

**Check Attending District:**

\_\_\_\_Enterprise School District #21  
201 SE Fourth  
Enterprise, OR 97828  
541 426-3193

\_\_\_\_Joseph School District #6  
P.O. Box W  
Joseph, OR 97846  
541 432-7311

\_\_\_\_Wallowa School District # 12  
P.O. Box 425  
Wallowa, OR 97885  
541 886-2061

\_\_\_\_Troy School District #54  
66247 Redmond Grade Ln  
Enterprise, OR 97828  
541 828-7788

### Physical Intervention/Seclusion Report

**Date:** \_\_\_\_\_ **Time Began:** \_\_\_\_\_ **Time Ended:** \_\_\_\_\_

**Location of Restraint or Seclusion:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Staff Member(s) administering the physical restraint or seclusion:** \_\_\_\_\_

What behaviors indicated that student was a clear danger to himself, others or property previous to administering the physical restraint or seclusion (antecedents):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What behavior(s) prompted the use of restraint or seclusion?

\_\_\_\_\_  
\_\_\_\_\_

Describe hands-on procedure:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Leader/Participants/Witnesses

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the support offered or given before the physical intervention:

- |   |  |
|---|--|
| <input type="checkbox"/> Offered Choices  | <input type="checkbox"/> Problem Solving Techniques Reviewed |
| <input type="checkbox"/> Teacher Time Out | <input type="checkbox"/> Action/Consequences Reviewed        |
| <input type="checkbox"/> Self Time Out    | <input type="checkbox"/> Self-Management Techniques Reviewed |

Student behavior during physical intervention:

- |   |   |
|---|---|
| <input type="checkbox"/> Profanity      | <input type="checkbox"/> Injuring self    |
| <input type="checkbox"/> Pinching       | <input type="checkbox"/> Harming property |
| <input type="checkbox"/> Kicking        | <input type="checkbox"/> Verbal threats   |
| <input type="checkbox"/> Screaming      | <input type="checkbox"/> Head banging     |
| <input type="checkbox"/> Hitting staff  | <input type="checkbox"/> Crying           |
| <input type="checkbox"/> Hitting others | <input type="checkbox"/> Biting           |
| <input type="checkbox"/> Other _____    |   |



# Physical Intervention Guidelines

School personnel will make reasonable efforts to keep students and staff safe at all times. If a student presents a risk for harm to himself or others, personnel may need to provide physical interventions.

\_\_\_\_\_ School District does not encourage the use of physical interventions with students, however, we do recognize that certain situations may necessitate such actions. In the event that the need for physical intervention becomes necessary, personnel directly responsible for that student will use physical restraint procedures to keep the student and staff safe.

Physical restraint interventions are not to be used as a disciplinary tool. Physical restraint interventions will only be used: 1) In urgent circumstances where the student is a clear and present danger to himself or others, 2) When it is specified in the student's Behavior Intervention Plan (BIP) and 3) As a last resort when positive behavioral interventions and less restrictive measures have problem to be ineffective in keeping the student and/or staff safe.

Step 1: Student will be given an opportunity to go to time out independently or to state his or her need for or signal a 'self' time out in which the student isolates himself in the designated area to re-group.

Step 2: Using short 1 or 2 word phrases, or pre-determined signals, attempt to deescalate the student.

Step 3: Obtain back up support and/or assistance from another staff member.

Step 4: Utilize an approved technique that has been taught in training.

Step 5: Make all efforts to minimize the duration of the physical restraint. When the student relaxes his body, verbally states he/she will be safe and appears to be in control of him/her self allow the student the opportunity to return to the time out area.

Step 6: Discuss the issue with the student:

1. What was the problem?
2. Why did you need hands-on support? (i.e., to keep myself and others safe)
3. What can you do differently next time?

Step 7: Document the physical restraint on the correct document. – Copy to Principal, Special Education Teacher and Special Education Director's office.

Step 8: Notify the parent – it is usually best to have the student do this, even if it is just as a message left on the home phone, this gives the student the opportunity to take responsibility for his/her actions. Must be done by the end of the day the incident occurred.

Step 9: Special Education staff debrief and review behavioral records, data collections etc. to make sure issues have been addressed to reinforce positive behavioral growth. Must be done within 2 days of the incident.

Step 10: Review through staffing and/or progress reports the students progress and the intervention effectiveness. If necessary, perform a new Functional Behavioral Assessment (FBA) and create a new BIP.