Behavior Emergency Intervention Report Procedures

Emergency intervention procedures may be used only to control unpredictable, spontaneous behavior which poses a clear and current danger of serious physical harm to the student or others; or serious property damage which cannot be prevented immediately by a response less restrictive than the application of a technique described in a students’ Behavior Intervention Plan (BIP) to contain the behavior.

- Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans which are designed to change, replace, modify or eliminate a targeted behavior.
- Whenever a behavior emergency occurs, only behavioral emergency interventions approved by the Stanislaus SELPA may be used.
- No emergency intervention shall be employed for longer that is necessary to contain the behavior.
- Any situation which requires prolonged use of an emergency intervention shall require staff to seek assistance of the site school administrator or law enforcement as applicable to the situation.

Qualifications for the Use of Behavior Emergency De-Escalation Procedures

Any certificated or classified staff member employed by a district, non-public agency or non-public school within the Stanislaus SELPA who receives training in the use of approved behavior emergency de-escalation procedures may be expected to implement these procedures when an emergency event occurs.

Stanislaus SELPA authorizes staff members that meet the qualifications for certification as a Behavior Intervention Case Manager (BICM) to train, implement and supervise others in the use of emergency de-escalation intervention response procedures.

In addition, Stanislaus SELPA authorizes staff members who have received behavioral emergency training to use those approved procedures in an emergency. Certification of such training shall be effective for two years.

Stanislaus SELPA recognizes the following behavior Intervention Training programs as meeting its standard for approval:

1. Aggressive Response Management (ARM) Training by Stanislaus County Office of Education
2. Professional Assault Crisis Training (ProACT)
3. Crisis Prevention Intervention Training (CPI)
4. Therapeutic Crisis Intervention (TCI)

IF NO FORMALLY TRAINED INDIVIDUALS ARE PRESENT WHEN A BEHAVIOR EMERGENCY OCCURS, STAFF ARE DIRECTED TO CONTACT THE POLICE

Acceptable Emergency De-escalation Response Options- shall include but are not limited to the following:

- Immediate separation from the group – (i.e. time-out or removing the group from the student)
- Conflict Resolution Strategies
- Non-Verbal Interventions
- Touch Control
- Proximity Control
- Planned Ignoring
- Reminder of Consequences
- Directive Statement
- Prompting/Cues
- Redirection/Divert
- Take Space
- Supervision Change
- Humor/Distraction to Diffuse
- Counseling
- Offering Assistance
- Reminders of Upcoming Activities
- Change of Voice
- Model/Rehearse Appropriate Behavior

Unacceptable Emergency De-escalation Response Options - include the following or any other interventions similar to them, unless otherwise permitted by law:

- Any intervention designed to or likely to, cause physical pain.
- Noxious, toxic or otherwise unpleasant sprays, mists, or substances released in the proximity of the face.
- Denial of adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- Verbal abuse, ridicule, sarcasm, humiliation, or negative comments that can be expected to cause excessive emotional trauma.
- Use of a device, material, or objects which simultaneously immobilize all four extremities, including procedures know as prone containment, except those prone containment techniques used by trained personnel as limited to emergency situations.
- Locked seclusion
- Any intervention shall preclude adequate supervision of the student.
- Any intervention which deprives one or more of the student’s senses.

**Behavior Emergency Intervention Incident Report**

To prevent emergency interventions from being used in lieu of a planned, systematic behavioral intervention plan, the parent and/or the residential care provider shall be notified within one (1) school day whenever an emergency intervention is used. A Behavior Emergency Intervention Report shall immediately be completed and forwarded to the designated administrator. A copy shall be maintained in the student’s IEP file.

*The Behavior Emergency Intervention Report must be completed by the staff member who initiated the emergency behavior intervention with the student.*

The Behavior Emergency Intervention Report (BEIR) includes all of the following:

- Name and age of the student
- Setting and location of the incident
- Name of the staff or other persons involved with the incident
- Description of the incident, the emergency intervention used, and whether the student is engaged in any systematic behavioral intervention plan
- Details of any injuries sustained by the student or others, including staff, as a result of the incident.

All BEIR must be forwarded immediately to, and reviewed by the designated administrator. Any time a BEIR is written regarding a student who does not have a behavioral intervention plan (BIP), the administrator/case manager shall, within two (2) days schedule an IEP Team meeting. The purpose of the IEP Team meeting is to:

- Review the student's current IEP to determine if a BIP is appropriate
- Obtain parent consent to conduct a Functional Analysis Assessment
• Develop a contingency plan to address the emergency during the assessment period.

Any time a Behavior Emergency Intervention Report is written regarding a student who has a behavioral intervention plan (BIP) any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP Team to review and determine if the incident constitutes a need to modify the BIP.

**Data Collection Requirements**

Copies of Behavior Emergency Intervention Reports are to be sent to the Stanislaus SELPA Director who is required to report annually the number of BEIR to the California Department of Education and the Advisory Commission on Special Education.