

**Monongalia County Schools**  
**Crisis/ Support Team Response Documentation without Restraint**

**Identifying Information:**

<b>Student Name:</b>	<b>Date:</b>
<b>School:</b>	<b>Time of Day:</b>
<b>Duration of Response:</b>	<b>Crisis Team Members:</b>
<b>Indicate all Applicable:</b> SAT, IEP, or 504, Crisis Plan, BIP, Healthcare Plan, Supervision Plan, Bus Plan	

**Description of Incident:**

Location(s):	
Person(s) Involved:	
Behavior(s) Observed:	
Possible Trigger(s):	
Environmental Consequence(s):	
Perceived Function(s):	(examples: access to preferred activities, escape from academics, escape from non-preferred activity, power/argument, peer attention, adult attention)

**Intervention:** List the strategies used to deescalate the student in time/sequence. Specifically, indicate use of the The Help Strategy, The Prompt Strategy, or The Wait Strategy.

De-escalation Strategy #1:	
De-escalation Strategy #2:	
De-escalation Strategy #3:	

**Physical Safety and Incident Minimization:** Indicate any Physical Safety procedure used to support the student. Supportive Stance, Safety Shuffle, Shoulder Check, Supportive Guide, Other \_\_\_\_\_

**Behavioral Method:** Once the student returns to a state of calm and recoupment, give specifics of the method used to reintroduce the student to the classroom activity already in progress.

Continuous Differential Reinforcement (student needs constant praise/reinforcement)	
Structured Differential Reinforcement (student needs intermittent praise/reinforcement)	
Random Differential Reinforcement-setting expectations (student will complete 'X' amount of work to earn 'Y').	

**Debriefing and Follow-Up:**

Did the Crisis Team prove that a certain intervention, Crisis Team member, or method worked to de-escalate the student more quickly? List any necessary changes to the student's BIP/Crisis plan.

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