

WRITTEN SUMMARY OF RESTRAINT USE

Brownsville Independent School District

STUDENT: Cecilia Test179

ID NUMBER: TS000179

DATE OF BIRTH: 03/30/2012

Written Summary of Restraint Use*

Special education student:

Date of restraint: _____ **Time began:** _____ **Time ended:** _____

Restraint instance number: _____ **Reporting period:** _____

Nature of restraint (describe type of physical restraint used):

Campus ID of restraint event: _____

Location of restraint: _____

Restraint staff type:

Name(s) of staff member(s), volunteer(s), and/or independent contractor(s) administering restraint:

Description of activity in which student was engaged immediately preceding the use of restraint:

Student's behavior that prompted the restraint:

- (01) Imminent serious physical harm to themselves
- (02) Imminent serious physical harm to others
- (03) Imminent serious physical harm to themselves and others
- (04) Imminent serious property destruction
- (05) Imminent serious physical harm to themselves and imminent serious property destruction
- (06) Imminent serious physical harm to others and imminent serious property destruction
- (07) Imminent serious physical harm to themselves and others and imminent serious property destruction
- (08) Restraint by School District Police Officer/School Resource Officer Performing Law Enforcement Duties and/or Providing a Police Presence on School Property or at a School-Sponsored or School-Related Activity.

Describe student behavior(s) that prompted the restraint:

Efforts made to de-escalate the situation:

- Provided choices
- Reduced demands
- Verbal redirection
- Reduced verbal interaction
- Calming techniques
- Other

Explain:

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Alternatives to restraint that were attempted:

- Removal of other students
- Voluntary removal of student to another location
- Request for assistance
- Other

Explain:

Observation of student at end of restraint:

Behavioral Intervention Plan (BIP) Considerations:

Does the student have a behavior intervention plan or a behavioral improvement plan?

Yes No

If **No** is the answer to the underlined question above, information on the procedure for the student's parent or guardian to request an admission, review, and dismissal (ARD) committee meeting to discuss the possibility of conducting a functional behavioral assessment of the student and developing a plan for the student is described below.

LEAs must provide information on their procedure for requesting an ARD committee meeting for this discussion.

If **Yes** is the answer to the underlined question above, might the plan need to be revised because of the behavior that led to the restraint?

Yes No

If "Yes" is the answer to the question above, identify the staff member responsible for scheduling an ARD committee meeting to discuss this potential revision.

* Send to parent within one day from date of restraint