**Student’s Name:** Click or tap here to enter text.

**Date:** Click or tap here to enter text.

**Team Member’s:** Click or tap here to enter text.

This document serves as an addendum to Click or tap here to enter text. Behavior Intervention Plan dated Click or tap here to enter text.. 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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**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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**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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1. **Disruption and De-escalation Strategies** *(Check all that apply)*

Separation from Peers: *(Please Describe)*

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

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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)*

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Other: *(Please Describe below)*

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Other: *(Please Describe below)*

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Other: *(Please Describe below)*

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1. **Emergency Seclusion**

A) If Click or tap here to enter text. 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 Click or tap here to enter text. 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, Click or tap here to enter text.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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