

Department of Education Reporting Form

Date of Report: _____

Child's Name: _____ **Grade Level:** _____

Name of School/SAU: _____

Name/Position of Person Completing 76 1.0

4			
	Staff Involved:		
5			
	Staff Involved:		
6			
	Staff Involved:		
7			
	Staff Involved:		
8			
	Staff Involved:		
9			
	Staff Involved:		
10	ifact <</MCID 992BT826C 17.76 512.76 0 -0 0 11.041232.76 0.48 45.3</MCID 14e f 36796 0 Q 0 g 17.7		



SECLUSION

# of Occurrence	Duration	Location
1		
	Staff Involved:	
2		
	Staff Involved:	

3

Please provide a narrative for the relevant events preceding the use of restraint or seclusion:

Relevant events prior to the incident of restraint or seclusion:

What led to the incident? Check all that apply (at least one)	
Student trying to obtain/get:	Student trying to escape/avoid:
<input type="checkbox"/> Peer attention	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

INTERVENTION/DE-ESCALATION TECHNIQUES

Please provide a narrative of the interventions/de-escalation techniques used prior to the incident of restraint or seclusion:

Interventions used prior to and during the restraint – check all that apply			
<input type="checkbox"/>	Tried to establish rapport with student	<input type="checkbox"/>	Lowered sensory stimulation/gave student space
<input type="checkbox"/>	Tried to have student use a coping skill	<input type="checkbox"/>	Offered student alternatives
<input type="checkbox"/>	Clarified expectations	<input type="checkbox"/>	Presented student with a weighted choice
<input type="checkbox"/>	Prompted self-reflection	<input type="checkbox"/>	Tried change of face (i.e., different staff)
<input type="checkbox"/>	Asked student what could be helpful	<input type="checkbox"/>	Changed the environment around the student
<input type="checkbox"/>	Reminded student of opportunities available later	<input type="checkbox"/>	Tried a reset or directed to take a break (time out)
<input type="checkbox"/>	Reminded student of past successes	<input type="checkbox"/>	Tried a touch prompt to get student to leave area
<input type="checkbox"/>	Directed the student to stop/change behavior(s)	<input type="checkbox"/>	Other: _____

Please provide a narrative of the reason/justification for using restraint or seclusion, and if a hold was used, the reason the hold was necessary:

Reason/Justification for using restraint or seclusion, and if a hold was used, the reason the hold was necessary:

- Student was physically aggressive towards a peer(s), creating an immediate risk of serious bodily injury.
- Student was physically aggressive towards a staff(s), creating an immediate risk of serious bodily injury.
- Student was engaged in property destruction that if allowed to continue would create an immediate risk of serious bodily injury to self and/or others.
- Student was dysregulated and continuing to escalate. Due to the student's 850 T.(a)2c850 uses 51.7 (t)(y)12d
-
-
-



Yes

No

c. If yes, what type of medical care was provided?

PROPERTY DAMAGE

Did any property damage occur as a result of the incident of restraint/seclusion?

Yes No

If yes, describe the property damage:



NARRATIVE CONTINUED

Legal Reference:

RSA 126-U:1 to 13 (2014);

RSA 627:1, 4, 6.

RSA 169-C:29-39, Reporting Law

RSA 186-C, Special Education