessionals (Educational Service District 113, Marysville School District). Include SPED teachers for two of the five trainings to enhance and support the trainings.
- Include portions of the content from training modules in related coursework for preparing special education teachers at University of Washington Tacoma.
- Reduce the number of injuries to school district SPED personnel (para professionals and teachers) working in SPED classrooms to increase on the job safety and situational awareness.

Statement and Evidence of the Results: Provide a clear statement of the results of the project include major findings and outcomes and provide evidence of how well the results met or fulfilled the intended objectives of the project.

Training curriculum was developed for a series of five, six-hour training sessions (see attached training materials). The trainings were delivered to two groups of special education paraprofessionals (n = 77 from Educational Service District 113; n = 35 from Marysville School District) beginning in September of 2018 and extending through April 2019. Data was collected from paraprofessionals using measures/tools designed and modified to assess the effectiveness of the trainings. Primary variables included paraeducators' perceptions of the training sessions, on-the-job safety, student behavior, and discipline practices, along with knowledge and skills connected to the six major elements of the training sessions described previously.

The Professional Development Evaluation assessed participant satisfaction with the training and paraeducators completed this survey after each training session. The results indicated a high degree of satisfaction across all domains (average ratings > 4 on a 5 point scale), including perceived relevance of information ($M=4.6$), immediate applicability of skills ($M=4.5$), use of time ($M=4.67$), and perceptions of the instructors' effectiveness and preparation ($M=4.8$).

The pre-post results from the paraprofessional Behavior Management Knowledge and Skills Assessment tool indicated increased knowledge and skills for both groups of participants across the knowledge and skill areas. Specifically, at the completion of training the scores of both groups increased in the areas of relationships, principles of behavior, responding to behavior, disabilities and behavior, and law. At pre-test, proportionately more paraprofessionals discussed student behavior in terms of reacting to challenging behavioral scenarios, and in contrast, at post-test, proportionately more paraeducators discussed student behavior from a preventive angle, emphasizing their role in keeping students calm, being aware of--and avoiding--antecedents/triggers, and de-escalating behavior effectively, efficiently, and safely.

The Paraprofessional Perceptions of Behavior and Discipline survey (a modification of the Staff Perceptions of Behavior and Discipline; SPBD) was used to measure pre/post changes of participant perceptions about school-based practices and beliefs related to student behavior. At post-test, groups reported *more* positive perceptions of the following factors associated with safety outcomes:

- school climate,
- effectiveness of behavior plans
- safety at work

Also at post-test, groups reported *less* perceptions of the following factors linked to lack of safety and/or student behavior challenges:

- stress
- job dissatisfaction (due to student behavior issues),
- lower reliance on problematic discipline practices (e.g., student isolation, restraint)

Also at post-test, participants reported increased perceptions of self-efficacy in dealing with student behavior and the ability to prevent injury. Proportionately more participants discussed the role of adults and their behavior management practices with student behavior. Proportionately fewer participants viewed student behavior as out of their control and/or inherent within the child. The groups reported less need for behavior education/training at post-test, and this is noteworthy considering nearly a third of participants reportedly had not received any training in this area prior to this series of professional development. At the end of the trainings, aspects of prevention were more salient in their qualitative data (responses to open-ended items), including aspects of prevention such as adult mindset (e.g., stress, mindfulness, awareness), knowledge of intersectionality of student behavior and disability, and the importance of establishing and maintaining effective student relationships.

There were also some complexities noted in participant perceptions from pre to post. At post-test, significantly more paraprofessionals reported limited time and opportunities to collaborate and plan with their co-workers. This was a significant theme as the groups saw the safety protocol being something of great value to develop *with their team* and apply with consistency across adults working in the schools. In both groups, paraprofessionals voiced concern and frustration when their team members and/or supervisors (e.g., paraprofessionals, administrators, behavior specialists) were absent, especially from the two days of trainings during which special education teachers were invited. The paraprofessionals who were accompanied by team members and special education teachers from their building (on days 2 and 4), reportedly valued this time together to complete the protocol and engage in general planning and collaboration—in fact, they reported that they need more of this time throughout the year.

Also at post-test, more paraprofessionals noted a need for more information about students' individualized needs and behavior plans. Many voiced frustrations for being kept "out of the loop," "overlooked," "in the dark," and "left out" of team-based planning and decision-making. As compared to pretest, at posttest, more paraprofessionals discussed adult-related barriers to attaining safety and practicing good injury prevention practices. Barriers included poor communication, lack of information, inconsistency, limited time, and lack of professional respect/support.

To date, success of the development and delivery of the trainings can be judged on the basis of high levels of participant satisfaction across all trainings, increased perceptions of safety and self-efficacy in behavior management, and the significant increase in participant knowledge and skills taught across the trainings. Future investigation by ESD 113 and Marysville is needed to analyze worker injury claims (frequency and severity) of participants post training.

Measures to Judge Success: If relevant, state what measures or procedures were taken to judge whether/ how well the objectives were met and whether the project or some other qualified outside specialist conducted an evaluation.

All training materials underwent content review by a school professional with expertise in special education directly related to the project topics (i.e., special education director with knowledge in all areas of training) prior to finalizing content for each session of the trainings. In addition, steps were taken to use data formatively, to guide curriculum development and delivery. Moreover, results from the pre-test of the perceptions survey and the knowledge and skills tool were reviewed to determine the basic level of background knowledge that the paraprofessionals held in each of the six content areas to be addressed throughout the trainings. The trainers then took these results into consideration as they planned content and exercises for each group of paraprofessionals. Participant feedback provided through the professional development evaluations was also considered following each training session as the trainers planned for addressing group needs in upcoming sessions.

Relevant Processes and Lessons Learned: Specify all relevant processes, impact or other evaluation information which would be useful to others seeking to replicate, implement, or build on previous work *AND* Provide information on lessons learned through the implementation of your project. Include both positive and negative lessons. This may be helpful to other organizations interested in implementing a similar project.

We advise that ongoing evaluation measures, such as those used in this implementation project, be used in order to target the unique needs of any group being trained. Thus, we advise others assess the background knowledge, needs, experiences, and concerns of participants prior to the trainings, and adjust content accordingly.

We also advise others to allow sufficient time and intentional opportunities for participants to work with those working in their building and those working in different buildings. Participants valued both opportunities--opportunities to collaborate and be exposed to differing perspectives and/or work environments.

Mode and duration of instruction: We recommend the inclusion of multiple, concrete examples, videos, and authentic scenarios. Also, participants appreciated when the material was “chunked” in 10-15 minute segments, followed by practice and application opportunities. Moreover, many participants indicated that they needed more frequent trainings. They suggested this could in terms of more days and/or more frequent half day offerings, spread out over the year.

Although we invited supervisory teachers to days two and four of the trainings, not all supervisors were present due to barriers such as a lack of funding for compensation for supervisory teachers. We added teachers to these trainings to both increase their awareness of the content being taught and to demonstrate how to better support the paraprofessionals with application of new skills. With better attendance and involvement of supervisory teachers, they could not only build their content knowledge but then be required to guide the paraprofessionals as they practice the skills taught in the trainings via homework assignments.

Future projects should include and ensure funding for supervisors/team members to attend a day toward the beginning and a day toward the end of the training sequence. Only having sporadic attendance and not having all paraprofessionals supported by their supervisor on days 2 & 4, when others did, led some paraprofessionals to feel left out and unsupported. Also, with not all paraprofessionals supported by a supervisor, the time spent in sessions could be even more productive and homework activities could be completed with more consistency and fidelity to the process (e.g., safety protocol).

Product Dissemination: Outline of how the products of the project have been shared or made transferrable.

Professional development training materials in the form of PDFs are submitted with this final report. Portions of this curriculum are highlighted in coursework to prepare pre-service special education teachers and support practicing educators enrolled in the M.Ed. program at the University of Washington Tacoma. Outside inquiries, present or future, will have access to the materials via either the LNI SHIP webpage or by collaboration with ESD 113 Workers' Compensation Trust.

Feedback: Provide feedback from participants, trainees, individuals who have used your products/processes, as well as any reports from an independent evaluator on the project.

As previously noted, participants provided feedback through the professional development survey at the end of each training session. The results indicated a high degree of satisfaction with the professional development across groups and trainings. They wrote in statements such as these:

-“It was great talking to other paras at various locations and hearing ideas to help my student. Thank you for putting this on! There was so much knowledge to be gained!”

-[I appreciated] “Building a relationship between my students and going to my job with the knowledge and training. Knowing my students triggers, and taking breaks before they escalate. Communicating and developing a positive environment.”

-“It has taught me to not react. Just to go with the flow that things aren't always perfect. Also finding out what sets my little guy off (triggers) and how to prevent bad behavior.”

In pursuing and preparing for this grant project, Special Education Directors from ESD #113 were surveyed via email to determine their willingness to support payment for special education teachers to attend trainings alongside paraprofessionals. The response was overwhelmingly positive, with several directors committing to support their teachers due to the high need for this type of training for their special educational staff.

Project's Promotion of Prevention: Explain how the results or outcomes of this project promote the prevention of workplace injuries, illnesses, and fatalities?

Special education paraprofessionals receive very little, if any, formal training in classroom behavior management of special education students. Such lack of training and education has resulted in increased claim frequency and severity. The SHIP funded product development and training has enhanced both paraprofessional and teacher ability to recognize adverse behaviors and approach students in a safe manner.

Uses: How might the products of your project be used within the target industry at the end of your project?

It is the continued goal of ESD 113 convert the successes of the SHIP grant into an ongoing training availability for school districts within our region and throughout the State. The training products, while effective, require skilled and knowledgeable instructors and trainers. ESD 113 will continue to cultivate its relationship with the University of Washington Tacoma to ensure skilled trainers are available.

Is there potential for the product of the project to be used in other industries or with different target audiences?

Yes, the training, skills and products are definitely transferable to other like work environments such as State Institutions (Western & Eastern State Hospitals), nursing homes, and other educational or care facilities.

Organization Profile: For awarded organizations, to include partners and collaborators, provide a brief description of each organization. Mission, vision, and purpose for each of the organizations who applied (this includes partners and collaborators) for the grant.

Capital Region Educational Service District 113 (ESD113) (self-insured partner) is a developer and aggregator of services and products for 46 school districts in Thurston, Mason, Lewis, Grays Harbor and Pacific Counties. Created by the legislature in 1969, ESDs ensure equitable educational opportunities for all students—urban and rural alike.

ESD 113 also acts as a liaison between local districts and the State Office of Public Instruction (OSPI) to deliver programs mandated by the state and federal statutes. ESD 113 operates in a highly entrepreneurial fashion developing and administering targeted programs in response to the needs of individual as well as collective school districts. We blend the benevolence of the public sector with the spirit and ingenuity of the private sector.

The ESD 113 WCT effectively served the interests of 12,000 school district employees working an average of 14,500,000 worker hours each year since 1983 while educating 71,000 students. As a self-insured work comp program our focus is on injury elimination and successful claim management. The WCT is contrived of 10 professional, experienced and certified staff members.

As the grant-managing partner, ESD 113 is a certified grant manager with OSPI. Under the direction of Chief Financial Officer Calvin W. Brodie, CPA, millions of state and federal grant funds are managed via the ESD 113 business office annually. Currently, ESD 113 is managing \$34,162,384 in State, Federal and local grant funds.

The Washington State Auditors Office (SAO) annually audits all ESD 113 funds. SAO and reinsurance providers audit the ESD WCT program annually. Additionally, the program receives an actuarial audit and a premium/reserve audit annually by Pricewaterhousecooper.

Marysville School District – (State Fund partner). Contact: Gregg Kuehn, Marysville Risk Management Supervisor, Purchasing Manager and Sue Shea, District Risk Management Specialist. The Marysville School District is located in Marysville, Washington. Marysville SD commitment is to engage, inspire, and prepare each student they serve. As this SHIP grant focus was on the safety of Special Education personnel working in the classroom with special needs students, the following provides a small overview of the Special Education program at Marysville School District.

Marysville S.D. defines Special education as a system of supports available to students with disabilities that adversely affect their education and require specially designed instruction. Primary support is provided by trained teachers and other professionals who work with parents on a student's Individualized Education Program (IEP). Access and delivery of these services is governed by federal and state law, as well as local school board policies. Special education is provided at no cost to parents and includes the related services a student needs to access her/his educational program.

Children and young adults from birth through age 21 who are residents of the Marysville School District are entitled to receive special education services after meeting eligibility requirements. Children aged zero to three are served by a community agency in collaboration with the district. Preschool-aged children are served at their neighborhood elementary or in

the district's own developmental preschools depending on their needs. School-aged children and young adults(ages 5-21) are served in the district's 22 schools.

All students receiving special education services have been found eligible through a process of evaluation, consultation, and planning that follow federal and state guidelines. Marysville School District has maintained a Special Education Parent Advisory Council since 2008. Marysville School District found value in the SPED para professional and teacher training as they continually seek out ways to improve the Special Education service they provide. They aim to provide a safe special education classroom environment for not only the students but also the staff.

The University of Washington Tacoma School of Education (UWT) (subcontractor) as a state fund employer subcontractor UWT brings to the SHIP grant partnership an internationally recognized teaching staff with expertise and focus in special education with a strong emphasis in identification, teaching and working with aberrant behaviors to keep the teachers, teaching assistants and the students safe.

UWT is the leader in the specialized field of special education teacher development. As a state fund employer receiving worker compensation insurance from LNI the UWT organization understands the mechanisms of injuries. Coupled with the knowledge of special education behaviors, sped injury mechanisms and sped teacher development the UWT School of Education is a capable, engaged and productive partner.

The UWT provides two of its most experienced departmental professors to lead the teaching and training component of this project. Drs. Beaudoin and Feuerborn bring extensive experience and training for both pre-service and in-service teachers and paraprofessionals working with students with disabilities. Their areas of research and expertise focus on preparing educational staff in prevention of problem behaviors for those special education students with the most extensive social, emotional, and behavioral needs and who place education personnel most at risk for safety related concerns. Drs. Beaudoin and Feuerborn also bring the research expertise that will allow for the careful evaluation of the impact of training on the practices of personnel involved in the project.

Additional Information

Project Type <input checked="" type="checkbox"/> Best Practice <input type="checkbox"/> Technical Innovation <input checked="" type="checkbox"/> Training and Education Development <input type="checkbox"/> Event <input type="checkbox"/> Intervention <input type="checkbox"/> Research <input type="checkbox"/> Return to Work <input type="checkbox"/> Other (Explain):	Industry Classification (check industry(s) this project reached directly) <input type="checkbox"/> 11 Agriculture, Forestry, Fishing and Hunting <input type="checkbox"/> 21 Mining <input type="checkbox"/> 22 Utilities <input type="checkbox"/> 23 Construction <input type="checkbox"/> 31-33 Manufacturing <input type="checkbox"/> 42 Wholesale Trade <input type="checkbox"/> 44-45 Retail Trade <input type="checkbox"/> 48-49 Transportation and Warehousing <input type="checkbox"/> 51 Information <input type="checkbox"/> 52 Finance and Insurance <input type="checkbox"/> 53 Real Estate and Rental and Leasing <input type="checkbox"/> 54 Professional, Scientific, and Technical Services <input type="checkbox"/> 55 Management of Companies and Enterprises <input type="checkbox"/> 56 Administrative and Support and Waste Management and Remediation Services <input checked="" type="checkbox"/> 61 Educational Services <input type="checkbox"/> 62 Health Care and Social Assistance <input type="checkbox"/> 71 Arts, Entertainment, and Recreation <input type="checkbox"/> 72 Accommodation and Food Services <input type="checkbox"/> 81 Other Services (except Public Administration) <input type="checkbox"/> 92 Public Administration
Target Audience: Classroom Special Education Paraprofessionals and teachers part of the Educational Service District 113 and the Marysville School District.	
Languages: English	
Please provide the following information - - <i>(information may not apply to all projects)</i>	
# classes/events:	5 each ESD 113 & Marysville SD
# hours trained	40 per each completed 5 day session
# students under 18	0
# workers	140
# companies represented	47 School Districts
# reached (if awareness activities)	N/A
Total reached	140
Have there been requests for project products from external sources? None at this time <i>If Yes, please indicate sources of requests:</i> N/A	

List, by number above, industries that project products could potentially be applied to.
 61

 Perhaps: 62 and 81

Potential impact (in number of persons or companies) after life of project?

 Undetermined

PART II

Financial Information Budget Summary

Project Title:	Improving Safety Conditions for All Special Education Personnel through Collaborative Safety Protocol Training		
Project #:	2017ZH00338	Report Date:	June 26, 2019
Contact Person:	Stacia Bolger	Contact #:	360-464-6886
Start Date:	March 9, 2018	Completion Date:	June 30, 2019

1.	Total original budget for the project	\$ <u>150,000</u>
2.	Total original SHIP Grant Award	\$ <u>150,000</u>
3.	Total of SHIP Funds Used	\$ <u>126,942.03</u>
4.	Budget Modifications (= or - if applicable)	\$ 0.00
5.	Total In-kind contributions	\$ <u>0.00</u>
6.	Total Expenditures (lines 3+4+5)	\$ <u>126,942.03</u>

Instructions:

- Complete the Supplemental Schedule (Budget) form first (on the next page).
- The final report must include all expenditures from date of completion of interim report through termination date of grant.
- Indicate period covered by report by specifying the inclusive dates.
- Report and itemize all expenditures during specified reporting period per the attached supplemental schedule.
- Forms must be signed by authorized person (see last page).
- Forward one copy of the report to **Arlene Hallom, SHIP Grant Manager at PO Box 44612, Olympia, WA 98504-4612**

PART II *(Continued)*

Financial Information

Supplemental Schedules (Budget)

Project Title:	Improving Safety Conditions for All Special Education Personnel through Collaborative Safety Protocol Training		
Project #:	2017ZH00338	Report Date:	June 26, 2019
Contact Person:	Stacia Bolger	Contact #:	360-464-6886
Total Awarded:	\$150,000		

ITEMIZED BUDGET: How were SHIP award funds used to achieve the purpose of your project?

	Budgeted for Project	Amount Paid Out	Difference
A. PERSONNEL	\$65,100	\$45,825.75	\$19,274.25
Explanation for Difference and other relevant information: Total number of paras who attended the classes came in lower than original estimate.			

	Budgeted for Project	Amount Paid Out	Difference
B. SUBCONTRACTOR	\$52,947.00	\$52,857.00	\$90.00
Explanation for Difference and other relevant information: Drs. Beaudoin and Feuerborn 2019 UW contract salaries came in higher than their 2018 salaries. This accounted for an additional cost of \$2,408. Dr. William Cheney did not bill us for services as the new content to the course materials was not extensive and did not require a large amount of his time			

	Budgeted for Project	Amount Paid Out	Difference
C. TRAVEL	\$3,250.00	\$6,527.46	-\$3,277.46
Explanation for Difference and other relevant information: Travel expenses came out higher than anticipated			

	Budgeted for Project	Amount Paid Out	Difference
D. SUPPLIES	\$1,503.00	\$876.85	\$626.15
Explanation for Difference and other relevant information: Reduced class attendance numbers meant reduced handouts needs and less printing/supply requirement.			

	Budgeted for Project	Amount Paid Out	Difference
E. PUBLICATIONS	\$3,200.00	\$0.00	\$3,200.00
Explanation for Difference and other relevant information: Video will no longer be produced. This item was removed from the budget.			

	Budgeted for Project	Amount Paid Out	Difference
F. OTHER	\$10,364.00	\$9,314.78	\$1,049.22
Explanation for Difference and other relevant information: Reduced class attendance numbers meant reduced need.			


	Budgeted for Project	Amount Paid Out	Difference
TOTAL DIRECT COSTS	\$136,364.00	\$115,401.84	\$20,962.16
	Budgeted for Project	Amount Paid Out	Difference

TOTAL INDIRECT COSTS	\$13,636.00	\$11,540.19	\$2,095.81
	Budgeted for Project	Amount Paid Out	Difference
TOTAL SHIP BUDGET	\$150,000	\$126,942.03	\$23,057.97

	Budgeted for Project	Amount Paid Out	Difference
G. IN-KIND	\$0.00	\$0.00	\$0.00
Explanation for Difference and other relevant information: Reduced class attendance numbers meant reduced financial/budget need.			

I hereby certify that the expenditures listed on this report were made with my approval:

00/2-7/19
Date


Signature of Project Manager

PART III

Attachments:

Provide resources such as written material, training packages, or video/ audio tapes, curriculum information, etc. produced under the grant.

Also include copies of publications, news releases, curriculum, posters, brochures, etc.

The above information should also be provided on a CD or DVD for inclusion in the file.

- DVD: must be in an MP4 format
Other video files must be provided in uncompressed source files.
- Publications:
PDF of publication should be provided. SHIP also needs the original publishing documents (design documents), .eps, and .psd (if any illustrations/graphics are used)

Attachments for Final SHIP project from ESD 113 & Marysville SD include:

- 1. SHIP Day 1 Training Final-pdf**
- 2. SHIP Day 2 Training Final-pdf**
- 3. SHIP Day 3 Training Final-pdf**
- 4. SHIP Day 4 Training Final-pdf**
- 5. SHIP Day 5 Training Final-pdf**
- 6. SHIP PD EVAL Final – pdf**
- 7. Protocol for Working Safely with Students Final – pdf**
- 8. Class check in half sheet Final - pdf**
- 9. Resource List for Paras - Final**

REMINDER!!: All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.