

Davis School District

Emergency Safety Intervention: Procedures

**Emergency Safety Interventions:
Time-Out and Physical Interventions**

2017

Emergency Safety Interventions: Time-Out and Physical Interventions

October 11, 2017

Introduction (Time-Out)

The Davis School District Emergency Safety Intervention Procedures are in compliance with Utah State Board of Education policy on "Least Restrictive Behavioral Interventions Guidelines" (LRBI) and with state and local policy on the use of intensive intervention when managing student conduct difficulties. This document provides administrators, teachers, and parents with specific guidelines for the use of seclusionary time-out and physical restraint in the school setting.

Time-out is a shortened form of the term "time-out from positive reinforcement." The idea of time-out is to remove the student from an activity which is reinforcing (one which he/she enjoys) and place him/her in an environment which provides limited to no access to reinforcement. The procedure is very much like having a child sit in a chair at home for a short period of time for misbehavior. There are a number of ways time-out may be used, ranging from non-seclusionary time-out procedures (e.g., planned ignoring, withdrawal of materials) to exclusionary time-out procedures (e.g., time-out in another classroom, seat away). The purpose of this document is to define and outline a process for Seclusionary Time-Out which is identified as an "Emergency Safety Intervention" in the USBE *LRBI Technical Assistance Manual* (September 2015). For other types of time-out procedures, reference may be made to the LRBI Manual.

Seclusionary Time-Out is recognized as an effective response for safety during severe aggression and only rarely as an intervention for decreasing the frequency of **severe** problem behaviors such as physical aggression toward others or objects. Extensive research has shown that in order to maximize the procedure's effectiveness, a

high rate of reinforcement must be available in the instructional setting. It is also important that students not be allowed to avoid tasks by going to time-out and that reinforcement is not available during the time-out period. This is why it is not advisable to use a child's bedroom at home or the hall or office at school for time-out.

Definition of Seclusionary Time-Out

Seclusionary Time-Out should only be used for severe physical aggression (or a cycle of behaviors associated with severe physical aggression). Its purpose is to provide a safer environment and possibly reduce the likelihood of the severe misbehavior in the future. The procedure consists of removing a student from an environment which provides reinforcement to one which provides no reinforcement.

Use of Seclusionary Time-Out

1. Seclusionary Time-Out must be used only for the most severe behaviors (e.g., physical aggression toward others) and only after positive intervention procedures have been tried and found to be unsuccessful. The procedure must never be used for minor inappropriate behaviors (e.g., talking out, off task, non-compliance, minor physical aggression to others).

2. Time Out Information for Parents sheet (see p.10 of this document) must be attached to the student's IEP if Seclusionary Time Out is being used or there is a Seclusionary Time Out Room in the classroom.

3. All teachers and instructional assistants using seclusionary time-out (or who have a time out room in their classroom) must be trained in advance and

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must complete and pass the Seclusionary Time-Out Room Test (which will be kept on file). Training will be conducted annually.

4. The specific target behavior(s) for which seclusionary time-out may be used must be defined. Appropriate behaviors which will replace the behavior targeted must be defined in the Behavior Intervention Plan and on the consent form. Reinforcement procedures used to increase the frequency of the replacement behaviors must also be documented. Teaching socially appropriate behavior to help students meet their needs must be a crucial element of the student's plan and IEP services.

5. Specific considerations for implementation of Seclusionary TO:

- The length of time that each student spends in seclusionary time-out for each occurrence of the target behavior must be specified in advance. Generally, one minute per year of age of the student is appropriate (e.g. six minutes for a six-year-old student, ten minutes for a ten-year-old student). Under no circumstances must a student be told to go to time-out and come out when he/she can behave.
- The Davis School District Emergency Safety Intervention: Procedures must be visibly posted in the classroom, on or near the time-out room.
- An adult must maintain constant visual observation of the student to ensure student safety. **Under no circumstances should the window of the Time Out room be covered.**

- If a student urinates or defecates while in the time-out room, the student should be required to clean the room under adult supervision. (Consider student functioning when determining cleaning procedures.)

Seclusionary Time-Out Procedures

1. Prior to using seclusionary time-out, the procedures should be taught and clarified with the student by explaining the behavior, providing feedback and answering any questions the student may have ahead of time. The student must also be told how long the time-out period will last. (Consider student functioning.)

2. When the targeted behavior occurs:
- A. Identify it. Tell the student in a calm, "neutral" manner. (i.e. "That's hitting, you need to go to time-out.")
 - B. Tell the student to remove jewelry, belt and shoes, and to empty pockets. (Socks should also be checked.) If the student does not comply with the direction, ask for back-up and remove items yourself. No other conversation should ensue.
 - C. Ignore any questions or any statements the student may make as an excuse for misbehavior.

If a student physically resists going to the time-out room, the following steps must be followed:

- A. Only use Davis District approved forced physical guidance and/or restraint to transport the student to the time-out room. The staff

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using the guidance/restraint must be formally trained.

- B. If the student falls to the floor, the area should be secured, and staff should wait until the student is upright to transport him/her to time-out. **Under no circumstances should staff restrain while student is on the floor or physically force the student to his/her feet and/or carry or lift the student to time-out.**
- C. Require the student to clean up any mess resulting from resistance to time-out. The team should determine what the clean-up process should be for each individual student prior to use of time-out.

3. Once a student enters the time-out room, timing begins. (Check the clock or set a timer.) Release from time-out is contingent upon a minimum duration of time-out (generally one minute per year of age). Furthermore, the student is not released from time-out until he/she has had a short quiet time (generally 30-60 seconds) at the end of the time-out period. The IEP team will always make a final determination as to what is an appropriate minimum duration of time-out as well as the amount of required quiet time for each student.

4. Once the time-out period has ended, return the student to the on-going classroom activity: complete the task he/she was engaged in prior to the time-out period. (This will ensure that students do not purposely avoid unpleasant tasks by going to time-out.) Do not ask the student why he/she needed to go to time-out, and do not comment on how well the student behaved while in time-out at this time. Doing so is likely to reinforce the student's

behavior and is likely to result in an increase in the behaviors targeted for reduction with time-out.

5. Debriefing - At a later time, when the student is behaving appropriately, an adult may review a description of the inappropriate behavior that resulted in time-out, the appropriate behavior that should have been exhibited, and a rationale for exhibiting the appropriate behavior. An opportunity to role play and practice the appropriate behavior a number of times is recommended, with feedback, coaching and reinforcement from the adult. (Take student communication needs into consideration when determining debriefing.)

6. Record each incident of use of time-out on the Time-Out Room Log (page 11) immediately. A cover sheet over the first page of the Time-Out Log must be in place to prevent others from seeing confidential information.

7. Time-out data must be reviewed frequently (on at least a weekly basis) to determine the effectiveness of the time-out procedure. With input from team members, adjust the IEP behavior management plan accordingly. Scheduled intervention review dates will be specified by the Davis School District Local Human Rights Committee.

8. If a student places him/herself in the time-out room, TO procedures should be followed as outlined above and a behavior plan should be considered to address the function of the behavior.

9. In the event of an emergency (e.g. fire, fire drill), the adult supervising the time-out must abort the time-out procedure. After the emergency, the student is not returned to the time-out room.

Guidelines for FuBAs and BIPs

1. Every active FuBA and BIP will be reviewed by the school special education team **at the beginning of each school year and at the time of the annual IEP meeting.** (If the IEP is within the first 3 months of the school year, then the FuBA & BIP need to be reviewed during the 2nd semester of school.) The review meetings should consist of team discussion and analysis of current data and interventions and any student behavioral issues. Each twice-yearly FuBA and BIP review should be documented in the individual student IEP file.
2. All students in Self-Contained Classrooms who exhibit significant behavioral difficulties which are addressed on their IEP will have a current FuBA and BIP (current is defined as having been written or reviewed by the team within the current school year).
3. If a school team requests informed parental consent to implement an intensive intervention or emergency safety intervention with a student, the team must have a current FuBA and BIP (completed and/or reviewed within the prior 30 days) and supporting behavioral data. Copies of the current FuBA and BIP must be included with all third tier intervention documentation.
4. If a school team is using any **intensive intervention**, documentation of the twice-yearly FuBA and BIP review meetings and any changes made to those plans must be sent to the district Human Rights committee.

Guidelines for Physical Intervention

Under most circumstances it is possible to manage challenging behaviors with preventative and positive means. However, in some dangerous situations more intrusive physical intervention may be necessary to maintain the safety of students and staff within our schools. It is very important to realize that emergency physical intervention is risky for both students and staff. Physical and/or psychological injury can occur during physical intervention and in rare circumstances, can lead to death for either the student or the staff (cardiac arrest, asphyxiation, etc.). Therefore, **emergency physical intervention should only be used under the following circumstances:**

1. **When there is imminent risk of serious harm to a student or some other person.** (Examples: Serious physical aggression such as punching, biting, kicking; Credible threat of imminent serious physical aggression, such as a student aggressively charging at someone; Serious self-harm such as firmly banging his or her head against a hard object; Credible threat of imminent serious self-harm such as a student preparing to jump out of a third story window; Damage to property---but only if that damage presents an imminent risk of serious harm such as a student who is about to break a window and risk cutting his or her wrist.)
2. **When there is no other practical way to prevent harm.**
3. **When the risk of NOT intervening is greater than the risk of intervening.**

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- * ***Under no circumstances should emergency physical intervention be used for convenience or as punishment.***

If it is determined necessary to use physical intervention with a student, only trained and certified staff should be involved in the intervention (Davis School District approved program). If a physical intervention is implemented with a student, staff members are responsible to do everything possible to prevent harm to the student or others, to preserve the student's privacy and dignity, and to terminate the intervention as soon as possible.

- * ***Under no circumstances should a physical intervention last longer than 3 minutes.*** Staff should release the physical intervention at the end of 3 minutes and evaluate student behavior to determine an appropriate response.
- * ***Under no circumstances should physical intervention be used while a student is on the floor or should a student be physically forced to his/her feet.***

Physical intervention should be avoided with students who have medical conditions that would significantly increase the risk involved with the intervention (asthma, heart conditions, sprained or broken bones, reduced flexibility, etc.).

Because physical intervention can be traumatic, staff should be aware of the student's history and of any past abuse of the student. Staff should exercise extreme caution in determining what impact physical intervention could have on the psychological well-being of a student.

Any use of physical intervention must be documented on the Physical Intervention Log (page 13) and be reported to the Davis School District Local Human Rights Committee. The physical intervention data must be reviewed frequently (at

least weekly) by the IEP team to determine effectiveness of the behavior intervention plan. District-level intervention review dates will be specified by the Human Rights Committee.

Emergency Safety Intervention and Debriefing Form

According to Davis School District Policy, "an 'emergency safety intervention (ESI)' is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others, which is likely to cause serious physical harm. An "emergency safety intervention" is not for disciplinary purposes (5S-100 Student Conduct and Discipline 4.1.1).

Parents must be notified of any use of ESIs by the end of the school day. USBE R77609-8

- **This form should only be completed once daily even if multiple incidents.**

Student Name: _____ Grade: _____ DOB: _____ Date: _____

School: _____ Staff members present and/involved at time of incident: _____

1. What were the circumstances surrounding the incident?

Activity	Location	Time of Day

2. Describe the incident/event. If listing more than one incident, please number.

Antecedent (Activity/event that occurred before the behavior)	Behavior (Measurable and observable)	Consequence (Events that followed the behavior)

3. What Emergency Safety Intervention(s) were used? If documenting more than one incident, please number.

Intervention Procedure	Duration of Intervention	Staff Member/s Involved
<input type="checkbox"/> Time Out (Seclusionary) <input type="checkbox"/> 1 Person Stability Hold <input type="checkbox"/> 2 Person Stability Hold <input type="checkbox"/> 2 Person Chair Restraint <input type="checkbox"/> 2 Person Transport <input type="checkbox"/> Other _____ _____		

4. Were there any injuries?

If yes, describe.

5. What could be done in the future to prevent this from happening again?

Preventative Proactive Intervention/s	Steps Needed to Implement Intervention/s

6. Does the student have a current Functional Behavior Assessment (FUBA) and Behavior Intervention Plan (BIP)?

Yes No

If Emergency Safety Interventions are used more than twice, modifications should be considered to the IEP (if appropriate), existing BIP or a new BIP should be developed.

7. Parent/s notified (by the end of the school day):

Written Phone In person

By whom notified: _____

Time: _____

Signature of Person Completing Form

Date: _____

Signature of LEA Representative

Date: _____

Staff must notify parents by the end of the school day of the use of Emergency Safety Intervention procedures. Staff shall complete and submit the Emergency Safety Intervention and Debriefing Form to the LEA/Special Education Director within 24 hours.

"Within 24 hours of using ESI, the school shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation." (5S-100 Student Conduct and Discipline 4.7.2)

Davis School District Time–Out Room Information for Parents

Time-out is a technique that is used for safety when severe problem behaviors such as physical aggression towards others or objects is exhibited. *According to Davis School District Policy*, "an 'emergency safety intervention (ESI)' is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others, which is likely to cause serious physical harm. An "emergency safety intervention" is not for disciplinary purposes (5S-100 Student Conduct and Discipline 4.1.1).

The length of the time-out period is set in advance. Generally, one minute per age of the student is appropriate (e.g. six minutes for a six-year-old, ten minutes for a ten-year-old student). A quiet time (usually 30-60 seconds) is required at the end of the time-out period before the student is released to return to the classroom activity. In such cases, it is Davis School District's policy to adhere to the process for implementation of emergency safety interventions as specified by the Utah State Board of Education's Least Restrictive Behavior Intervention (LRBI) Technical Assistance Manual. If such an occurrence takes place more than twice, the behavior will be addressed by reconvening the IEP team and through the Davis School District Local Human Rights Committee procedures.

Other considerations for use of Emergency Safety Intervention (Seclusionary Time Out).

- A staff member is always in attendance when time-out is used.
- A detailed log of all time-out periods is kept to record the behavior that resulted in time-out, the date and time the student is placed in time-out, the length of time-out period and the student's behavior while in time-out.
- Staff also record each use of Emergency Safety Interventions on a form that is submitted to the Special Education Director within 24 hours.
- In addition, parent(s) will be notified by the end of the school day when such interventions are used. "Within 24 hours of using ESI, the school shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation." (5S-100 Student Conduct and Discipline 4.7.2)

TIME OUT ROOM LOG

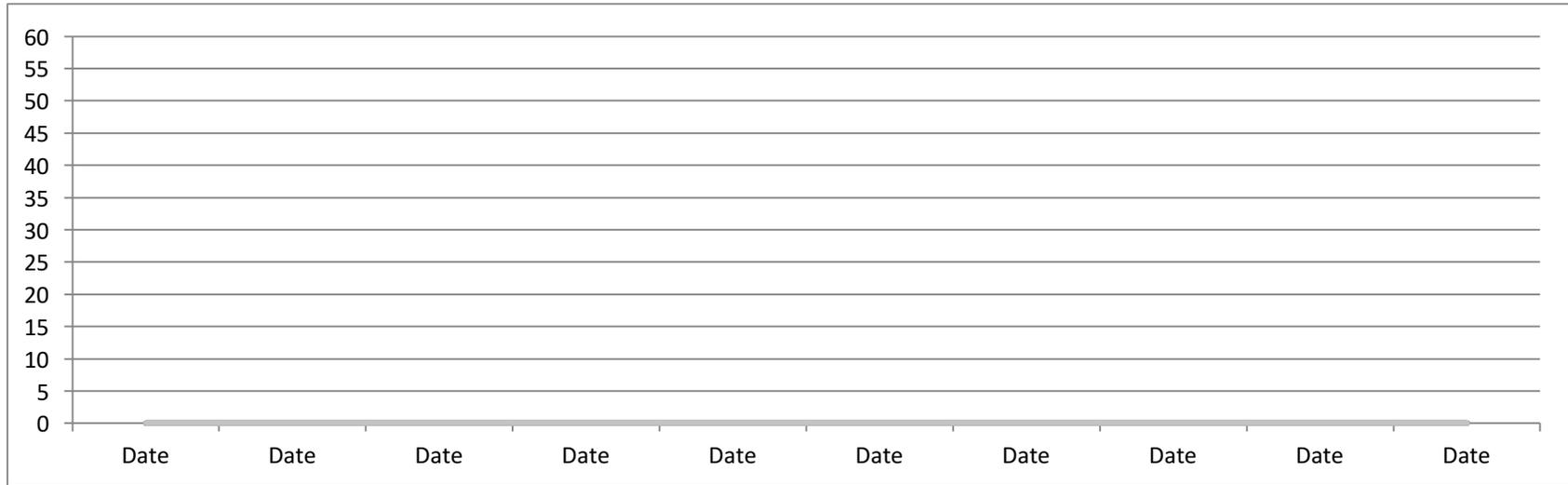
Student Name _____

Grade _____

School _____

Teacher _____

Date	Antecedents	Behavior	Time In	Time Out	Behavior During Time Out	Staff in Attendance	Parents received notice by end of school day.
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person



Physical Intervention Log

Student Name _____
 School _____

Grade _____
 Teacher _____

Date	Antecedents	Behavior	Duration	Type of restraint	Injuries to student or staff –Yes Describe	Staff in Attendance	Parents received notice by end of school day.
				1 person stability 2 person stability Chair stability Transport			Phone Written Person
				1 person stability 2 person stability Chair stability Transport			Phone Written Person
				1 person stability 2 person stability Chair stability Transport			Phone Written Person
				1 person stability 2 person stability Chair stability Transport			Phone Written Person
				1 person stability 2 person stability Chair stability Transport			Phone Written Person
				1 person stability 2 person stability Chair stability Transport			Phone Written Person

Time-Out Room Checklist

Date _____
 School _____
 Classroom _____
 Teacher _____

		<u>OK</u>	<u>Statement of Problem</u>
1.	Lock/Latch	<input type="checkbox"/>	_____
2.	Window	<input type="checkbox"/>	_____
3.	Doorknob	<input type="checkbox"/>	_____
4.	Floor (if applicable)	<input type="checkbox"/>	_____
5.	Interior	<input type="checkbox"/>	_____
6.	Exterior	<input type="checkbox"/>	_____
7.	Light (if applicable)	<input type="checkbox"/>	_____
8.	Ventilation system (if applicable)	<input type="checkbox"/>	_____
9.	Time-out Room Policy (2017) posted	<input type="checkbox"/>	_____
10.	Time-out Room Log posted	<input type="checkbox"/>	_____
11.	Teacher trained and Time-out Room Test passed__	<input type="checkbox"/>	_____
12.	Assistant(s) trained and Time-out Room Test passed	<input type="checkbox"/>	_____
13.	Other: _____	<input type="checkbox"/>	_____

Name: _____ School: _____ Date: _____

Time-Out and Physical Intervention Test

1. It is appropriate to use time-out for off-task behavior if it is a severe problem.

True ____ False ____

2. When a student is sent to time-out, he/she should be told, "You may come out when you can behave."

True ____ False ____

3. An adult must be in attendance and have constant visual on the student during the entire time-out procedure.

True ____ False ____

4. After a student is told to go to time-out, the teacher should immediately empty the student's pockets.

True ____ False ____

5. A student should be required to clean up any mess resulting from resistance to time-out after the time-out period is over.

True ____ False ____

6. If a student refuses to go to time-out and falls to the floor, the staff members should pick the child up to escort him/her to the TO room.

True ____ False ____

7. After the time-out period has ended, the student should be returned to the activity he/she was engaged in before time-out.

True ____ False ____

8. Staff may use seclusionary time-out without parental permission in emergency situations.

True ____ False ____

9. If a student argues on the way to the time-out room, the teacher should keep explaining in a calm manner why the student needs to go to time-out.

True ____ False ____

10. It is okay to restrain a student on the floor if you have at least 2 adults present.

True ____ False ____

11. If emergency interventions have been used for a student, the team must notify the parent(s) within one week

True ____ False ____

12. Physical interventions (restraint) must be terminated after 3 minutes.

True ____ False ____

13. Physical interventions may be used to discourage swearing.

True ____ False ____

14. Physical interventions should only be used by staff trained in using a Davis School District approved program.

True ____ False ____