

Physical Restraint & Seclusion Procedures

Portland Public Schools



Revised September 2015

PHYSICAL RESTRAINT AND SECLUSION PROCEDURES

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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.

Portland Public Schools Board of Education
Policy 1.80.020-P

For more information contact: Special Education Department
Phone: 503.916.3152
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Background

In 2011, the Oregon Legislature passed a statute making changes to physical restraint and seclusion practices in schools, effective July 1, 2012. In June 2012, PPS revised its [Student Restraint and Seclusion 4.50.060-AD](#) to incorporate the provisions of the new law. PPS continues to use the Nonviolent Crisis Intervention (NCI) program, developed by the Crisis Prevention Institute (CPI). These rules apply to ALL students for ANY use of physical restraint or seclusion implemented by school personnel. Starting with the 2013-14 school year, PPS must submit specific data on use of physical restraint and seclusion to the Oregon Department of Education, and make this data available on the PPS [website](#).

Definitions

1. **What is considered “physical restraint”?** Physical restraint is defined as “restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. Physical restraint does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.”¹

Examples of Physical Restraint	Non-examples of Physical Restraint
Restriction of a student’s movement by one or more staff persons holding the student or applying physical pressure upon the student because there is reasonable threat of imminent serious bodily injury to self or others.	<ul style="list-style-type: none"> • Hand-over-hand prompting (guiding student’s hand by placing adult’s hand over student’s hand) for instructional purposes (i.e. for writing, feeding, learning new physical tasks). • Re-directing a student from a potentially dangerous situation by taking his/her hand or arm and gently guiding them away. • Providing deep pressure to a student who is in need of sensory input.
The student struggles or goes limp when physically escorted by a staff member. But for the adult force, student would not leave current place.	The student willingly goes when physically escorted by a staff member (i.e. holding hand, arm around shoulder).
Pulling a student by arm or leg out from under a desk or table when student refuses to come out.	Offering a student a hand to come out from under a desk or table. Student takes hand and adult assists student back to seat.
High school student who has been removed from	High school student who has been removed

¹ All quoted material in the Definitions section is from the PPS [Student Restraint and Seclusion 4.50.060-AD](#) unless otherwise specified. “ODE Manual” refers to ODE’s [Technical Assistance and Guidelines Manual: Use of Physical Restraint and Seclusion](#) (May 2012).

Examples of Physical Restraint	Non-examples of Physical Restraint
school is attempting to enter building. Adult grabs student and physically leads student away from school as student continues to struggle.	from school is attempting to enter building. Adult blocks doorway so student is not allowed to enter.

2. What is considered “seclusion”? Seclusion is defined as “the involuntary confinement of a student alone in a room from which the student is prevented from leaving”. Seclusion does not include time out. (“**Time out**” means “removing a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.”) A room used for seclusion must allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures or electrical outlets.

Examples of Seclusion	Non-examples of Seclusion
Student is alone and prevented from leaving a classroom after a “room clear” with the teacher/staff person on the outside of the room. (This is NOT a recommended practice as the room may contain objects that could be unsafe for the student.)	The room is cleared of all other students and a teacher or staff person remains in the room with the student to assist with behavior management.
	Student uses a quiet space, either by teacher direction or student initiation.

3. What is a “seclusion cell”? Oregon law defines a seclusion cell to be a “freestanding, self-contained unit” that is used to isolate the student from other students, or to physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit. The use of seclusion cells in Oregon is prohibited.

4. What is a “seclusion room”? A seclusion room is a room that is designated to be used for the sole purpose of seclusion and must meet [standards](#) set by the Oregon Department of Education. A seclusion room must not be “free standing” and must be “part of the structural integrity of the room”. A seclusion room must be no less than 64 square feet and adjacent walls must be no less than 7 feet across. There are currently no seclusion rooms in use in Portland Public Schools. **No PPS school, program or staff is authorized to create or use a seclusion room.**

5. May a classroom or other room not designated for the sole purpose of seclusion be used for seclusion? Yes, but there are significant safety considerations in using a classroom or other room for seclusion – windows, sharp objects, furniture, books, electrical cords, and other items in the room may be a hazard for the student who is already acting in an unsafe manner. In most cases, an adult would stay in the room with the student to try to keep the student safe; if an adult is in the room with the student, then the action would not be considered a seclusion.

6. Does in-school suspension count as seclusion? No. In-school suspension rooms should be supervised by staff and more than one student is usually assigned to the in-school suspension room during a given time period. While a student assigned to in-school suspension should remain there as directed, the student should not be physically prevented from leaving the in-school suspension room unless the use of physical restraint or seclusion is necessary because the student’s behavior poses a reasonable threat of imminent, serious bodily injury to the student or others.” (ODE Manual)

7. What is considered a prohibited “mechanical restraint”? Mechanical restraint is defined as “a device used to restrict the movement of a student or the movement or normal function of a portion of a student’s body.” Mechanical restraint does not include:

- a. “A protective or stabilizing device ordered by a licensed physician”; or
- b. “A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.”

“Protective and stabilizing devices to assist students with disabilities (i.e. for feeding, maintaining support/posture when sitting and/or standing, swings to address sensory needs, etc.) do not represent mechanical restraint. These devices are recommended by the IEP team for the purpose of providing access to FAPE for the student, and are not to be used for behavior management and/or for the convenience of staff.” (ODE Manual)

8. What is considered a prohibited “chemical restraint”? Chemical restraint is defined as “a drug or medication that is used on a student to control behavior or restrict freedom of movement and that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition and administered as prescribed.”

9. What is considered a prohibited “prone restraint”? Prone restraint is defined as “a restraint in which a student is held face down on the floor.”

Requirements for Use of Physical Restraint or Seclusion

1. Physical restraint or seclusion may be used on a student only if the student’s behavior **“imposes a reasonable threat of imminent, serious bodily injury to the student or others.”** Physical restraint or seclusion may not be used for discipline, punishment or convenience of school personnel.
2. Physical restraint or seclusion may only be used if less restrictive interventions have failed to be effective in protecting the student or others from imminent, serious bodily injury.
3. Physical restraint or seclusion may only continue for as long as the student’s behavior poses a reasonable threat of imminent, serious bodily injury to the student or others.
4. A student must be continuously monitored by personnel for the duration of a physical restraint or seclusion.
5. Use of “mechanical restraint”, “chemical restraint” and “prone restraint” are explicitly prohibited. See Definitions.
6. Physical restraint or seclusion may only be implemented by district personnel who have current NCI training.

Exception: Personnel who do not have current NCI training may implement a physical restraint or seclusion in an emergency circumstance when trained personnel are not immediately available due to the unforeseeable nature of the emergency circumstance. All other requirements are applicable in emergency situations. (Example of an unforeseeable circumstance: A student who has typically responded to redirection and de-escalation strategies and has not demonstrated the need for physical restraint to protect others from imminent, serious bodily injury suddenly does not respond to those strategies, continues to escalate, and requires physical restraint to protect others from imminent, serious bodily injury.)

7. If a physical restraint or seclusion continues for more than 30 minutes:
 - (a) the student must be provided with adequate access to the bathroom and water every 30 minutes;
 - (b) School personnel must immediately attempt to verbally or electronically notify a parent /guardian of the student; and
 - (c) Every 15 minutes after the first 30 minutes of physical restraint or seclusion, a school administrator must provide written authorization for the continuation of the physical restraint or seclusion, including why continuation is necessary.
8. A staff person who observed or implemented the physical restraint or seclusion must complete a written report of the incident. The Physical Restraint or Seclusion Incident Report form is posted [here](#).
9. Parents/guardians must be provided verbal or electronic notification by the end of the school day when a restraint or seclusion incident occurred. Regardless of its duration, parents/guardians must receive a copy of the written report within 24 hours, and timely notification of a debriefing meeting and parent's/guardian's right to attend.
10. A debriefing meeting must be held within two school days of the use of physical restraint or seclusion and must include all personnel involved in the restraint or seclusion, and parents/guardians must be invited to attend. Parents/Guardians must be given a copy of the debriefing summary report after the debriefing. The debriefing summary portion of the report is found following the Physical Restraint or Seclusion Incident Report.
11. Parents/guardians must be given notice if school personnel implementing the physical restraint or seclusion have not received training and the reason why the procedure was implemented by a person without training. (This is on the debriefing summary section of the Physical Restraint or Seclusion Report form.)
12. After five incidents of physical restraint or seclusion in a school year on a single student, a team including the parent/guardian and school personnel must meet to review and revise a student's behavior plan and ensure the provision of any necessary behavioral supports.

Training and Training Requirements

What training is required?

PPS uses the Nonviolent Crisis Intervention (NCI) program, developed by the Crisis Prevention Institute. The training consists of an initial one day training and an annual half-day refresher, which include restraint training as well as training on documentation and reporting.

All NCI trainings are posted on the Learning Campus.

Who must be trained?

All special classroom and special school staff (teachers, paras, behavior coaches and QMHPs) must have completed NCI training within the current or previous school year and be physically able to implement a physical restraint or seclusion if needed.

Building administrators must designate a minimum of **two** staff to have current training in Nonviolent Crisis Intervention (NCI) in addition to focus classroom staff (see above description) and campus monitors. The two additional trained staff members may be building administrators, counselors, SMS, teachers or other staff. In selecting staff to be trained building administrators should identify people who are most likely to be in the building on any given day.

Note: Annual training (once each school year) is required, but not necessarily within 365 days of previous training. Initial training must be completed before school starts or at the beginning of the school year for any staff person who must be trained and was not trained last year.

Physical Restraint or Seclusion Incident Reports

A Physical Restraint or Seclusion Incident Report must be completed for each use of physical restraint or seclusion. The report is online [here](#). These reports are now entered electronically, saved, and then printed to send to parents/guardians. Next, the debrief meeting is held, the debriefing summary portion of the form completed, saved, and then printed and sent to parents/guardians.

See Appendix 1: Completing the Physical Restraint or Seclusion Report

Timeline/Review of Requirements

BEFORE Using Physical Restraint or Seclusion

- Implement de-escalation techniques.

- Implement alternatives to physical restraint or seclusion **unless**:
 - Student's behavior poses a reasonable threat of imminent, serious bodily injury to the student or others; AND
 - Alternative responses would not be effective.

- Only staff trained in NCI procedures may use physical restraint or seclusion EXCEPT in an emergency situation when trained staff are not immediately available due to the unforeseeable nature of the emergency circumstance.

DURING Physical Restraint or Seclusion

- Only trained staff (using NCI approved holds and procedures) may implement except in emergency (when trained staff are not immediately available due to the unforeseeable nature of the emergency circumstance).
- **Use only if student’s behavior “imposes a reasonable threat of imminent, serious bodily injury to the student or others.** Continue only for as long as student’s behavior poses a reasonable threat of imminent, serious bodily injury to the student or others.
- Continuously monitor student’s well-being during the physical restraint or seclusion.
- If the physical restraint or seclusion continues for more than 30 minutes:
 - Provide student with access to bathroom and water every 30 minutes; AND
 - A staff person must immediately attempt to verbally or electronically notify student’s parent/guardian; AND
 - A building or special education administrator must give written authorization for the continuation of the restraint or seclusion and document reason.

AFTER Physical Restraint or Seclusion

- Take appropriate steps to release and return student to next activity or next steps.
- BY THE END OF THE SAME SCHOOL DAY:
 - Staff person who observed or implemented the physical restraint or seclusion completes Physical Restraint or Seclusion Incident Report.
 - Copy of incident report sent to parent/guardian. (Parents/guardians must be given a copy of report within one school day of the incident.)
 - Staff person (teacher, IEP case manager or building administrator) gives parent/guardian verbal or electronic notice of the incident. Parent/guardian given notice of date, time and location of debriefing.
- BY THE END OF THE NEXT SCHOOL DAY:
 - Copy of incident report sent to parent/guardian (if not done same day). Parent/guardian given notice of date, time and location of debriefing.

- BY THE END OF THE SECOND SCHOOL DAY:
 - Staff involved in the restraint or seclusion hold debriefing meeting and complete debriefing summary.
 - Copy of debriefing summary is sent to parent/guardian.
- IF THIS IS THE FIFTH seclusion or restraint for this student during this school year or since last review of behavior plan:
 - Schedule and hold meeting with parent/guardian and school personnel to review and revise student’s behavior plan. (This does not need to be a formal IEP meeting unless the team anticipates making changes to student’s IEP. This may be done at the debriefing meeting.)
 - Implement plan as written.

Example of Timeline

If physical restraint or seclusion happens on...	Incident report (IR) completed by...	Parent/guardian given verbal or electronic notice by...	Parent/guardian given copy of IR (with notice of debriefing)	Debriefing held and report completed by...	Copy of Debriefing Summary to parent/guardian
Monday	End of day Monday	End of day Monday	End of day Tuesday	End of day Wednesday	Within a day or two of debriefing

Additional Reporting Requirements (Injuries)

Additional Reporting Requirements At-A-Glance

	Student	Staff
Any injury	Student or Non-employee Injury Report	Employee Accident Report
Serious bodily injury (see definition below)	Student or Non-employee Injury Report <ul style="list-style-type: none"> • Report to Superintendent’s Chief of Staff • Report to DHS 	Employee Accident Report <ul style="list-style-type: none"> • Report to Superintendent’s Chief of Staff • Report to Human Resources Director

1. **Definition of “serious bodily injury”** - For the purposes of these procedures, “serious bodily injury” means “any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.”²

² OAR 581-021-0550(8).

Serious bodily injury may include:

- Cuts, lacerations or punctures that require sutures (stitches) or use of surgical glue.
- Fracture (x-ray results positive, application of cast or other professional means of immobilizing injured part)
- Bruises or contusions that require treatment by draining collected blood.
- Strains, sprains or dislocations that require application of a cast or other professional means of immobilizing the injured part.
- Infections that require treatment by prescription medication.

Note: This definition of “serious bodily injury” is applicable to physical restraint and seclusion only. It does not apply to the mandatory child abuse reporting requirement, which requires reporting whether or not there is serious bodily injury.

2. **Student Injury report** – if student is injured, staff must complete a [Student or Non-employee Injury Report](#):

If **serious bodily injury** or death of a student occurs in relation to the use of physical restraint or seclusion, the building principal or designee must make a written report to the Department of Human Services within 24 hours of incident by faxing a copy of the Physical Restraint/Seclusion Incident Report to the Multnomah Co. DHS hotline fax number, (503) 731-3080. The building principal or designee must also notify the Superintendent’s Chief of Staff by email and by phone.

3. **Employee Accident Report** – if staff person is injured, staff must complete an [Employee Accident Report](#) and submit to risk management.

If **serious bodily injury** or death of an employee occurs in relation to the use of physical restraint or seclusion, the building principal or designee must immediately notify the Superintendent’s Chief of Staff and the Human Resources Director or designee by email and by phone. If applicable, the Human Resources Director or designee will inform the union representative of any represented employee in writing within 24 hours of receiving the report.

Frequently Asked Questions ³

1. **Is there a time limit for how long a student can be placed in seclusion or physical restraint?**
A student can be placed in seclusion or physical restraint only until the student’s behavior no longer poses a threat of imminent, serious physical harm to the student or others. However, if a physical restraint or seclusion **exceeds 30 minutes**, a building or special education

³ All quoted material in the Q & A section is from the PPS Student Restraint and Seclusion policy 4.50.060-AD unless otherwise specified. “ODE Manual” refers to ODE’s [Technical Assistance and Guidelines Manual: Use of Physical Restraint and Seclusion](#) (May 2012).

administrator must give written approval for continuation of the seclusion or restraint and the reason why continuation is necessary. School personnel must immediately attempt to verbally or electronically notify the student's parent/guardian, and the student must have access to the bathroom and water every 30 minutes.

2. **Must a student be continuously monitored while in seclusion or physical restraint?** Yes. The student must be in full view of staff at all times. In a physical restraint, staff must monitor the student's condition to be sure the student is able to breathe and is not unduly harmed.
3. **What training program does Portland Public Schools use and what are the training requirements?** PPS uses the Nonviolent Crisis Intervention (NCI) program, developed by the Crisis Prevention Institute. Except in emergency situations, only district staff who have been trained may implement seclusion or physical restraint. PPS requires annual training for staff. The initial training is one day and the refresher course is a half day. Register for training on the PPS Learning Campus. For more training information, contact Mike LaFramboise at (503)916-6504.
4. **How is physical restraint or seclusion included in a behavior intervention/behavior support plan?** Physical restraint or seclusion should only be included in a behavior intervention/behavior support plan as an emergency procedure when efforts to deescalate have failed and the student's behavior poses a threat of imminent, serious, physical harm to the student or others.

If a student is involved in five restraints or seclusions in a school year, a team must review and revise the student's behavior plan and provide any necessary behavior supports to the student. The team must include school personnel and the parent/guardian. This does not need to be a formal IEP meeting unless the team anticipates making changes to the student's IEP at the same time.

5. **What are the parent/guardian notification requirements after the use of seclusion or restraint?** There are four separate parent/guardian notification requirements:
 - a. For physical restraints or seclusions that exceed 30 minutes, staff must immediately attempt to verbally or electronically notify the student's parent/guardian.
 - b. For all other restraints or seclusions, staff must give parents/guardians verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - c. Within one school day of the incident, staff must give parents/guardians a copy of the incident report, along with notice of the date, time and location of the debriefing, which must be held within two school days of the incident.
 - d. Following the debriefing, staff must give parent/ guardians a copy of the debriefing summary.
6. **What is considered *mechanical restraint*? Are special chairs, like Rifton chairs, with straps considered mechanical restraint? What about weighted vests?** A chair that is used for basic positioning, support and security for students to participate in classroom activities would not

be considered a mechanical restraint. Likewise, weighted vests are not mechanical restraints – these are devices for calming an over-reactive sensory system. In both cases, these are devices recommended by the IEP team and not used for the same purpose as seclusion or restraint.

7. **Who fills out the restraint and seclusion paperwork if the student involved is a learning center student or a general education student?** The report needs to be completed by a staff person who observed or implemented the seclusion or restraint.
8. **What if there is not an administrator available to provide consent when a student has been in a restraint or seclusion for 30 minutes?** This should be immediately brought to the attention of the building administrator, special education program administrator, and Student Services.
9. **Does the two day timeline mean two school days? Does that count professional development days?** The debriefing meeting needs to be held within two “school days” of any use of physical restraint or seclusion. “School day” is not defined in the restraint and seclusion rules. In a different context, the Oregon Department of Education defines “school day” as “any day, including partial days that children are in attendance at school for instructional purposes.”⁴ It makes sense that the same definition would be applicable here.
10. **How much notice do parents/guardians need prior to a debriefing meeting? Many teachers like to debrief with their staff at the end of the day and this would not provide significant pre-warning to invite a parent/guardian. Should the team conduct the debriefing meeting twice? Or wait to debrief with their staff?** The rules do not specify an amount of time, only that parents/guardians be given “timely notification of a debriefing meeting” and “of the parent’s/guardian’s right to attend the meeting.” This notice must be included in the written report of the seclusion/restraint. However, staff could inform parents/guardians of the debriefing meeting when they give verbal/electronic notification of the incident by the end of the school day. It may be possible, in some circumstances, for staff to hold same day debriefing meetings as long as parents/guardians are notified before the meeting and given an opportunity to attend. It would not be good practice to hold two debriefing meetings – both because of the imposition on staff time and because it tends to detract from the meaningfulness of the second meeting to which parents/guardians would be invited. Prompt debriefing sessions allow for swift implementation of any modifications in the student’s behavior support plan.

⁴ OAR 581-015-2000(6).

Links

PPS

[Data on Use of Physical Restraint & Seclusion in PPS](#)

[Employee Accident Report](#)

[Student Restraint and Seclusion 4.50.060-AD](#)

[Student Services Seclusion & Restraint Page](#) (including link to Physical Restraint or Seclusion Report)

[Student Services PBIS Page](#)

[Student Injury Report](#)

[One pager on Physical Restraint \(for use at staff meeting\)](#)

[One pager on Seclusion \(for use at staff meeting\)](#)

ODE

[Physical Restraint and Seclusion – Technical Assistance and Guidelines Manual](#)

[OAR 581-021-0568 Standards for Seclusion Rooms](#)

Appendix 1: Directions for Completing the Physical Restraint or Seclusion Report

1. Enter student's first and last name and ID#.
2. From drop down box indicate if action is:
 - a. Restraint
 - b. Seclusion – unlocked
 - c. Seclusion – locked **[There should be NO locked seclusions in any school in the district]**
3. Enter full name of school (or select from drop down menu).
4. Enter date of report, date of incident and start/stop time for incident.
 - a. If student is released from restraint and must be re-restrained within five minutes count as one incident.
5. Setting: from drop down menu identify location of incident that prompted use of restraint/seclusion.
6. Efforts used to de-escalate: check all applicable to the period immediately preceding the use of restraint on this occasion.
7. Narrative – be brief. Include only those details that would provide context for debriefing or for parent/guardian.
 - a. Include names of witnesses here if you think this information will be important for debriefing or verifying facts. (Not required under ordinary circumstances.)
8. Student behavior that prompted use of restraint/seclusion (justification): check appropriate box.
9. Description of resolution & return: check appropriate box and explain if needed (briefly).
10. Identify location of restraint or seclusion from drop down menu.
11. Staff person and certification status:
 - a. Only list persons who were actually involved in implementing the physical restraint/seclusion. Use first and last name. Do not list witnesses here.
 - b. Check “yes” if NCI certified in initial or refresher course during previous or current year. All trainers are certified and should be marked “yes”.

Note: Annual training (once each school year) is required, but not necessarily within 365 days of previous training. Initial training must be completed before school starts or at the beginning of the school year for any staff person who must be trained and was not trained last year.

- c. Administrative authorization: Restraints or seclusions of more than 30 minutes must have specific written administrative authorization every 15 minutes beyond the 30 minutes. Best practice would be to have some [administrative approval forms readily](#) available if there is knowledge that a student may likely exceed this timeframe. The information from the separate sheet would then be entered on the restraint report. Scan and attach the signed sheet to the incident report.
12. Bodily injury to student or staff in relation to restraint or seclusion:
 - a. If student is injured, check box and complete injury report.

- b. If staff person is injured, check box and complete employee accident report.
13. Parent/guardian notification:
- a. Parents/guardians must be notified by the end of the same day by phone, email, and fax or in person. Enter date, time, and method of notice and who gave the notice (first and last name).
 - b. A copy of the incident report must be given to the parent/guardian by end of the next working day. Before printing the report to send to the parent, enter the date, time and location for the debriefing meeting (which must be held by the end of the second work day after the restraint).
 - (1) Incident & debriefing reports may be sent to parents/guardians by email only with prior parent/guardian authorization. Authorization may be obtained by:
 - (a) Exchange of emails with the parent/guardian where the parent/guardian agrees to receive restraint reports by email; or
 - (b) Written consent.
14. Debriefing meeting & report: Every restraint report requires a debriefing meeting and summary. This summary is in the same electronic file as the original incident report. To go back to a report after you have printed and saved it, follow these steps:
- a. On the top menu, click on “My Items”. From the drop down box, select “My Items” again. Select correct report on page. The columns can be sorted to find the most recent by moving cursor to “report date” or “incident date” and then click on arrow and sort in “ascending” or “descending” order. Once you find the report, hover the cursor over the report, click drop down box and select “edit item”. Then go to Debriefing Summary part of the Physical Restraint or Seclusion Incident Report.
 - b. Enter date, time and location of debriefing meeting.
 - c. Enter name of person completing the debriefing summary report.
 - d. Enter first and last names of participants (including parent/guardian if parent/guardian attends).
 - e. Review NCI techniques used (check this box).
 - (1) If any person was not NCI trained, explain why that person was involved in implementing the restraint/seclusion. (This should only be in emergency situations where use of restraint was not foreseeable. In circumstances where use of restraint is foreseeable, staff need to complete the NCI training as soon as possible.)
 - f. Review the incident report details to consider:
 - (1) Antecedent/setting factors;
 - (2) Implementation of de-escalation strategies;
 - (3) Other variables.
 - g. The FBA/BSP must be reviewed if student has had 5 or more restraints/seclusions in the same school year. The FBA/BSP must be reviewed again after each 5 more incidents.
 - h. Under “Debriefing Notes” enter any other relevant findings of the team.
 - i. Further action recommended: check all applicable.
 - j. “Next steps” should identify who is following up on which further actions & by when.
 - k. Check box that copy of debriefing summary is given to parents/guardians & date & method & by whom.
 - l. Print report with debriefing summary for parent/guardian, and save.

Appendix 2: Physical Restraint or Seclusion Incident Report

PHYSICAL RESTRAINT or SECLUSION INCIDENT REPORT

Student name _____ ID# _____ Restraint Secl unlocked Secl locked

School _____ Program: B CB IS Pioneer Other: _____

Name of Person Completing the Report _____

Date of Report _____ Date of Incident _____ Begin time _____ End time _____

Description of the Incident

Description of events/circumstances before behavior prompting use of restraint or seclusion (setting):

Classroom instructional time Classroom unstructured time Classroom transition between activities
 Hallway transition Cafeteria Playground Other: _____

Efforts used to de-escalate/alternatives attempted (prevention): (check all used)

Changed environment Offered options Offered quiet space Offered sensory tools/Calming Techniques
 Offered snack Offered/went for walk Planned ignoring Reduced demands Talked 1:1 Used verbal redirection Other: _____

Student behavior that prompted the use of physical restraint/ seclusion: (justification)

Physical aggression to another student to staff (ex. hitting, kicking, shoving, throwing object at)
 Threat of physical aggression to another student to staff
 Self-injury (ex. using object to injure self, head-banging) Threat of self-injury
 Elopement (ex. hiding, running away from staff, leaving building)
 Other: _____

Description of the resolution and process of return of student to program (if appropriate):

Calm down, release, return to class Coaching before return to class Release to parent
 Discipline process initiated Other: _____

Description of Restraint or Seclusion; Staff Involved; Admin Sign Off

Location of restraint: Classroom Hall Cafeteria Playground Other: _____

Location of seclusion: Classroom Other: _____

Staff person(s) involved, and certification status:

 NCI Certified _____ NCI Certified

 NCI Certified _____ NCI Certified

If more than 30 min: (must be signed every 15 min)

Admin. Signature _____ .Reason: _____

Admin. Signature _____ .Reason: _____

Admin. Signature _____ .Reason: _____

Bodily Injury of Student or Staff in relation to restraint or seclusion

Injury to student (complete injury report) Injury to staff (complete employee accident report)

Parent Notification

End of day: Date: _____ Time: _____ Method: _____ By: _____

Written report (next day): Date: _____ Time: _____ Method: _____ By: _____

Debriefing meeting will be held: Date _____ Time _____ Location _____

Parents/Guardians may attend. Behavior plan may be reviewed and updated at this meeting.

DEBRIEFING SUMMARY

Debriefing Date: _____. Debriefing Time: _____. Debriefing Location: _____.

Name of person completing follow-up debriefing with staff: _____.

Debriefing participants: (list all)

_____. _____.
_____. _____.

Information Reviewed

NCI techniques used (implementation)

If any person administering restraint/seclusion was not NCI trained, what was the reason?

Restraint/Seclusion Incident Report

FBA/BSP (required if 5 or more restraints / seclusions this school year)

Other: _____

Debriefing Notes

Further Action Recommended

- Review/revise FBA/BSP
- Review/revise IEP
- Consult with outside providers
- Evaluation planning meeting
- Other:

Next steps (who/when):

Copy of Debriefing Summary given to parent: Date _____. Method _____.
By _____