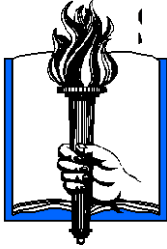


**MURFREESBORO CITY SCHOOLS
ADMINISTRATIVE DIRECTIVES**



Descriptor Term:	Descriptor No: ADSTU39	Effective Date: 8/19
Report of Isolation/Restraint of Students with Disabilities	Revised:	

- 1 In the event that isolation or restraint is required of a student with disabilities, the following form
- 2 shall be filled out and the parent notified, orally or in writing, on *the same day* their student has
- 3 been restrained/isolated. In addition, the administrator must be notified and a copy shall be sent
- 4 to the Special Education Supervisor, where it will be documented in Easy IEP.



**TENNESSEE DEPARTMENT OF EDUCATION
REPORT OF ISOLATION / RESTRAINT**

**This form must be completed by school personnel who restrain or isolate a student with a disability.
T.C.A. §49-10-1304.**

STUDENT INFORMATION

Name _____ Age _____ Disability _____

School _____ Grade Level _____ Date _____

Location in School Facility _____
Room Number or Area Where Isolation/Restraint Administered

Time Isolation/Restraint Began _____ Time Isolation/Restraint Ended _____
Circle One Circle One

PERSONNEL ADMINISTERING ISOLATION/RESTRAINT AND COMPLETING THIS REPORT

Name _____ Name _____

Signature _____ Signature _____

Job Title _____ Job Title _____

Certified for Behavior Intervention Y N
Circle One

Certified for Behavior Intervention Y N
Circle One

OTHER PERSONNEL WHO OBSERVED/WITNESSED THE ISOLATION/RESTRAINT

Name _____ Name _____

Job Title _____ Job Title _____

PRINCIPAL NOTIFICATION ON DATE OF ISOLATION/RESTRAINT

Name of Principal (or designee) Notified _____ Time of Notification _____

PARENT NOTIFICATION ON DATE OF ISOLATION/RESTRAINT

Name of Parent _____ Time of Notification _____

Method of Notification _____ Notified By _____
In Person/Telephone/E-Mail/Fax Name and Job Title of Person Notifying Parent

SAFETY PLAN

Student:	Date:
School:	Team members: <i>List CPI crisis team here, as well as individuals that may be helpful to de-escalate this student</i>

Target Behavior:

Triggers (known factors that will increase the probability of physical aggression)
<ul style="list-style-type: none"> •
Precursor Behaviors (observable signs and cues that reliability occur prior to <u>insert target behavior</u>)
<ul style="list-style-type: none"> •

Proactive Interventions (antecedent interventions to be implemented prior to <u>insert target behavior</u>) <i>In order to provide a safe learning environment for all students the school will provide/implement the following proactive interventions:</i>
<ul style="list-style-type: none"> •

Reactive Procedures INDIVIDUALIZE AS NEEDED (strategies to be used if the target behavior occurs)

Intervene using the script below when PRECURSOR BEHAVIORS are observed:

Verbal De-escalation Script:

"I see you (behavior)"
 "Are you feeling (emotion)"
 "What are you feeling?" [If we guessed incorrectly.]
 "I can see you're (emotion)."
 "What are you (emotion) about?"
 "Who, What, When, Where, How"
 [Avoid asking, "WHY"]
 "You're (emotion) about (source).
 Is that right?"
 "What do you want?"
 "What have you tried?"
 "How well has it worked?"
 "What are you willing to do?"
 "How would you do it?"

“When?” “Where?”
“Would you let me know how it comes out?”

Strategies: INDIVIDUALIZE AGGRESSION/ELOPEMENT STRATEGIES AS APPROPRIATE

- **A calm adult will intervene when the precursor behavior(s) are observed:** Make attempts to interrupt the behavior when you observe lower level precursor behaviors. This can include:
 - Asking STUDENT to help an adult with a task
 - Presenting him with a choice
 - Providing him with nonverbal or gestural cues
 - Attempting to distract him with humor
 - Redirecting him to preferred calming strategies
- **Physical Aggression:** *The school-based Crisis Team will be called if STUDENT's physical aggression escalates to the point of throwing furniture or objects near other groups of children. All procedures should be followed accordingly to ensure the safety of the student.*
 - *All Crisis Team members shall be advised to follow the procedures outlined below:*
 - *Remove the other students from the immediate area.*
 - *Minimize adult attention by avoiding direct eye contact and using minimal language. When stating any expectation, do so in a calm voice and with a neutral tone.*
 - *Remove any objects that pose a danger to the student. Attempt to keep the area as clear as possible.*
 - *State any redirections in a neutral tone with as few words as possible.*
 - *If the student engages in any unsafe behavior, continue to provide as minimal attention as possible while keeping him safe. For example, block him from the exit if he attempts to elope, but avoid eye contact or engaging with him verbally.*
 - *Proceed to the following intervention only as a last resort to ensure the safety and well-being of students.*
- **Elopement:** *The school-based Crisis Team will be called if the STUDENT elopes from the classroom/cafeteria/playground. All procedures should be followed accordingly to ensure the safety of the student.*
 - *The classroom teacher will look out the door to determine which direction STUDENT went.*
 - *The teacher will call the front office and inform them of STUDENT's direction.*
 - *An office staff member will contact the Crisis Team members to locate STUDENT and accompany STUDENT to the front office.*
 - *Front office staff will contact the classroom teacher when STUDENT has been located.*
 - *If STUDENT is not escalated, STUDENT will be escorted from the office to his/her designated area.*
 - *If STUDENT is escalated (e.g., becoming verbally or physically aggressive with others) when staff members find him/her:*
 - *Encourage him/her to go to a quiet place (e.g., Bookroom, Library Office; “STUDENT, let's go to the bookroom and take a break.”).*
 - *Provide quiet supervision (i.e., watch him/her to be sure he/she does not engage in harmful behaviors, but limit verbal communication).*
 - *Attempt to redirect STUDENT to a quiet activity (e.g., drawing a picture, doing a maze).*
 - *Once STUDENT begins to calm down (i.e., sitting or standing quietly, relaxed body posture) use the above verbal de-escalation script.*
 - *Transition STUDENT back to class when he/she is calm (e.g., has a neutral/calm face, talking in a*

normal/neutral tone, following simple directives) and no longer engaging in target behaviors.

- **Nonviolent Physical Crisis Intervention:** In the event of physical aggression that poses a threat to students and or staff, his peers will be instructed to evacuate the area and relocated to a predetermined area.
 - STUDENT will remain within the classroom until it is established that he is calm and not a danger to self and/or others. If his behavior escalates to the point of imminent danger to self or others, a designated Murfreesboro City School Staff member that has been certified to utilize Non-Violent Crisis Intervention will be asked to assure STUDENT’s safety, along with peers and staff. Non-Violent Crisis Intervention is only utilized as a *last resort* to ensure the care, welfare, and well- being of students.
 - If the non-violent crisis intervention must be utilized, STUDENT’s parent(s) will be immediately contacted in accordance with school policy.
 - Youth Villages will be contacted is student threatens and/or commits self-harm or harm to others or is unable to deescalate after 30 minutes.

Mobile Crisis (866-791-9222): In the event that the student makes a threat to his safety or the safety of another, the Mobile Crisis Unit will be contacted to assistance. Parents will be notified if the decision to Mobile Crisis has been made.

The following staff members will be responsible for implementing the safety plan:

_____	_____
Date	Date
_____	_____
Date	Date
_____	_____
Date	Date
_____	_____
Date	Date