

Steps taken to decrease the use of physical restraint and seclusion for students with more than 10 incidents

School #1	Remove known triggers from the environment
School #2	Additional adult support/ 1:1 staffing
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
School #2	Provide/offer situationally relevant social stories
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Switch staffing to a different staff member
School #3	Utilized students individualized positive reinforcement system
	Remove known triggers from the environment
School #4	Offered student a quiet space/location
	Offered student options and/or choices
	Offered the student a snack
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
School #5	Remove known triggers from the environment
	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
Offered the student a snack	

School #5

School #6	Offered student options and/or choices
	Offered the student a walk/ went for a walk with student
	Switch staffing to a different staff member
School #7	Offered student a quiet space/location
	Offered student options and/or choices
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Reduce task and/or communication demands placed upon the student

School #10	Additional adult support/ 1:1 staffing
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
School #11	Offered student options and/or choices
	Remove known triggers from the environment
	Switch staffing to a different staff member
School #12	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer student to take a break
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
	Reduce task and/or communication demands placed upon the student
	Remove known triggers from the environment
	Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	

School #13	Additional adult support/ 1:1 staffing
	Adjusted transitions (gave longer transition time, delayed passing)
	Assure basic needs are met (food/sleep/meds)
	Develop/reviewed or revised students individualized safety plan
	Developed/reviewed or revised students Behavior Intervention Plan
	Initiated/ reviewed or revised students Functional Behavior Assessment
	Meeting held with parents and/or others to provide support to student
	Offered student a preferred activity
	Offered student a quiet space/location
	Offered student options and/or choices
	Offered student sensory tools and/or calming techniques
	Offered the student a snack
	Offered the student a walk/ went for a walk with student
	Ongoing training to all staff working with student
	Other step(s) taken detailed in comment
	Provide/offer situationally relevant social stories
	Provide/offer student to take a break
	Provide/offer support via visual prompts/cues
	Provide/offer verbal redirection to the student
	Provided Check-in / Check-out support programming
	Provided student with counseling services
Reduce task and/or communication demands placed upon the student	
Remove known triggers from the environment	
Specialist support (Child Development Specialist, Autism Specialist, School Psychologist)	
Switch staffing to a different staff member	
Utilized students individualized positive reinforcement system	
School #14	Offered student options and/or choices
	Offered the student a walk/ went for a walk with student
	Remove known triggers from the environment

Additional adult support/ 1:1 staffing
Adjusted transitions (gave longer transition time, delayed passing)
Assure basic needs are met (food/sleep/meds)
Develop/reviewed or revised students individualized safety plan
Developed/reviewed or revised students Behavior Intervention Plan
Initiated/ reviewed or revised students Functional Behavior Assessment
Offered student a preferred activity
Offered student a quiet space/location

School
#15