

Pine Point ISD 25  
Restrictive Procedures Plan Appendix B:

Model Restrictive Procedure Forms

Physical Holding  
Post-Use Debrief of a Restrictive Procedure

## **Model Restrictive Procedures Form Physical Holding**

Each time physical holding is used, the staff person who implements or oversees the physical holding must document its use. The Minnesota Department of Education has developed this recommended form for use by the education community. The purpose of this form is to provide helpful guidance and a documentation model including the required data elements for compliance with special education restrictive procedure requirements.

Child name:

Child MARSS number:

Date physical holding was used:

Date form completed:

Name, position, and telephone of person completing form:

Name(s) and positions of all persons involved in using the restrictive procedure: *(All persons implementing restrictive procedures must be trained in the 12 skills and knowledge areas.)*

### **Emergency:**

Was physical holding used to protect child/others from physical injury? *(Physical holding may no longer be used to prevent serious property damage.)* Yes      No

Description of emergency situation:

Description of the incident that led to the physical holding:

### **Physical Holding:**

*(Physical holding may not be used to discipline a noncompliant child. Additionally, the physical hold must not: restrict or impair the child's ability to breathe; restrict or impair a child's ability to communicate distress; place pressure or weight on a child's head, throat, neck chest, lungs, sternum, diaphragm, back, or abdomen; or, result in straddling a child's torso.)*

Description of physical holding and a brief record of the child's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes      No

*Restrictive Procedures Form: Physical Holding*

Explain. Include why a less restrictive measure failed or was determined by staff to be inappropriate or impractical.

Did the physical holding end when the threat of harm ended and staff determined that the child could safely return to the classroom or activity? Yes      No

Explain:

Did staff directly observe the child during the physical hold? Yes      No

Explain:

Length of time physical holding was used:

Start Time:

End Time:

Total Time:

Parents notified:

When (time/date):

By Whom:

Method of notification used (phone/writing/email):

## Post-use Debrief of a Restrictive Procedure

This model form is to provide guidance to districts in meeting the post-use debriefing requirement of Minnesota Statute, section 125A.0942, subdivision 1(a)(3)(i). Districts are not required to use this form, and no particular post-use debriefing process is prescribed by statute. This document is provided as a courtesy for use by our website visitors. Organizations are responsible for ensuring its accessibility for their end-users.

Student Name: \_\_\_\_\_

Date of Restrictive Procedure: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Individuals Participating in Post-Use Debriefing: \_\_\_\_\_

### A. Items for discussion about the incident.

1. The circumstances that led up to the emergency and the emergency itself.
  - a) Environment and activities/staff and other students involved.
  - b) Student behavior, the antecedents, and the consequences.
2. Staff responses/attempts at de-escalation.
  - a) Interventions and strategies attempted prior to the restrictive procedure.
  - b) Whether the attempts were consistent with student's IEP and, if applicable, BIP.
3. Interventions and strategies that might be more effective in the future.

### B. Review the previous use of restrictive procedures and legal thresholds.<sup>1</sup>

1. Restrictive procedures used on 2 school days within 30 calendar days? Yes \_\_\_ No \_\_\_
2. A pattern of use of restrictive procedures has emerged? Yes \_\_\_ No \_\_\_
3. Restrictive procedures used on 10 or more days this school year? Yes \_\_\_ No \_\_\_

### C. Review the restrictive procedures reporting form<sup>2</sup> for accuracy; revise, if necessary.

Next steps/follow up (e.g. convene an IEP team meeting, consider development or revision of a BIP, conduct an FBA or a reevaluation, seek additional consultation or training, etc).

\_\_\_\_\_  
\_\_\_\_\_

<sup>1</sup> Minn. Stat. § 125A.0942, subd. 2(c)-(f), available at <https://www.revisor.mn.gov/statutes/?id=125A.0942>.

<sup>2</sup> See Minn. Stat. § 125A.0942, subd. 3(a)(5)(i)-(iv) (prescribing certain documentation requirements).