

# W

## Crisis Intervention

### **Section W Forms**

Incident Report Intervention Reference Sheet

Incident Report - [Google link on website](#)



## **Belief Statement**

Adams Wells Special Services Cooperative believes that schools should provide a safe and healthy environment in which students can learn, develop, and participate in instructional programs that promote high levels of academic achievement. The purpose of crisis intervention should be to ensure that all students and staff are safe in school, and that students who may have behavior crises are free from inappropriate use of seclusion or restraint.

Behavioral interventions for students must ensure the right of all students to be treated with dignity and respect. All students have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical restraint or seclusion imposed solely for purposes of discipline or convenience.

Seclusion or restraint shall not be used as routine school safety measures; that is, they shall not be implemented except in situations where a student's behavior or action poses imminent danger of physical harm to self or others and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, property damage, out of seat, etc.), as a means of coercion or retaliation, or as a convenience. Any use of either seclusion or restraint shall be supervised, short in duration and used only for the purposes of de-escalating the behavior.

## Definitions

**Behavior Intervention Plan (BIP):** A plan that is agreed upon by the case conference committee and incorporated into a student's IEP and that describes the following:

1. The pattern of behavior that impedes the student's learning or the learning of others.
2. The purpose or function of the behavior as identified in a functional behavioral assessment.
3. The positive interventions and supports, and other strategies, to:
  - a. Address the behavior; and
  - b. Maximize consistency of implementation across people and settings in which the student is involved.
4. If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student.

The BIP seeks to maximize consistency of implementation across people and settings in which the student is involved.

**Chemical Restraint:** The administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition.

**De-escalation:** Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

**Mechanical Restraint:** The use of a mechanical device, a material or equipment that is attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body; or restricts normal access to the student's body; or holds a student immobile.

The term does not include a mechanical device, a material or any equipment that is used as authorized by a licensed physician or other qualified health care professional. The term also does not include a bus harness or other safety equipment that is used to restrain a student during transport that is necessary for safety purposes.

**Physical Restraint:** Physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body. The term includes holding or grabbing a student to escort, compel, or coerce the student to move to another location. An action does not need to be a nonviolent crisis intervention (CPI) trained technique to meet the definition of physical restraint.

The term does not include:

1. briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation
2. physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.



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1. Intervening in a fight, a principal, teacher, or other school corporation personnel may take reasonable action necessary to prevent violence when a fight or physical struggle that takes place in his/her presence while on duty, whether the fight is among students or other individuals.

**Nonviolent Crisis Intervention and Conflict De-escalation Training:** Training which is provided to school staff on how to prevent, defuse, and de-escalate potential behavioral crisis situations without physical contact between a school employee and a student.

**Seclusion:** The involuntary confinement of a student alone in a room or area from which the student physically is prevented from leaving. Examples include:

1. Student is alone in a room and the door is locked
2. Student is alone in a room and the door is blocked by a person or object

The term does not include a supervised time out or scheduled break during which an adult is continuously present in the room with the student.

**Time Out:** A behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time out is a behavioral procedure, not a place.



## **SAMPLE TIME-OUT PROCEDURES**

Effective time out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time out may make the return to regular classroom activities easier for the student. The following is a sample time-out plan.

### **Level I.**

- A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.
- B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.
- C. Modify/change student's assignment to get him or her re-involved with learning. Select a task that will provide immediate success.
- D. Separate student from others (i.e. creative seat assignment).
- E. Send student out of room - on an errand, for a walk, to "cool off."
- F. Offer a "time-in" situation with a support person outside the classroom.
- G. Quietly praise other students for ignoring inappropriate student behavior.
- H. When possible, talk to disruptive student out of classroom away from other students so that he or she can preserve dignity.

### **Level II.**

Level II time out is more restrictive than the Level I interventions. It is the exclusion of a student from positive reinforcing activities of the classroom without removing him or her from the room.

- A. Move student to different part of the classroom (i.e. closer to teacher, further away from audience)
- B. Avoid lengthy explanations to student. Simply say: "Because you\_\_\_\_\_, you go to time out for \_\_\_\_ minutes." Avoid other interactions.
- C. Allow student to take their own time-out.
- D. Keep time-out period brief. Time out periods longer than 15 minutes rarely serve their intended purpose-temporary withholding of positive reinforcement.
- E. The student shall be supervised at all times during the time-out period.
- F. The student shall still be able to access any lesson or instruction being offered to other students in the student's classroom.



## Seclusion Guidelines

**Seclusion is the involuntary confinement of a student alone in a room or area from which the student physically is prevented from leaving.**

The purpose of seclusion is to prevent the student from harming himself/herself or others when the student is dysregulated.

**Time out does not constitute seclusion.**

Seclusion, including seclusion of a student by a school resource officer, shall not be used except when used as a last resort and only when:

1. The student's behavior poses **imminent risk** of injury to self or others; and,
2. other less restrictive interventions are ineffective.

Imminent risk

1. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury
2. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
3. Failure to comply with a directive does not itself indicate an imminent risk unless directly related to behaviors that are substantially likely to result in injury.
4. Elopement in and of itself does not constitute an imminent risk unless there is substantial peril in the immediate vicinity.

Less restrictive interventions may include, but are not limited to the following:

1. Follow strategies and interventions identified in the student's IEP
2. Verbal de-escalation strategies
3. Removal of the audience/isolate the situation
4. Changes to the environment i.e. moving locations, dimming lights, etc.
5. Limit access to objects that could be used as weapons
6. Remove hazardous/breakable objects or equipment
7. Set limits and allow time and space to make choices
8. Honor student requests for personal space or quiet as safety permits
9. Offer sensory strategies as approved by the Occupational Therapist
10. Seek interpreter/alternative mode of communication, if needed

Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

Every incident in which seclusion is used, including every incident involving a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.

Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the seclusion, shall examine the student to ascertain if any injury has been sustained during the seclusion of the student.

Every incident involving the use of seclusion on a student, including incidents of seclusion involving school resource officers, shall be documented through an **Incident Report** provided through Adams Wells Special Services Cooperative in order to memorialize the events that led up the use of seclusion. An **Incident Report Intervention Sheet** is provided as a reference for accurate reporting of interventions used.

For all students, a copy of the Incident Report **must** be provided to the Local Building Administrator, Director of Special Education, Parent or Guardian, and CPI Trainer within 24 hours of the incident.

Every incident in which seclusion is used on a student, including incidents involving school resource officers, shall be reported to the student's parent or guardian. Schools shall attempt to report every incident in which seclusion is used to the student's parent or guardian no later than the end of the school day or as soon as practical. In the event the building personnel is unable to contact parents/guardians, a written record of the attempts made to contact parents/guardians must be maintained, setting forth the name of the employee who attempted to contact the parents/guardians and the times that the attempts were made. Documentation of communication must be included in the Incident Report.

As soon as practical and after every incident in which seclusion is used on a student, including every incident of seclusion involving school resource officers, the school administrator or designee, such as a CPI trainer, shall meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion to complete a debriefing process to discuss whether proper seclusion procedures were followed, including the use of proper procedures to prevent the need for seclusion.

School employees shall be trained regularly on the appropriate use of effective alternatives to seclusion, including the use of positive behavioral intervention and support as well as nonviolent crisis intervention and conflict de-escalation.

**Seclusion is warranted only when a student's behavior is so out of control or so dangerous that the student's behavior in the current environment poses an imminent risk of injury to the student or others.**

Seclusion is **not used**:

1. As an initial response to a behavior,
2. To force compliance,
3. As a punishment,
4. Or instructional method.

Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

Areas designated as a seclusion environment shall be inspected and shall:

1. Be of reasonable size to accommodate the student and at least one adult



2. Have adequate ventilation including heat and air conditioning as appropriate
3. Have adequate lighting
4. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass
5. Permit direct continuous visual and auditory monitoring of the student





## **Restraint Guidelines**

### **Chemical Restraint**

The administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment and dosage for the student's medical or psychiatric condition. **The use of Chemical Restraint is prohibited.**

### **Mechanical Restraint**

The use of a mechanical device, a material or equipment that is attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body; or restricts normal access to the student's body; or holds a student immobile. Examples include: tape, rope, straps, belts, helmets, mittens, lap weights, weighted blanket, etc.

**Mechanical restraints are prohibited outside of the following exclusions.**

1. Mechanical restraints such as seat belts, harnesses, or other restraints in vehicles should be used at all times when students are being transported and the vehicle being used is so equipped.
2. Restraints used by law enforcement are specifically excluded from this policy when such restraints are being utilized in furtherance of law enforcement activities.
3. Medically prescribed devices whose purpose is to compensate for orthopedic weaknesses to protect the student from falling or to permit the student to participate in activities at school are also specifically excluded from this policy.
4. Mechanical restraints such as tape, straps, tie downs, weighted blankets, etc., may be used when specifically recommended by an Occupational Therapist, Physical Therapist, or Physician, with specific recommendations for lengths of time of use and other circumstances for their use.
5. Helmets or other protective gear may be used to protect a student from injuries due to a risk of falling or self-injury, when the mechanical device is part of an Individualized Education Program (IEP) and is the least restrictive means available to prevent harm.

In the event a parent requests the use of a mechanical device, the teacher of record will review the request with the parent and an administrative staff member of Adams Wells Special Services Cooperative.

### **Physical Restraint**

Physical contact between a school employee and a student in which the student unwillingly participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body. The term includes holding or grabbing a student to escort, compel, or coerce the student to move to another location. An action does not need to be a nonviolent crisis intervention (CPI) trained technique to meet the definition of physical restraint.

The term does **not** include:

1. Briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation
2. Physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.



3. Intervening in a fight, a principal, teacher, or other school corporation personnel may take reasonable action necessary to prevent violence when a fight or physical struggle that takes place in his/her presence while on duty, whether the fight is among students or other individuals.

Physical restraint, including physical restraint of a student by a school resource officer, shall not be used except when used as a matter of last resort and only when the student's behavior poses **imminent risk** of injury to self or others.

#### Imminent risk

1. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury
2. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
3. Failure to comply with a directive does not itself indicate an imminent risk unless directly related to behaviors that are substantially likely to result in injury.
4. Elopement in and of itself does not constitute an imminent risk unless there is substantial peril in the immediate vicinity.

Physical restraint of a student, including physical restraint of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

If a student requires additional intervention after physical restraint, the student may be removed to a seclusion setting if one has been designated. (See Seclusion Guidelines)

In determining whether a student who is being physically restrained should be removed from the area where such a restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student; the educational and emotional well-being of other students in the vicinity; and as applicable, any requirements pursuant to a behavior intervention plan (BIP) or individualized education program (IEP).

Every incident in which restraint is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.

Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school nurse shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.

Every incident involving the use of physical restraint on a student, including incidents of physical restraint involving school resource officers, shall be documented through an **Incident Report** provided through Adams Wells Special Services Cooperative in order to memorialize the events that led up the use of seclusion. An **Incident Report Intervention Sheet** is provided as a reference for accurate reporting of interventions used.

For all students, a copy of the Incident Report **must** be provided to the Local Building Administrator, Director of Special Education, Parent or Guardian, and CPI Trainer within 24 hours of the incident.



Every incident in which physical restraint is used on a student, including incidents involving school resource officers, shall be reported to the student's parent or guardian. Schools shall attempt to report every incident in which physical restraint is used to the student's parent or guardian no later than the end of the school day or as soon as practical. In the event the building personnel is unable to contact parents/guardians, a written record of the attempts made to contact parents/guardians must be maintained, setting forth the name of the employee who attempted to contact the parents/guardians and the times that the attempts were made. Documentation of communication must be included in the Incident Report.

As soon as practical and after every incident in which physical restraint is used on a student, including every incident of physical restraint involving school resource officers, the school administrator or designee, such as a CPI trainer, shall meet with at least one school employee who participated in the implementation, monitoring, and supervision of the physical restraint to complete a debriefing process to discuss whether proper physical restraint procedures were followed, including the use of proper procedures to prevent the need for physical restraint.

If physical restraint is used frequently and the problem behavior(s) have not decreased, the case conference committee should be reconvened to review the current behavior intervention plan (BIP) and other procedures that may be used to help the child gain better self-control.

School employees shall be trained regularly on the appropriate use of effective alternatives to seclusion, including the use of positive behavioral intervention and support as well as nonviolent crisis intervention and conflict de-escalation.

**Physical restraint is warranted only when a student's behavior is so out of control or so dangerous that the student's behavior in the current environment poses an imminent risk of injury to the student or others.**

Physical restraint is **not to be used**:

1. As a substitute for systematic behavior intervention plans (BIP) that are designed to change, replace, modify, or eliminate a target behavior,
2. As a punishment to eliminate undesirable behavior,
3. To force compliance with staff demands,
4. As an instructional method,
5. In a manner that restricts a student's breathing,
6. When known medical or physical condition of the student would make physical restraint dangerous.
7. As a consequence for property damage during a behavioral episode.

**It is prohibited to restrain a student in the prone or supine position.**

The school staff that use physical restraint must be trained and certified by persons who are certified in physical restraint procedures by the Crisis Prevention Institute (CPI). After the initial training and certification, each person using physical restraint must complete an annual CPI refresher course to maintain certification.



It is the expectation of the Adams Wells Governing Board that all staff serving in centralized programs hold current CPI training credentials that are renewed annually.

NOTE: The use of physical restraint by staff who are not specifically trained and authorized will result in a recommendation for disciplinary action.

## Incident Report Intervention Reference Sheet

### Interventions and Incident Report Forms

The items listed below are some examples of interventions (verbal and restrictive) that CPI trained individuals utilize to assist an individual in crisis. When completing an incident report form - please be sure to identify the steps taken during your crisis situation as well as any and all verbal/restrictive interventions.

#### **Types of Verbal De-escalation Interventions utilized to assist the individual in crisis:**

##### Supportive Interventions:

- Focus on breathing
- Compassion
- Connection
- Use of the supportive stance
- Communication: body language, paraverbal, etc.
- Offer something: i.e. water, food, information, etc.
- Change environment: i.e moving locations, dimming the room, go on a walk, etc
- Validating
- Listen with Empathy
- Provide Personal space

##### Defensive Interventions:

- Giving a rational response to an individual questioning/seeking information
- Downplaying any challenges. Sticking to the topic.
- Use of Limit setting to redirect the person's focus and attention to the desired outcome.
  - Types of Limit Setting that could be used:
    - Interrupt and Redirect
    - When and Then
    - If and Then
    - Fail Safe Choice
- Offer choices/gives options
- Clear the 'audience' - remove bystanders, etc.
- Establishing Therapeutic Rapport to re-establish the relationship.

#### **Types of Restrictive Interventions utilized to assist the individual in crisis demonstrating risk behavior:**

##### Disengagements:

*(\*If the disengagement was performed the risk level should be identified as well (i.e. low, medium, or high)*

- Strikes   - Hair   - Grabs/Holds   - Neck   - Wrist   - Body   - Clothing   - Bite

Restrictive Interventions should be: reasonable, proportionate, and least restrictive to maximize safety and to minimize harm. Physical restraint is only to be used as a last resort when the student demonstrates an imminent danger to self or others.

*\*If a restrictive intervention was performed the risk level should be identified as well (i.e. low, medium, or high)*

- Holding in the seated position
- Holding in the standing position
- High-Level Holding position
- Children's Control Position