



Woodbridge Township School District

Crisis Prevention Institute Certified Personnel

Policy Rationale and Philosophy

The purpose of this handbook is to ensure the safety and well-being of all students in the Woodbridge Township School District.

Prevention of Assaultive Behavior

School staff members should be attentive to possible warning signs of student agitation.

Systems that may be in place to prevent aggressive behavior include, but are not limited, to the following:

- Classroom Management System
- Behavior Intervention Plan
- Individualized Education Plan

The Use of Physical Interventions

Staff must remember that we always promote the well-being of our students. Physical restraint is the last resort; only to be used when the student or another person are in imminent danger. Some examples include: head banging with significant strength that may cause external or internal damage, a student running towards another student with a weapon or a student eloping outside of the building towards the street. Examples in which you would not use physical restraint: student attempting to slap a staff member (block and move away instead), head banging lightly or throwing themselves to the ground, refusing to work (redirect). Examples in which **you** have to use your best judgment: throwing several objects all over the room (isolate the situation, when possible escort the other individual(s) to a safe room, do not restrain unless there is imminent danger (e.g., the objects being thrown are heavy and are likely to hit another student(s) or staff member(s)).

In the event that restraint is used, it is the responsibility of the staff member to make the process as safe as possible for everyone involved, particularly for the *student* needing physical intervention.

Protocol & Best Practice:

- While safety is always the priority, preserving the dignity of the individual should also be considered
- Nonphysical interventions are always preferred

- Physical interventions are never used to punish or coerce
- Physical interventions are intended to be pain free
- Physical interventions are never used as a convenience for staff
- The least amount of force necessary should be used, and for the least amount of time necessary
- Physical intervention should be combined with other approaches that will help the individual learn more adaptive behavior (diminishing the need for physical intervention in the future)
- **Floor restraints should not be used**
- During the use of physical interventions, staff must closely monitor the well-being of the student
- Following the use of physical intervention, the student should be assessed for injury or psychological distress

A Team Approach

We must always work to ensure *Care, Welfare, Safety and Security* SM

Who will respond to requests for help when a situation is escalating?

The first in command is the classroom teacher, followed by paraprofessionals or anyone with CPI training. If all nonverbal and verbal deescalation strategies have been exhausted and the student becomes an acting out person, a team leader must be identified. If feasible, a team of at least two people should be present. The building principal should be notified as soon as possible; however the priority is the safety of all individuals involved.

How will the Team Leader be determined and identified?

Think back to your training workshop! 1. First person on the scene 2. Competent and confident 3. Good rapport

Under what circumstances should law enforcement be contacted?

- If anyone is severely injured, in which medical assistance is appropriate
- Acting out person cannot be calmed down after a significant amount of time; all strategies exhausted (use best judgment)

Procedure for Documenting Critical Incidents

Critical incident refers in which a physical restraint is used, that is, Children Control Position and Team Control Position.

The classroom teacher or CST member should write the incident report; whichever is most appropriate in that specific incident. The incident report should be completed with 24 to 48 hours from the end time of the restraint.

The form will be faxed with Julie Bair, Director of Special Services (732)750-9763.

Please note: Parents must be notified within 24 hours of incident.

Staff should monitor the student for any signs of distress in the days following the physical intervention and if necessary, consult with the CST.

Mandatory Incident Report Form

Please find on the last page of this document.

Crisis Intervention Follow-up and Accountability

The student should be provided Therapeutic Rapport. This is a time for re-establishing communication and identifying alternative behaviors for the future. IEPs may be reviewed and revised. Therapeutic Rapport is a means of giving responsibility back to the individual in a way that communicates continued support and respect.

Staff members must debrief. Debriefing involves exploring options for earlier detection and earlier intervention, as well as identifying effective and ineffective patterns of intervention. It is an opportunity to plan and prepare for the future—to become even more skilled at providing the best *Care, Welfare, Safety, and Security* SM. It may involve reviewing and reassessing policies and procedures, the use of a team approach, training needs, etc.

Bystanders to the incident also need closure. Witnessing an incident can cause anxiety. It is important to have a system in place for determining who will follow up with bystanders.

Review

It is your responsibility to review policies and procedures as needed.

References

CPI. "A Checklist For Writing Policies and Procedures." *Nonviolent Crisis Intervention*. N.p., n.d. Web. 20 July 2014. <info@crisisprevention.com>.