**Student’s Name:** Bill Sample

**Date:** December 7, 2017

**Team Member’s: Mrs. Jones, Mr. Smith, Ms. Johnson, Mr. and Mrs. Sample**

This document serves as an addendum to Bill’s Behavior Intervention Plan dated December 7, 2017. The BIP outlines antecedents to behaviors and specific response strategies. This plan serves as the Emergency Intervention Plan to outline specific use of emergency physical restraint.

**Rationale** *(Provide a rationale for the need for an Emergency Intervention Plan. Describe past behaviors that suggest the possibility for future incidents leading to imminent danger.)*

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| Historically, Bill has displayed risk behaviors that have included physical aggression towards staff/peers, running out of the classroom, running out of the school building, and disrobing in public areas. Due to the severity of high-risk behaviors that Bill displays, the following Emergency Intervention Plan has been developed. The use of emergency seclusion and emergency physical restraint requires the pupil’s behavior to be an imminent risk to that person or the safety of others. Emergency situations similar to those described above may require the use of an emergency safety intervention. |

**Important Notes** *(Provide information that will be important to maintaining safety during an emergency situation: does the student have a known health condition; does the student have a preferred person that they respond to; does the student have a preferred item, toy, or song that is soothing to them; etc.)*

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| The following information has proven to be helpful in emergency situations with Bill Sample   * Utilizing low level interventions to set limits with Bill prevents acting out behaviors from escalating to a level that causes imminent risk; * Utilizing low level interventions to Prevent Bill from removing his pants reduces the risk of exposure to pathogens through urine and feces; this also reduces the length of the acting out behavior. * Preventing Bill from running out of the building prevents the risk of serious injury while in the parking lot, road, or playground. * Minimizing the time spent using emergency physical interventions decreases the length of acting out episodes. * The staff response should be non-challenging/non-emotional to decrease attention given to negative behaviors. * The use of the “red square” acts as a disruption to BIll’s aggression and may decrease the need for emergency physical restraint.   • Limit the space to run and to be unsafe when Bill needs structure and is testing limits. |

**Emergency Intervention Plan** *(Describe the steps to be taken during an emergency situation. Be sure to describe strategies that can be used before there is a risk of imminent danger, as well as the strategies to be used if the situation requires Emergency Seclusion and/or Emergency Physical Restraint.)*

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| Due to severity of Bill’s aggression and other serious behaviors, the following Emergency Intervention Plan has been implemented. |

1. **Disruption and De-escalation Strategies** *(Check all that apply)*

Separation from Peers: *(Please Describe)*

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| Bill may be separated from peers if he demonstrates an aggressive or unsafe behavior and/or if he is redirected and he continues to demonstrate unsafe behavior. Separation from peers may take multiple forms depending on the intensity and duration of the behavior such as; sensory breaks such as walking or heavy lifting, use of the sensory room, completion of school work in a separate setting, directing Bill to leave area, and removal of peers from the area.  Note: One function of Bill’s behavior is to receive attention from others. Removal from peers removes his audience and deescalates behavior more quickly than when he remains with his peers. |

Use of a break room: *(Please Describe)*

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| The break room may be used as a proactive setting to help prevent dangerous behaviors; quiet setting for sensory activities, de-escalation techniques, and to complete school work. |

Verbal De-escalation and redirection

CPI Block and Move

CPI Disengagement Skills

Low or Medium Level CPI Interventions (intended to Block NOT Restrain): *(Please Describe)*

* Utilize the Low-Level Standing Position when walking near exterior doors. This will help you to redirect Bill if he attempts to run outside.
* Utilize blocking techniques to prevent Bill from disrobing.

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Other: *(Please Describe below)*A) BIll will be required to take a “break” on a red pebbles card for a time away when he commits an aggressive or unsafe action. Time spent sitting is not considered a punishment. This is a disruption technique that allows Bill to change the focus of his attention from aggression/unsafe behavior to using a proven relaxation technique.

B) Once on the chair, carpet square, or red Pebbles card, the 1- 5 minutes starts. During the 1-5 minutes, staff will be calm and minimally engage the student. Using the timer on a smart phone has proven to be an effective visual strategy for Bill.

C) After 1-5 minutes, staff will review Bill’s rules; “walk in school, be safe, be kind to others.”

D) After reviewing his rules, Bill will review his visual schedule and return to his normal routine.

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1. **Emergency Seclusion**

A) If If Bill’s behavior poses an imminent risk of injury to himself or others, staff may utilize emergency seclusion as a last resort to protect the safety of Bill and/or others.

B) When considering the use of seclusion, staff should consider the location of the incident and the safety of the environment being used for seclusion.

C) If emergency seclusion lasts longer than 20 minutes, staff members will address additional support options (e.g., changing of staff, calling social worker, Teacher Consultant, school principal and school nurse to obtain additional expertise) and reasons for extended time will be documented

1. **Emergency Physical Restraint**
2. Use of CPI to manage physically out-of-control behavior; CPI techniques will be utilized by trained staff as needed to keep student and others safe if there is imminent risk of danger.
3. The following CPI techniques may be used to provide for the safety of the student and others:

CPI Seated Position Hold

CPI Standing Position Hold

CPI Children’s Control Position

CPI Two Person Transport (legacy/enhanced versions)

CPI Emergency Floor Procedures/Supine Hold (enhanced version)

CPI Team Control Position  
 Other: *(Please Describe below)*

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**Note:** **Non-Violent Crisis Intervention is used as a last resort when there is imminent risk of danger to the student and/or others. In some instances, a soft mat is utilized to prevent injuries.**

1. During the use of CPI techniques, Bill will be monitored for signs of distress, which can include positional asphyxia.
2. Type of CPI techniques, time and duration of nonviolent physical crisis intervention will be documented.
3. When student poses no imminent risk to self or others, staff will disengage emergency physical crisis interventions. If emergency physical restraint lasts longer than 10 minutes, staff members will address additional support options (e.g., changing of staff, calling social worker, Teacher consultant, school principal and school nurse to obtain additional expertise).
4. Parent or guardian will be notified immediately following an incident requiring the use of emergency seclusion or emergency physical restraint.
5. Each use of emergency seclusion and emergency physical restraint will be documented in a written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.
6. After any use of seclusion or restraint, school personnel will make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions.
7. **Required procedures and documentation following the use of emergency seclusion or emergency physical restraint:**
8. Parent contact immediately following the incident
9. Seclusion and Restraint Documentation Form
10. Seclusion and Restraint Debriefing form
11. MCISD Student Incident Form
12. Parent Notification Letter and Seclusion and Restraint Documentation form mailed to parent within earlier of 1 school day or 7 calendar days.

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