



**Behaviour Management Crisis Intervention**

minimum level of force and for the minimum duration necessary to ensure that safety is maintained for everyone involved.

### 3.1 Personal Safety Techniques

It may be necessary to utilize personal safety techniques to protect staff and acting-out individuals from injury if behaviour escalates to a physical level (see Appendix A – Physical Phase). These techniques allow staff to adapt to different situations with minimal physical intervention when escape and/or evasion are safe alternatives in the situation.

Type of Physical Aggression	Personal Safety Technique
Strike: student uses any object and attempts to come in contact with another individual. e.g.: Punch, kick or a strike with an object	Block the strike/kick and move the target
Grab: student takes hold of someone quickly, suddenly or forcefully. e.g.: Wrist grab, hair pull, choke, bite	Release and move

Staff will utilize personal safety techniques and verbal interventions if a student's behaviour escalates to a physical level which is directed towards themselves or another person.

As soon as possible, a staff member will gain the support of another staff person. This person may not directly intervene with the student but will act as a witness and provide documentation of the incident.

If personal safety techniques are maintaining a safe situation, physical restraint should not be utilized. If the safety of staff, the student or other individual's in the immediate area becomes a concern, staff will utilize physical restraint techniques as a last resort.

### 3.2 Physical Containment Techniques (Restraint)

In the event that the level of crisis development has progressed to Physical Phase (Appendix A) and all attempts at utilization of Personal Safety Techniques (Section 3.1) have been deemed ineffective by the responding staff member and the immediate safety of the individual in crisis and/or another individual is at risk, physical containment may be determined to be the only alternative remaining. The School's Response Team trained in Behaviour Management System (BMS) must be summoned as soon as possible once a staff member identifies that a potential need for restraint may be required. Strategies such as continuing verbal intervention, removing dangerous objects, using Personal Safety Techniques and calling for assistance should precede the attempt to prevent the use of physical restraint.

3.2.1 Physical containment/restraint is defined as the physical control of a child by one or more persons to safely restrict the movement of an individual, using the appropriate physical intervention techniques, with the least restrictive form of control to effectively reduce the strength, energy and momentum of an individual who is acting out

- 3.2.2 Physical containment/restraint is not to be considered a “therapeutic holding”.
- 3.2.3 Whenever possible, a response team member should not act alone but have another staff member present. It is advisable to have the principal and/or vice principal present as well. If the other staff member does not have BMS training, they are expected to provide whatever support is appropriate to ensure duty of care.
- 3.2.4 If staff are utilizing physical containment techniques, assisting staff shall remove the other students in the immediate area to an alternative location. When the student is regaining control of his behaviour and responding positively to verbal interventions, staff may may redirect this student to a quiet location
- 3.2.5 Physical containment/restraint techniques must be enacted in a safe and appropriate manner. Response elements listed in Appendix A should be incorporated. In the event that a restrained individual demonstrates signs of a medical crisis, the Physical containment shall be suspended immediately and appropriate medical attention shall be administered. The dignity and self-respect of the individual in crisis must be maintained at all times. Remaining calm, professional and supportive throughout the incident is crucial.
- 3.2.6 The individual in crisis will be released when the Response Team member determines that the individual has regained the control of his behaviour and there is no longer a safety threat to himself/herself or others.
- 3.2.7 If staff are unable to maintain an appropriate containment position, staff should release the hold and observe the student’s behaviour to determine whether the physical containment is necessary.

### **3.3 Debriefing and Planning after Physical Containment/Restraint**

- 3.3.1 Once an individual has been released from a restraint, he/she shall be given ample opportunity to “cool down”. He/she also shall be checked for potential injury.
- 3.3.2 If the principal or vice-principal has not been present during the intervention process, a briefing must be given to him/her as soon as possible by the staff member applying containment. The briefing shall be to the program supervisor in the event of an extended absence of the principal/vice-principal.
- 3.3.3 For individuals who are students under 16 years of age, every attempt shall be made to contact the custodial parent(s) as soon as possible in the containment process and where time and opportunity permits, invite them to be part of the debriefing process.
- 3.3.4 The debriefing process shall include all parties involved in the incident, the principal and/or vice-principal and, where feasible, the custodial parent(s). A parent(s) on a conference call would satisfy attendance. The principal or vice-principal will chair the debriefing session. The debriefing process shall occur as

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soon as the student and staff have regained their control both physically and emotionally. This should occur as soon as possible but depending on the incident and the student, this may have to occur the next day. The student shall be provided with an opportunity to communicate his/her perspective of the facts surrounding the incident. It is important for the staff to be nonjudgmental and limit engaging in discussion to clarify their perspective. A management plan shall be developed, in cooperation with the classroom teacher, principal and/or vice-principal, parent and student, where appropriate, for planning and moving forward that sets the required limits of behaviour, positive strategies and required consequences should non-compliance occur. A template for the Behaviour Management Plan is provided in Appendix B.

- 3.3.5 In the event that an injury occurred during the containment, proper medical attention shall be immediate and precede all of the above steps. Medical attention shall be obtained in accordance with the established school procedures for injuries sustained in all other circumstances.
- 3.3.6 In accordance with Section 3.4 below, documentation by each team member must be completed and filed.
- 3.3.7 In the very special case where it is determined that physical containment is required on an on-going basis the principal/vice-principal shall convene a case conference early in the determination. Participants shall include the classroom teacher, special education teacher, any assigned educational assistant, parent(s) who wish to attend and others as determined to support the identified needs of the individual. In such case a Behavior Management Plan shall be mandatory. The level of communication with respect to each ongoing physical restraint occurrence with the parent(s) shall be determined in consultation with the parent(s) at the meeting (and shall be documented) and would supersede 3.3.3 and 3.3.4 above.

**3.4 Documentation**

- 3.4.1 If all preventative strategies are not effective and a physical restraint must be utilized, a Physical Restraint Incident Report (Appendix C) needs to be completed and filed immediately after the incident by the staff member applying restraint. In the majority of circumstances where the aggressive individual is a student the report will be filed in his/her O.S.R. A review of the report will be conducted after one year. If no other physical containments/restraints have been required during the course of the year, the report may be withdrawn at the discretion of the principal. If other incidents have been necessary the time required for all reports to be maintained in the file will be at the discretion of the principal. Other copies will be forwarded to:
- Principal
  - Superintendent of Program and Schools
  - Parent (or student if 16 years of age or older)
  - In the case of an identified student, Special Education Coordinator

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- 3.4.2 If the act of aggression requires any other documentation in accordance with the Safe Schools Act then appropriate action must be taken in accordance with the relevant administrative guidelines.
- 3.4.3 If an injury has occurred as a result of a behaviour management practice, including a physical containment/ restraint, “Incident/Injury Report” Form must be completed and filed according to Board Health and Safety Administrative Guidelines.

**4.0 Preparing for Potential Crisis Intervention**

In preparation for potential crisis intervention, the following issues shall be regularly addressed at the system and school level:

**4.1 System Level**

- 4.1.1 The expectations for all staff at all sites shall be clearly defined through appropriately communicating the details of this guideline. It shall be introduced to new staff at the annual New Staff Induction Program.
- 4.1.2 Training for Behaviour Management Systems Program will be provided on a regular basis to ensure that at least 3 staff members at each site are trained and provided with refresher seminars.

**4.2 School Level**

- 4.2.1 The principal shall ensure that at least 3 staff members will be trained in Behaviour Management Systems Program. Training programs will be organized at the system level.
- 4.2.2 A School Response Team shall be established with trained staff members forming the majority or all of the team. The principal and/or vice-principal shall also be a member of the team. Team size will have a minimum of 3 members but this may fluctuate depending of the size and needs of the school.
- The principal shall identify the members of the Response Team to all staff. If a situation arises that requires the on-going use of physical intervention with a specific student and the staff working directly with the student have not attended Behaviour Management Systems training, the principal shall notify the Coordinator of Special Education to identify the staff person’s need for this training.
- 4.2.3 The school team will determine local protocol for the school with respect to:
- Dealing with warning signs.
  - Developing procedures for team intervention including coverage for work-related duty assignments when services are required.
  - Determining a good communication system for all staff to follow in the school.
  - Determining team dynamics such as team leader determination in a crisis situation.
  - Crisis Plan development for high risk students.
  - Identifying plans for safe places to accommodate student(s) in the event of a behavioural crisis.

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- Identifying the need for the use of Physical Intervention through the development of the Behaviour Management Plan.
- 4.2.4 The principal shall ensure that a Behaviour Management Plan has been developed for students with potential risk of requiring crisis intervention. In the case where such a student, through an IPRC process has been identified with a behaviour exceptionality, the Behaviour Management Plan shall reflect a potential intervention process. Parent(s), (or student in the case of a student begin over 16 years of age) must be requested to sign the plan and be furnished with a copy.
- 4.2.5 In the case where a student is not identified but is demonstrating signs of a potential behaviour crisis, a “Behavior Management Plan” (Appendix B) shall be developed in cooperation with the classroom teacher, principal and/or vice-principal, parent and student, where appropriate. Parent(s), (or student in the case of a student begin over 16 years of age) must be requested to sign the plan and be furnished with a copy.
- 4.2.6 All plans and pertinent information about a student shall be shared with teaching staff interacting with the student and School Response Team including age, developmental stage, nature and frequency of possible violent incidents, precipitating factors, past restraint incidents, expected responses, health condition, current medication, and social history.
- 4.2.7 The principal shall share with non-teaching staff such information referred to in 4.2.4 and 4.2.5 as is necessary to ensure staff safety and comply with the privacy requirements of the Education Act and Municipal Freedom of Information and Protection of Privacy Act.

APPENDICES: A – Behaviour Escalation Framework

B – Behaviour Management Plan

C – Physical Restraint Report

## Behaviour Escalation Framework

*(Acknowledgment– Behaviour Management Systems)*

Behaviour Level	Staff Response/Action
<p><b>1. Anxiety/Nonverbal Phase:</b></p> <p>* Apparent change in the person’s normal behaviour- apparent when a rapport is established with the student allowing for early intervention</p>	<ul style="list-style-type: none"> <li>• Intervene as early as possible</li> <li>• Active listening</li> <li>• May need to relocate to a quiet area, if possible or remove other students</li> <li>• Offer choices</li> <li>• Provide relaxation tools, if necessary</li> <li>• Gather information to identify risk factors &amp; protective factors which may be affecting the student’s behaviour</li> </ul>
<p><b>2. Verbal Acting Out Phase:</b></p> <p>May include all or partial behaviours below:</p> <ul style="list-style-type: none"> <li>• Questioning: information seeking, challenging</li> <li>• Refusal: non compliance</li> <li>• Release: swearing, challenging authority, belligerence etc</li> <li>• Intimidation: verbal and/or nonverbal</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain professionalism</li> <li>• Provide rational response when possible</li> <li>• Stay calm remaining in control of self and the situation</li> <li>• Outline simple, clear, reasonable, enforceable limits and corresponding consequences (positive and negative)</li> <li>• Avoid power struggles</li> <li>• Allow student to vent (if appropriate)</li> <li>• Allow time to process information/ response</li> <li>• Staff will be conscious of their nonverbal communication</li> <li>• Consistency is very important</li> </ul>
<p><b>3. Physical Acting Out Phase:</b></p> <p>- verbal aggression escalates to physical aggression</p>	<p><b>Physical Containment Intervention:</b></p> <ul style="list-style-type: none"> <li>• Utilized only <b>AS A LAST RESORT</b> when individual presents imminent danger to self or others</li> <li>• Emergency procedure used only when the potential danger of intervening is surpassed by the imminent danger of the crisis.</li> <li>• Utilize ‘Crisis Response Team’ approach</li> <li>• Never used as punitive measure (not to be used as a form of punishment, as a response to a student’s refusal to comply with a school rule or staff directive or a disruption of school order unless the activity becomes a danger to the safety of the student or others)</li> <li>• Remain professional, rational and in control of personal behaviour.</li> </ul>
<p><b>4. Debriefing/Planning Phase:</b></p> <ul style="list-style-type: none"> <li>• Become compliant to simple directives</li> <li>• May be remorseful, emotionally withdrawn, apologetic etc.</li> <li>• Occurs for student and staff who are involved.</li> </ul> <p>*Tension reduction can occur after each crisis level. The goal is to achieve tension reduction after the Anxiety Level to avoid further escalation.</p>	<ul style="list-style-type: none"> <li>• Allow time to calm down and regain rationality</li> <li>• Student may seek active communication to re-establish relationship</li> <li>• Provide reassurance</li> <li>• Empathetic, nonjudgmental listening is important</li> <li>• Provide clear information about steps taken towards release</li> <li>• Complete post incident protocols including documentation, debriefing, injury assessments, communication protocol, reassurance for student and ongoing staff support</li> </ul>



# Behaviour Management Plan

Student:

Grade:

Date of Birth:

School:

Teacher:

Identification:

## PREVENTATIVE INTERVENTION STRATEGIES

### Check the appropriate strategies:

- |   |  |
|---|--|
| <input type="checkbox"/> C.P.S.-Collaborative and Proactive Solutions<br><input type="checkbox"/> Remove distracting materials<br><input type="checkbox"/> Provide quiet separate seating area<br><input type="checkbox"/> Close proximity to teacher<br><input type="checkbox"/> Use visual supports: visual schedule<br><input type="checkbox"/> Provide choices related to task i.e.: order of completion/number of tasks etc.<br><input type="checkbox"/> Minimize/alternate transition times<br><input type="checkbox"/> Communication between home and school | <input type="checkbox"/> Alternate entry routine<br><input type="checkbox"/> Provide clear verbal directives<br><input type="checkbox"/> Self initiated/staff directed break time<br><input type="checkbox"/> Utilize planned ignoring and redirection to task<br><input type="checkbox"/> Positive reinforcement program<br><input type="checkbox"/> Provide verbal scripts and rehearse/role play<br><input type="checkbox"/> Teach social skills, self regulation skills etc<br><input type="checkbox"/> Modification/accommodation of academic tasks (I.E.P)<br><input type="checkbox"/> Use of assistive technology |
|---|--|

### Specific Details:

## TRIGGERS / ANTECEDENTS:

Problem behaviour is most likely to occur when.....

### INITIAL AGITATION/ANXIETY

Noticeable change or increase in behavior

Specific Details:

### STAFF RESPONSE

Supportive early intervention: empathetic, nonjudgmental approach to alleviate anxiety (i.e.: offer choices, access quiet area, relaxation tools etc)

Specific Details:

### VERBAL ACTING OUT BEHAVIOR

Questioning-challenging  
 Refusal-non-compliance  
 Verbal release – emotional outburst, swearing etc  
 Intimidation – verbal/non-verbal threats

Specific Details:

### STAFF RESPONSE

Take control of a potentially escalating situation by setting limits.

- Remain calm
- State non threatening directives, avoiding power struggles
- Outline reasonable enforceable limits
- Allow greater time to process information

Specific Details:

PHYSICAL ACTING OUT / HIGH RISK BEHAVIOR	STAFF RESPONSE
<p>Acting out – loses control of behaviour Attempt at physical assault, self-injury, property damage</p> <p>Specific Details:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calm body language</li> <li><input type="checkbox"/> Minimal verbal interaction</li> <li><input type="checkbox"/> Clear, concise language to state directives</li> <li><input type="checkbox"/> Planned ignoring</li> <li><input type="checkbox"/> Notify office for assistance</li> <li><input type="checkbox"/> Removal of audience</li> <li><input type="checkbox"/> Utilization of Non-violent Crisis Intervention/ Behaviour Management Systems Strategies</li> <li><input type="checkbox"/> Police intervention required</li> </ul> <p>Specific Details:</p>

**Plan Developed by:**

Name: \_\_\_\_\_  
Position: \_\_\_\_\_

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Position: \_\_\_\_\_

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Position: \_\_\_\_\_

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Physical Restraint Incident Report

Date: \_\_\_\_\_ Incident Location: \_\_\_\_\_ Time: \_\_\_\_\_

Student's Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Name(s) of staff involved in intervention: \_\_\_\_\_  
\_\_\_\_\_

**Briefly describe the location and any activities preceding the incident (include any Anxiety-related behaviors):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BMS Verbal Phase exhibited (before restraint):**

- Questioning       Refusal       Other: \_\_\_\_\_  
 Release       Verbal threat/intimidation

**Briefly describe the behavior exhibited:**

\_\_\_\_\_

\_\_\_\_\_

**BMS Physical Phase exhibited (before restraint):**

**Self-injurious behaviour:**

Student engaged in behavior causing self-harm:       Yes       No

**If yes, describe the self-harming behavior:**

\_\_\_\_\_

\_\_\_\_\_

**Physical acting-out towards others:**

- Strike (i.e. punch, slap, kick, use of weapon)       Grab (i.e. wrist grab, choke, hair pull, bite)

**\*\* If injuries incurred, please complete the "Employee Incident Report" found in the Health & Safety Admin. Guideline *Reporting and Investigation of Accidents: Employees* (Appendix A)**

**Staff Action/Intervention (before restraint):**

- Target was moved       Strike was blocked  
 Student/audience was moved to a safer location       Grab was released

**Behaviour Management System (BMS) was used:**

- Small Student Containment       Student was taken to the office  
 Large Student Containment       Assistance secured from police

Estimated duration of physical intervention: \_\_\_\_\_

**Results (after restraint):**

- Student regained self control       Student had to go home  
 Student was injured       Behavior increased after physical intervention  
 Injury required medical attention       Behavior didn't change after physical intervention  
 Injury required hospitalization       Behavior reduced after physical intervention

Parent(s) contacted:       Yes       No

Completed by : \_\_\_\_\_ Position: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_