Specifying the type of aversive intervention that may be used – Be specific
Escort holds, resolution room, and/or physical restraint
Nonviolent physical restraint
Time out room

Reason the aversive interventions are judged to be appropriate - Be specific
Student’s behavior can escalate to the point where he is a danger to himself or others.
Behaviors include kicking, biting, spitting, hitting, throwing furniture….etc.

NOT: Student may escalate to the point where he puts himself/herself or others in danger.

Behavioral objective sought to be achieved by the use of aversive interventions:
Student needs to learn to use his/her words to describe how he/she is feeling, rather than screaming, throwing things, running, kicking, etc.
Student will be compliant when requested to perform academic work and transition from one activity to the next without becoming disrespectful, unsafe, or losing control

NOT: Student will behave appropriately

Describe the positive interventions that have been attempted and the reasons they failed, if known:
Reminders of expectations
Altering environment by using a quiet space
Visual and verbal reminders
Rewards

Description of the circumstances under which the aversive intervention(s) may be used:
Aversive interventions will only be used if student is a clear and present danger to himself/herself or others
AI used when student becomes unsafe (hitting, biting, kicking or in any way attacking others)

NOT: If student is a danger to himself or others

Maximum duration of the intervention – Be specific
Resolution room will be used until he/she maintains quiet and safe behavior for 5 consecutive minutes. Student will not be confined for more than a cumulative total of 1½ hours in a given day or not more than 30 minutes per incident. I student is not able to regain control and behave.
in a safe manner as outlined, parents may be called and the student may be sent home, and in extreme cases, the police may be called. NOT: Restraint will continue until student acknowledges that he/she is ready to be safe and respectful.

Special precautions that must be taken in connection with the use of the aversive intervention techniques:
Student is very impulsive. Adults who work with him/her need to be aware that when he/she is frustrated, he/she may strike others or throw items. When restraint is required, involve at least two trained staff members. A third staff member should be on hand to monitor the situation and seek additional assistance if necessary. The student has a history of epileptic seizures when he/she becomes extremely agitated. Staff needs to be aware of the possibility of an incident and respond appropriately.

NOT: Aversive intervention will only be used when student becomes a danger to self and others.

Person or persons permitted to use aversive interventions, the current qualifications and required training of the personnel permitted to use aversive intervention: Be specific per building for those who are currently certified and trained: Classroom teacher, Social Services Coordinator, Principal, Paraprofessionals, Classroom Therapist and others trained in the use of non-violent physical intervention. Do not use names.

Means of evaluating the effects of the use of aversive interventions, and a schedule for periodically conducting the evaluation:
Daily data collection tracking forms, self-regulating forms (when appropriate), incident reports to monitor progress and make program decisions. Review at monthly team meetings. A record of the incident is kept, frequency, intensity and duration documented. Student data reviewed monthly and plan changed to meet needs of student if needed.

NOT: The effects of the use of non-violent physical intervention will be evaluated using parental contact and staff input. Each time non-violent physical restraint is used the event will be documented.