

Observable Behavior (check all that apply)

Staff Intervention(s) Implemented (check all that apply)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Escalation Stage</p>	<p>ANXIETY:</p> <p>Did you see anxiety increasing? <input type="radio"/> Yes <input type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Pacing <input type="radio"/> Shaking <input type="radio"/> Nervousness <input type="radio"/> Change in eye contact <input type="radio"/> Change in facial expression <input type="radio"/> Change in posture <input type="radio"/> Movement to specific area <input type="radio"/> Change in rate of speech <input type="radio"/> Volume <input type="radio"/> Other _____ <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prevention</p>	<ul style="list-style-type: none"> <input type="radio"/> Use of supportive stance <input type="radio"/> Didn't invade personal space <input type="radio"/> Empathetic listening <input type="radio"/> Re-direct <input type="radio"/> Offer help <input type="radio"/> Decrease stimuli <input type="radio"/> Give choices <input type="radio"/> Proximity <input type="radio"/> Counseling <input type="radio"/> Restructure routine/environment <input type="radio"/> Accommodate materials/expectation <input type="radio"/> Other _____
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Escalation Stage</p>	<p>DEFENSIVE: (question, refusal, release (vent), intimidate)</p> <p>Did you see defensiveness? <input type="radio"/> Yes <input type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Loud (noise or speech) <input type="radio"/> Challenging questions <input type="radio"/> Refusals <input type="radio"/> Swearing, name-calling <input type="radio"/> Challenging, threatening <input type="radio"/> Increase in breathing and/or heart rate <input type="radio"/> Other _____ <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prevention</p>	<ul style="list-style-type: none"> <input type="radio"/> Use of simple, clear language <input type="radio"/> Re-direct <input type="radio"/> Reasonable, enforceable, and understandable limits <input type="radio"/> Restate consequences (both positive and negative) <input type="radio"/> Remove dangerous implements <input type="radio"/> Allow venting <input type="radio"/> Separate student to a supervised area within classroom <input type="radio"/> Separate student to a supervised area outside classroom <input type="radio"/> Separate group from student <input type="radio"/> Other _____
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dangerous Behavior</p>	<p>ACTING OUT:</p> <p>Were verbal/gestural cues and/or interventions listed above used to intervene? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Did the behavior require action to provide care, welfare, safety or security? <input type="radio"/> Yes <input type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Hit <input type="radio"/> Kick <input type="radio"/> Throw <input type="radio"/> Using object(s) as threat of harm (e.g., chair, desk) <input type="radio"/> Pounding windows <input type="radio"/> Running in dangerous area (e.g., street) <input type="radio"/> Self-injurious behavior <input type="radio"/> Other _____ <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intervention</p>	<ul style="list-style-type: none"> <input type="radio"/> Remove bystanders and plan for team intervention <input type="radio"/> Clear area <input type="radio"/> Block access to _____ <input type="radio"/> Other _____ <input type="radio"/> Call administrator <input type="radio"/> Implement physical intervention technique as a last resort (if child creates a danger to self or others) <p>Duration of restraint/seclusion:</p> <p>Start: _____ End: _____</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Post-Vent</p>	<p>TENSION REDUCTION: (re-establish rapport)</p> <p>Did the student exhibit remorse and/or compliance when a calm state was restored? <input type="radio"/> Yes <input type="radio"/> No</p> <ul style="list-style-type: none"> <input type="radio"/> Behavior(s) of concern have ceased <input type="radio"/> Breathing and heart rate returned to resting rate <input type="radio"/> Can answer simple questions rationally <input type="radio"/> Can follow simple directions (e.g., take a deep breath) <input type="radio"/> Can briefly discuss incident w/o re-escalation <input type="radio"/> Other _____ <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Debriefing</p>	<p>Date of debriefing _____ (within 2 school days)</p> <ul style="list-style-type: none"> <input type="radio"/> Control: ensure person is back under control <input type="radio"/> Orient to the facts: listen w/o judgment <input type="radio"/> Patterns: look for pattern of past behavior <input type="radio"/> Investigate alternatives <input type="radio"/> Negotiate plan w/ P & N consequences <input type="radio"/> Give: return control to person who acted out <input type="radio"/> Reaction of others _____ <input type="radio"/> Eval. of process _____
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Post-Vent</p>	<p>FOLLOW-UP:</p> <p>Was there a possible need for medical attention observed? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Nature and extent of injury:</p> <p>Student _____</p> <p>School Personnel _____</p> <p>Action/Staff follow up:</p> <ul style="list-style-type: none"> <input type="radio"/> Notification to parent/guardian <input type="radio"/> Report provided to parents <input type="radio"/> Juvenile office notified <input type="radio"/> Building principal notified <input type="radio"/> Student removed from premises by police, juvenile office, or parents <input type="radio"/> Disciplinary action 	

**Houston R-1 School District
Seclusion/Restraint Documentation Form**

Date of incident: _____

Time of incident: _____

Duration of incident: _____

All staff members involved:

Description of incident:

Description of interventions used:

Events that led up to the incident:

Disciplinary action:

Plan to prevent the need for future use of seclusion, isolation or restrain:

Date parent/guardian notified: _____ (no later than the end of the day of incident)

Date of meeting to discuss incident: _____ (no later than 2 school days after the emergency situation)

Date written report provided to parent/guardian: _____ (within 5 school days of the incident)

If you have any questions, please notify the appropriate Houston R-1 School District building administrator.