



4. The duration of any seclusion or restraint; or the beginning and ending times of the restraint and/or seclusion;
5. A log of the student's behavior during seclusion or restraint, including a description of the restraint technique(s) used and any other interaction between the student and staff;
6. A description of any injuries (to students, staff, or others) or property damage;
7. A description of the planned approach to dealing with the student's behavior in the future;
8. A list of the school personnel, who participated in the implementation, monitoring, and supervision of seclusion or restraint and whether they had training related to seclusion or restraint;

Comments:

## Processing Seclusion and Restraint

- 1. Objective Oversight Report:** *A staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the seclusion or restraint. Use the COPING Method below for staff and the student.*

Objective oversight employee signature: (Nurse or Administrator not involved in restraint)

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### 2. Student/Staff debriefing COPING Method

**Control** Is the person who acted out is back under emotional and physical control before discussing the incident. \_\_\_\_\_ Yes \_\_\_\_\_ No

Are they okay?

Do they need medical attention?

Is the staff members back under emotional and physical control before discussing the incident. \_\_\_\_\_ Yes \_\_\_\_\_ No

Are they okay?

Do they need medical attention?

**Orient:** What happened? *Be nonjudgmental; Listen to the perspective of the staff and individual who acted out. What could have been done to prevent the crisis?*

**STUDENT**

## STAFF

**Patterns:** What triggers the behavior? *Look for a pattern of past behavior.*

**Investigate:** Are there any alternatives to the inappropriate behavior and resources that could be helpful in making behavioral changes? What could be done to prevent future seclusion/restraint for this student or others in similar situations?

**Negotiate:** Does the person understand what h/she can do instead of displaying inappropriate behavior. Include in your contract consequences for positive and negative behavior. Are there any precipitating factors we should know?

**Give:** What support is needed? Were you able to build rapport and strengthen your relationship with the individual and restore dignity back? Were they able to go back to school?

**This report MUST be forwarded to CPI training coordinator by email within 2 days of the event.**