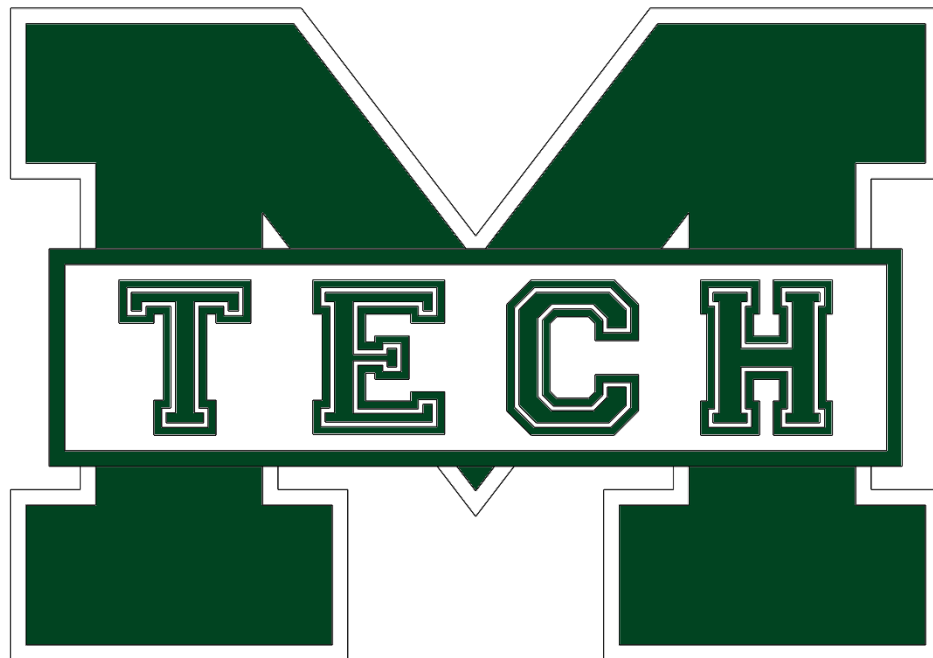


**Northern Berkshire Vocational Regional School District**

**McCann Technical School**



**Physical Restraint Prevention and  
Behavior Support Procedures**

**2024-2025**

## **MISSION**

The mission of McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the demands of the 21<sup>st</sup> century.

## **VISION**

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

## **EDUCATIONAL PHILOSOPHY**

The school community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by faculty, staff, and administrators dedicated to a student-centered focus through continuous improvement. Student growth and development are promoted by instilling the following core values in our students:

**Respect-** for self, others, and the learning environment promotes a positive learning experience for all students.

**Effort-** is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

**Accountability-** develops personal responsibility for both behavior and learning.

**Communication-** facilitates collaboration, promotes self-advocacy, and develops positive relationships.

**Honor-** requires students to act with integrity, honesty, positivity, and empathy for others.

## **GOALS**

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

## **OVERVIEW**

McCann Technical School seeks to promote a safe and productive educational environment and workplace for its students and employees. In accordance with its school committee policy, McCann complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of restraint, which can be found in Massachusetts Code of Regulations (603 CMR 46.00), the law governing the use of physical restraint on students in public schools (hereinafter "Regulations"). McCann seeks to ensure that every student is free from the use of restraint in a manner that is not consistent with these state regulations. It is the policy of McCann Technical School that physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. According to their terms, the Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

If physical restraint is necessary, trained school personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

These Physical Restraint Prevention and Behavior Support Procedures do not preclude any member of the school committee or any teacher or any employees or agent of the school committee from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

#### **METHODS FOR PREVENTING VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE**

McCann Technical School will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including behavioral crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. School personnel shall report to a student's school counselor, or a school administrator, if a concern should arise for a student potentially at risk for dangerous behaviors.

School administrators, school counselors, and other school personnel will identify students who are potentially at risk and review the student's behavioral, social, and emotional progress at periodic intervals. For any student with a history of significant emotional/behavioral at-risk behavior, and/or any student who has required physical restraint, a team of school personnel familiar with the student, under the direction of school administrators, should develop a safety or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and review meetings for the purpose of assessing progress and making necessary adjustments.

#### **METHODS FOR ENGAGING FAMILIES IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND THE USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE**

The principal, along with the director of student services and school counselors, shall make information available to all families and students about behavioral supports and restraint prevention efforts that are utilized within McCann Technical School. School personnel should work to identify students who are at risk for restraint and work with the student and family to identify behavioral support to prevent restraint from occurring. If a restraint occurs, school personnel are expected to notify the student's family in accordance with McCann's reporting procedures. School personnel should follow up with the student and their family regarding behavioral supports. Families shall be provided with an opportunity to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

- A. Alternatives to physical restraint and method of physical restraint in emergency situations. Alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods may include, but are not limited to:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)
8. Verbal prompts: a verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.

9. Full or partial physical cue: A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task.
  10. Physical escort: A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
  11. Physical redirection: A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
  12. Time-Out: A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Time-out should not be used as a method of punishment for noncompliance.
- B. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:
1. Remain calm: To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use of a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
  2. Obtain Assistance: Whenever possible, school personnel should immediately take steps to notify school administrators, the school-wide restraint response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
  3. One Person Speaks: In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from his/her escalating behavior, have one person providing overall direction to the response and the follow up procedures. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
  4. Remove Student if Possible: Consider the feasibility of having a student experiencing distress leave an area where other students are present and move to another more private and safe area in order to de-escalate.
  5. Remove Other Students: If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

## **PHYSICAL RESTRAINT PROCEDURES**

### **A. Definitions**

Extended Restraint: a physical restraint the duration of which is longer than twenty (20) minutes

Mechanical Restraint: the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical

immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication/Chemical Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: touching or holding a student without the use of force for the purpose of directing the student.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

School Working Day: a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion: the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a timeout. The use of seclusion restraint is expressly prohibited.

Time-Out: a behavioral support strategy developed pursuant to the Regulations in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

- Inclusionary Time-Out: a practice when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. Inclusionary time-out includes practices used by teachers as part of their classroom behavioral support tools.
- Exclusionary Time-Out: a practice when the student is separated from the rest of the class either through complete visual separation or from actual physical separation. Exclusionary time-out as a staff directed behavioral support is used when the student is displaying behaviors that potentially present an unsafe or overly disruptive situation in the classroom. Exclusionary time-out is not a form of punishment for noncompliance or for incidents of misbehavior that is no longer occurring.

B. When Physical Restraint May be Used

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in McCann Technical School programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with the Regulation.

C. Prohibitions

Physical restraint shall not be used as a means of discipline or punishment;

Physical restraint shall not be used when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

Physical restraint shall not be used as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

Physical restraint shall not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint, medication/chemical restraint, and seclusion shall be prohibited in McCann Technical School. Seclusion does not include a time-out, as defined within the Regulations.

Prone restraint shall be prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The school has obtained consent to use prone restraint in an emergency as set out in the physical restraint regulation, and such use has been approved in writing by the principal; and,
6. The school has documented 1 – 5 above in advance of the use of prone restraint and maintains the documentation.

**D. Proper Administration of Physical Restraint**

**Trained Personnel:** Only school personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. These training requirements shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. Only staff who have completed the 16-hour in-depth training can implement any type of physical restraint. Only restraint techniques taught and demonstrated during the 16-hour in-depth training are used by McCann staff.

**Use of Force:** A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

**Safest Method:** A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in the Regulations. Floor restraints, including prone restraints otherwise permitted under the Regulations, shall be prohibited unless the staff members administering the restraint have received in-depth training according to the

Regulations and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Duration of Restraint: All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing. If a student is restrained beyond 20 minutes, staff must obtain approval of the principal. Approval must be based upon student's continued agitation justifying need for continued restraint.

**E. Safety Requirements**

No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

**TRAINING REQUIREMENTS**

All Staff: In accordance with the Regulations, at the beginning of each school year, McCann Technical School will provide a review of the district's restraint policy, as well as the information included in the district's physical restraint prevention and behavior support procedures. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

1. The role of the student, family, and staff in preventing restraint;
2. The district's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
3. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
4. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
5. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
6. Identification of program staff who have received in-depth training in the use of physical restraint.

Selected Staff: Consistent with the Regulations, and the recommendation of DESE, the principal, or his or her designee, shall identify school staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in an in-depth training in the use of physical restraint. Such training will be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter. The content of the in-depth training shall include, but not be limited to:

1. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
5. Demonstration by participants of proficiency in administering physical restraint; and,
6. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including, but not limited to psychological, physiological, and social-emotional effects.

### **USE OF TIME-OUT AS A BEHAVIOR SUPPORT STRATEGY**

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Time-out should not be used as a method of punishment for noncompliance.

Exclusionary time-out as a staff-directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. For any exclusionary time-out that may last longer than 30 minutes, school staff must seek approval from the principal for the continued use of time-out. The principal may not routinely approve such requests, but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student. Exclusionary time-out must end when the student has calmed.

### **FOLLOW-UP PROCEDURES AND REPORTING REQUIREMENTS**

#### **A. Follow-up Procedures**

At an appropriate time after a student has been released from a restraint, the school shall implement follow-up procedures. These procedures shall include:

1. A review of the incident with the student to address the behavior that precipitated the restraint;
2. A review of the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed
3. Consideration of whether any follow-up is appropriate for students who witnessed the incident.

#### **B. Informing Requirements**

1. Informing the Principal: The school staff who administered the restraint shall verbally inform the



principal of the restraint as soon as possible, and by written report (See Appendix A) no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint and the written reports shall be made available for review by the family or DESE upon request.

2. **Informing Families:** The principal or his/her designee shall make reasonable efforts to verbally inform the student's family of the restraint within 24 hours of the event, and shall notify the family by written report (See Appendix A) sent either within three school working days of the restraint to an email address provided by the family for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school customarily provides a family of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the family an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

**C. Individual Student Review**

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

1. Review and discussion of the written reports and any comments provided by the student and family about such reports and the use of the restraints;
2. Analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
3. Consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
4. Agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by DESE or the family, upon request.

**D. Administrative Review**

The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

**E. Reporting to DESE**

1. When a physical restraint has resulted in an injury to a student or school staff, the school shall send a copy of the written report required by this policy to DESE postmarked no later than three school working days of the administration of the restraint. The school shall also send DESE a copy of the record of

physical restraints maintained by the principal pursuant to the Administrative Review section above for the 30-day period prior to the date of the reported restraint.

2. The school shall collect and annually report data to DESE regarding the use of physical restraints. Such data shall be reported in a manner and form directed by DESE.

#### **COMPLAINT RESOLUTION PROCEDURES**

Any student, parent, guardian, staff member, or other person who believes that a student has been subject to physical restraint in a manner that is inconsistent with McCann Technical School's Physical Restraint Prevention and Behavior Support Procedures may file a complaint, in writing, with the principal. Upon receipt of such a report, the principal shall conduct an investigation of the incident. He/she shall promptly review the Physical Restraint Report Form and other pertinent documentation, and interview students, staff, witnesses, parents, guardians, and anyone else who might have information about the incident. Once the investigation is completed, the principal shall determine whether the physical restraint was in compliance with McCann policy and procedures. The principal shall notify the complainant of the outcome of the investigation in writing. If the principal determines that inappropriate conduct has occurred, he/she will act promptly to eliminate offending conduct. Based on the nature of the conduct and the results of the investigation, the principal will determine the appropriate level of response. Such response may, but shall not be limited to, determining whether it is necessary or appropriate to review and modify McCann's restraint prevention policy, conduct additional staff training on restraint reduction/prevention strategies, or take other action as necessary or appropriate such as referring the matter for disciplinary action, to law enforcement or other state agencies. Students and employees will not be retaliated against for making a complaint or cooperating in the investigation of a complaint. Any retaliation by students or school staff will result in disciplinary measures.

Upon receipt of the principal's written outcome of the investigation, should the complainant feel the need to seek further clarification, a written appeal request should be made by the complainant to the superintendent. If the principal directly participated in the restraint under review, a duly qualified individual designated by the superintendent shall lead the review process.

# Appendix A – Restraint Incident Report

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[CLICK HERE](#) to open an editable Google Doc version of the Restraint Incident Report

# Northern Berkshire Vocational Regional School District



## MCCANN TECHNICAL SCHOOL

### RESTRAINT INCIDENT REPORT

*In accordance with MA CMR 46.00, the school staff who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. The principal or his/her designee shall make reasonable efforts to verbally inform the student's family of the restraint within 24 hours of the event, and shall notify the family by written report within three school working days of the restraint.*

#### \*INDICATES A REQUIRED FIELD

##### \*STAFF MEMBER COMPLETING REPORT

*LAST	*FIRST	*SCHOOL ROLE/POSITION

##### \*STUDENT NAME

*LAST	*FIRST	*MIDDLE INITIAL

##### \*GRADE LEVEL

•	9	•	10	•	11	•	12
---	---	---	----	---	----	---	----

##### \*RACE

•	White	•	American Indian/Alaskan Native
•	Black/African American	•	Native Hawaiian/Other Pacific Islander

<input type="radio"/>	Asian	<input type="radio"/>	Two or more Races
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*ETHNICITY			
<input type="radio"/>	Hispanic/Latino Origin	<input type="radio"/>	Not Hispanic/Latino Origin

*GENDER IDENTIFIES AS					
<input type="radio"/>	Male	<input type="radio"/>	Female	<input type="radio"/>	Non-binary

<b>DISABILITY INFORMATION</b> <b>(IF APPLICABLE. PLEASE CHECK WITH OFFICE OF STUDENT SERVICES IF NEEDED.)</b>				
Type of students services plan:	<input type="radio"/>	IEP	<input type="radio"/>	504 Accommodation Plan
Primary Disability:				
<input type="radio"/> (Not applicable)	Please check the box to the left if this section is not applicable for this student			

*INCIDENT DATE AND TIME	
*Date:	
*Start Time of Restraint (HH:MM, AM/PM):	
*End Time of Restraint (HH:MM, AM/PM):	
*Total Length of Strength (in minutes):	

*INCIDENT LOCATION			
<input type="radio"/>	Vocational Shop	<input type="radio"/>	Classroom
<input type="radio"/>	Bus/Bus Zone	<input type="radio"/>	Bathroom
<input type="radio"/>	Cafeteria	<input type="radio"/>	Hallway

•	Off Campus	•	Other
If Off Campus or Other, please describe below:			

*CRISIS MANAGEMENT TRAINING STRATEGY USED (SPECIFIC TO THIS INCIDENT)	
*Describe:	

*TYPE OF RESTRAINT USED			
•	Seated	•	Standing
•	Prone		

OTHER STAFF ASSISTING IN RESTRAINT		
*LAST	*FIRST	*SCHOOL ROLE/POSITION

*NON-STUDENT WITNESSES		
*LAST	*FIRST	*SCHOOL ROLE/POSITION

*INDICATE WHAT WAS HAPPENING BEFORE THE RESTRAINT OCCURRED (CHECK ALL THAT APPLY)			
•	Given a direction	•	Transitioning to another activity

•	Interacting with peers	•	Seeking attention
•	Given/serving a consequence	•	Presented work/task
•	Faced with unexpected change/event	•	Other
*Describe:			

*INDICATE THE BEHAVIORAL STRATEGIES USED TO PREVENT/DE-ESCALATE THE BEHAVIOR (CHECK ALL THAT APPLY)			
•	Offered choices/preferred activity/breaks	•	Visually prompted/redirected
•	Praised/Encouraged	•	Blocked behavior
•	Verbally prompted/redirected	•	Provided reinforcers
•	Environment change	•	Other
*Describe:			

*INDICATE THE BEHAVIOR THAT WARRANTED THE USE OF RESTRAINT (CHECK ONLY ONE)			
•	Verbal threat/aggression	•	Unsafe behavior (Ex. climbing furniture)
•	Self-injurious behavior	•	Running away
•	Physical aggression	•	Property destruction
•	Other		

*Describe:

*INDICATE WHO WAS AT RISK OF IMMEDIATE PHYSICAL HARM (CHECK ALL THAT APPLY)			
•	The student	•	Other students
•	Adults		

*HOW WAS IT DETERMINED THERE WAS IMMINENT RISK OF SERIOUS INJURY TO THE STUDENT OR OTHERS?	
*Describe:	

*INDICATE WHAT OCCURRED WITH THE STUDENT IMMEDIATELY AFTER TERMINATION OF THE RESTRAINT (CHECK ALL THAT APPLY)			
•	Debriefing/problem solving	•	Removal by parent
•	Environment change	•	Behavior escalated
•	Return to activity/situation	•	Removal by law enforcement
•	Other		
*Describe:			



**\*DID THE STUDENT HAVE ANY INJURIES, VISIBLE MARKS, OR MEDICAL EMERGENCIES OCCUR DURING THE USE OF RESTRAINT?**

•

Yes

•

No

If yes, describe:

**\*DID ANYONE ELSE (OTHER STUDENTS OR ADULTS) HAVE ANY INJURIES, VISIBLE MARKS, OR MEDICAL EMERGENCIES DURING THE USE OF RESTRAINT?**

•

Yes

•

No

If yes, describe:

Northern Berkshire Vocational  
Regional School District



**MCCANN TECHNICAL SCHOOL**

## **RESTRAINT INCIDENT REPORT - SIGNATURE PAGE**

*Keep a copy of the full report for your records. Sign and return ONE copy of this page to the McCann Technical School Principal.*

**STUDENT NAME**

LAST

FIRST

MIDDLE INITIAL

INCIDENT DATE AND TIME	
Date:	
Time (HH:MM, AM/PM):	

I acknowledge receipt of this incident report.

PARENT/GUARDIAN NAME (PRINTED)

PARENT/GUARDIAN SIGNATURE	TODAY'S DATE