



Emergency Intervention Plan

Student:		
Student UIC#	Building:	Date:

Team Members: (must include individual knowledgeable about a) PBIS and, b) the legally permissible use of emergency seclusion and restraint)

Parent		Counselor/SSW/Psych	
Parent		Student	
Principal		Other	
Teacher		Other	

Does the student have a known medical condition? Yes No If yes please provide a brief summary

What medical contraindications exist that must be considered as part of this plan? Obtain with consent from the parent.

What are the PBIS strategies that will be utilized to reduce the risk of the student's behavior creating an emergency situation?

What specific behaviors pose a substantial risk for creating an emergency situation and could result in the use of seclusion or restraint? *Include examples*

The following behaviors are considered early warning signs of escalation but may not pose substantial risk:

The following behaviors may be considered a potential substantial risk:

A final assessment of risk should be determined in each situation, with consideration to likelihood of behavior happening and severity of outcome. Additionally a response that is reasonable and proportionate should always be utilized.

Timelines, techniques, staff involved:

If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation* In the future that could result in the use of emergency seclusion and/or emergency restraint, school personnel should develop a written emergency intervention plan (EIP) to protect the health, safety, and dignity of the pupil. This emergency intervention plan is developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency seclusion and/or emergency restraint, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of emergency seclusion and/or emergency restraint.

***Emergency Situation** means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires immediate intervention.

Definitions, Time and Duration:

Emergency Seclusion:

Seclusion: means the confinement of a pupil in a room or other space from which the pupil is physically prevented from leaving. Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than:

- 15 minutes for an elementary school pupil or
- 20 minutes for a middle school or high school pupil.

If an emergency seclusion lasts longer than 15 minutes for an elementary school pupil or 20 minutes for a middle school or high school pupil, all of the following are required:

- additional support (which may include a change of staff, introducing a nurse or specialist, or additional key identified personnel); and
- documentation to explain the extension beyond the time limit.

Emergency Restraint:

Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency physical

The following emergency supports should be considered:

Possible Risks could involve:

Psychosocial Injury

Including post-traumatic stress disorder and damage to therapeutic relationships

Soft-Tissue Injury

Including injury to skin, muscles, ligaments, and tendons

Articular or Bony Injury

Including injury to joints and bones.

Respiratory Restriction

Including compromise to airway, bellows mechanism, and gaseous exchange, which results in respiratory crisis or failure.

Cardiovascular Compromise

Including compromise to the heart and the peripheral vascular system.

In the development of this plan the team addressed the following issues:

- An explanation of the legal limits on the use of emergency seclusion and restraint, including examples of legally permissible and prohibited use. YES NO
- Explanation of Emergency Procedures to be followed to all involved and the purpose of the use of seclusion or emergency restraint. YES NO
- Description of possible discomforts or risks to the student is communicated to parent/guardian in writing and orally. DATE:
- Pupil was told or shown the circumstances under which emergency seclusion and/or emergency restraint could be used. DATE:
- Answers to any questions. YES NO

Reviewed with Parent on:

By Who:

Administrator Signature: _____ Date: _____