

**St. Lucie Public Schools**  
**Exceptional Student Education**  
 Post Restraint Report

Team members must meet after a crisis occurs. The team members will discuss the intervention(s) and their own behaviors. This is a constructive dialog between professionals on how to improve future crisis interventions.

**Discussion / Talking Points**

Student:	Student Id. Number:	Date of Debrief:
School:	Time of Restraint:	Date of Restraint:
Exceptionality:		
Personnel:		

- Control:** Be sure that all staff members are back in control before discussing the incident.
- Orient:** Establish the basic facts of the incident. Team members may have arrived at different points in the intervention and may have observed and heard events differently.
- Patterns:** Review the staff response to crisis situations. Are there patterns in the way the team responds?  
 How was the team summoned to the scene?  
 Did everyone know who the team leader was?  
 Did staff members do anything that may have escalated the acting-out individual?  
 Was a physical restraint necessary?  
 Was the best possible **Care, Welfare, Safety, and Security** provided to all who were involved?
- Investigate:** Look for ways to strengthen individual and team responses to crisis situation.  
 Explore ways to prevent similar situations in the future.  
 Identify resources that may be helpful for staff members.  
 Is there a need to review and/or practice portions of the Nonviolent Crisis Intervention training?  
 Yes\_\_\_\_\_ No\_\_\_\_\_
- Negotiate:** Agree to changes that will improve future intervention.
- Give:** Provide one another with support and encouragement. Express trust and confidence in fellow team members.

**Individual Student Post  
 Restraint**

**The CPI Coping Model**

- If Completed:**
- \_\_\_ Control (ensure student is back under physical and emotional control):
- \_\_\_ Orient (ask student what happened in his/her own words):
- \_\_\_ Pattern (what actions that led to behavior, i.e. how often, when, etc.):
- \_\_\_ Investigate (what kinds of replacement behaviors, alternatives to what student did and when should have used them):
- \_\_\_ Negotiate (agreement on what student can do in future instead of inappropriate behavior):
- \_\_\_ Give (student support and encouragement; express trust and confidence in him/her):

**Indicate who was at risk of immediate physical harm** (check all that apply):

\_\_\_ The student    \_\_\_ Other students    \_\_\_ Adults

(Taken from Nonviolent Physical Crisis Intervention, 2012)

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 Post Restraint Report

<b>Student:</b>	<b>Student Id.</b>	<b>Date of Post Restraint meeting:</b>
<b>School:</b>	<b>Time of Restraint:</b>	<b>Date of Restraint:</b>
<b>Grade:</b>	<b>Location:</b>	<b>Discipline Action:</b>
<b>Exceptionality:</b>		
<b>Personnel:</b>		
<b>Description of Incident:</b>		
<b>Event(s) that led to incident:</b>		
<b>Observable Behavior (Check all that apply)</b>		<b>Staff Intervention(s) (check all that apply)</b>
<b>Anxiety</b> <input type="checkbox"/> Pacing <input type="checkbox"/> Shaking <input type="checkbox"/> Change in eye contact <input type="checkbox"/> Change in body language <input type="checkbox"/> Change in facial expression <input type="checkbox"/> Change in speech <input type="checkbox"/> Change in location <input type="checkbox"/> Other <input type="checkbox"/> No signs noticed		<b>Used supportive stance</b> <input type="checkbox"/> Respected personal space <input type="checkbox"/> Empathic listening <input type="checkbox"/> Validated feelings <input type="checkbox"/> Offered assistance <input type="checkbox"/> Decreased stimuli <input type="checkbox"/> Restructured routine/environment <input type="checkbox"/> Adjusted materials/expectation
<b>Defensive</b> <input type="checkbox"/> Challenging questions <input type="checkbox"/> Refusal <input type="checkbox"/> Increased volume <input type="checkbox"/> Increased movement <input type="checkbox"/> Swearing <input type="checkbox"/> Threats <input type="checkbox"/> Moved/hit objects <input type="checkbox"/> Other <input type="checkbox"/> No signs noticed		<input type="checkbox"/> Used simple clear language <input type="checkbox"/> Gave all needed information <input type="checkbox"/> Redirected <input type="checkbox"/> Provided distraction through humor <input type="checkbox"/> Allowed to vent <input type="checkbox"/> Alerted back-up support <input type="checkbox"/> Encouraged movement to private safe place/person <input type="checkbox"/> Removed danger from environment <input type="checkbox"/> Removed audience
<b>Acting Out Person</b> <input type="checkbox"/> Aggression toward others <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Running into dangerous area <input type="checkbox"/> Other		<input type="checkbox"/> Child's Control Position <input type="checkbox"/> Team Control Position <input type="checkbox"/> Transport Position <input type="checkbox"/> Interim Control Position <input type="checkbox"/> Other Emergency Procedure _____
<b>Tension Reduction</b> <input type="checkbox"/> Dangerous behavior ceased <input type="checkbox"/> Could answer simple questions rationally <input type="checkbox"/> Could follow simple directions		<input type="checkbox"/> allowed drink, snack, and/or preferred calming activity <input type="checkbox"/> Provided encouragement <input type="checkbox"/> Made a plan and practiced for the future <input type="checkbox"/> Gave praise for engaging in problem-solving process
Does the student have the following? <b>a) FBA</b> <b>Yes No</b> <b>b) BIP</b> <b>Yes No</b> <b>c) Safety Plan</b> <b>Yes No</b>		Is the BIP addressing current behaviors of concern? <b>Yes No</b>  Does the data support the need to review and/or update the BIP? <b>Yes No</b> <b><i>If yes, please attach the behavioral data.</i></b>
<b>Discussion Included:</b> <input type="checkbox"/> Events that led to incident <input type="checkbox"/> What de-escalation was not effective <input type="checkbox"/> Traumatic reactions of any student or staff members <input type="checkbox"/> Evaluation of process		What, if anything, could have been done differently _____ _____ _____ _____
Indicate <b>Follow-Up Action</b> needed (i.e. revision of procedures, additional training in PBIS, CHAMPS, CPI, etc.) _____ _____ _____ _____		

(Adapted from Physical Restraint and Seclusion in Schools, 2013, Council for Exceptional Children)