PPS System Planning and Performance—

PPS System Planning and Performance—10/25/2019jws

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10
incidents of physical restraint or seclusion (by school):

School #1
-offer walk
-offer options
-staff switch
-talk 1:1
-verbal redirection

School #2
-offer options
-staff switch
-talk 1:1
-verbal redirection
-offer walk

School #3
-offer walk
-offer options
-reduce demands
-talk 1:1
-verbal redirection
-offer quiet space
-offer snack
-staff switch

School #4
-offer sensory tools, calming techniques
-gather additional sensory needs information

School #5
-offer walk
-offer options
-reduce demands
-talk 1:1
-verbal redirection
-offer quiet space
-planned ignoring
-staff switch

School #6
-offered options
-offered quiet space
-offered snack
-talked 1:1
-verbal redirection
-staff switch
-change environment
-offered sensory tools, calming techniques
-planned ignoring
-reduce demands

School #7
-change environment
-offer sensory tools, calming techniques
-planned ignoring
-reduce demands
-talked 1:1
-verbal redirection
-autism consult to team

School #8
-changed environment
-offered quiet space
-planned ignoring
-reduce Demands
-talked 1-1
-verbal redirection

School #9
-change environment
-offer walk
-offer options
-offer quiet space
-offer sensory tools, calming techniques
-offer snack
-planned ignoring
-staff switch
-talk 1:1
-verbal redirection

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School #10
-change environment
-offer quiet space
-offer sensory tools, calming techniques
-reduce demands
-offer walk
-planned ignoring
-IEP team meeting

School #11
-offer walk
-offer options
-offer quiet space
-offer sensory tools, calming techniques
-offer snack
-planned ignoring
-reduce demands
-staff switch
-talk 1:1
-verbal redirection

School #12
-offer snack
-staff switch
-planned ignoring
-talk 1:1
-verbal redirection

School #13
-change environment
-offer quiet space
-planned ignoring
-reduce demands
-talk 1:1
-verbal redirection