

Documentation for Emergency Seclusion and/or Restraint

Student Name:		Date:		Time in:		Time out:	
Teacher:		Class:					
If time exceeded allowable amount (see tip sheet) provide explanation and action taken:							
Staff person initiating seclusion/restraint; others present/involved:							
Describe the behavior that led to seclusion/restraint, including time, location, activity, others present, other contributing factors:							
Time and Location:							
Activity:							
Contributing factors:							
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:							
Describe student behavior during seclusion/restraint:				Describe student behavior after seclusion/restraint:			
Was there any injury or damage? <input type="checkbox"/> Yes <input type="checkbox"/> No				Was student able to return to working on their goals and objectives:			
If yes, describe:				<input type="checkbox"/> Yes <input type="checkbox"/> No			
Follow-up with student after the seclusion/restraint:							
Is other follow-up needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, specify:							
Is it anticipated that the behavior will reoccur? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain actions taken:							
Was Parent contact made: <input type="checkbox"/> Yes <input type="checkbox"/> No				Was Administration contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Contact made by Whom:				Contact made by Whom:			
Date:		Time:		Date:		Time:	
If no contact made, explain why:				If no contact made, explain why:			

Tip Sheet

SUPPORTING STUDENT BEHAVIOR: STANDARDS FOR THE EMERGENCY USE OF SECLUSION AND RESTRAINT (Full document available at www.michigan.gov/mde)

SECLUSION is a last resort emergency safety intervention that provides an opportunity for the student to regain self-control. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student. A room or area used for seclusion:

- Must not be locked;
- Must not prevent the student from exiting the area should staff become incapacitated or leave that area; and
- Must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

Time and Duration – Emergency seclusion (prohibited for pre-school students) should not be used any longer than necessary to allow a student to regain control of his/her behavior, but generally:

- Elementary school students – no longer than 15 minutes; and
- Middle and high school students – no longer than 20 minutes; and
- If an emergency seclusion lasts longer than the suggested maximum time, the following are required:
 - Additional support (e.g., change of staff, introducing a nurse or specialist, obtaining additional expertise); and
 - Documentation to explain the extension beyond the time limit.

PHYSICAL RESTRAINT is a last resort emergency safety intervention involving direct physical contact that prevents or significantly restricts a student's movement. Restraint is an opportunity for the student to regain self-control. Physical restraint is not intended to forbid actions undertaken:

- To break up a fight
- To take a weapon away from a student
- The brief holding by an adult in order to calm or comfort
- The minimum contact necessary to physically escort a student from one area to another
- Assisting a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration.
- To hold a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Time and Duration – Restraint should not be used:

- Any longer than necessary to allow students to regain control of their behavior; and
- Generally no longer than ten minutes.
- If an emergency restraint lasts longer than ten minutes, the following are required:
 - Additional support (e.g., change of staff, introducing a nurse or specialist, obtaining additional expertise); and
 - Documentation to explain the extension beyond the time limit.

REOCCURRING BEHAVIOR – Should a pattern of behavior emerge, or be anticipated, which may require the use of emergency restraint, the school personnel must:

- Develop an assessment and planning process conducted by a team knowledgeable about the student, including:
 - The parent
 - The student (if appropriate)
 - People who are responsible for implementation of the Behavior Intervention Plan
 - People who are knowledgeable about Positive Behavior Supports;
- Conduct a Functional Behavioral Assessment;
- Develop or revise a Behavior Intervention Plan to facilitate the reduction or elimination of the use of restraint.

DOCUMENTATION AND REPORTING – Each use of an emergency seclusion and the reason for each use shall be:

- Documented in writing and reported to the building administration immediately;
- Reported to the parent or guardian immediately or as soon as possible; and
- Documented in a written report for each use of seclusion (including multiple uses within a given day) and given to the parent or guardian within 24 hours.