

Appendix 3

WASHINGTON COUNTY SCHOOL DISTRICT
STUDENT SUPPORT SERVICES

Notice of Use of Physical and/or Mechanical Restraint
NRS §388.521-388.5315: Technical Assistance Form B

** Must be submitted within one working day of non-permissible restraint usage. **

Student Name: Christopher Ripke Date of Birth: 8/16/91
Grade: 5th School: E. Bennett
Date of Incident: Nov. 8, 2001 Date of Report: Nov. 9, 2001
Person Completing Form: _____ Position: _____

Identify the restraint(s) used:

Physical Restraint — "Physical restraint" means the use of physical contact to limit a person's movement or hold a person immobile.

Identify restraint: 2 man escort to QR

Mechanical Restraint — "Mechanical restraint" means the use of devices, including, without limitation, mittens, straps and restraint chairs to limit a person's movement or hold a person immobile.

Identify restraint: Held QR door

Complete the following three questions in order to determine which other sections of this report must be addressed:

1. This report addresses emergency use of physical restraint(s): no yes — complete sections A & C
2. This report addresses emergency use of mechanical restraint(s): no yes — complete sections B & C
3. This report addresses non-permissible use of physical and/or mechanical restraint(s): no yes — complete section C

SECTION A: Emergency use of physical restraint(s)

The restraint was used:

in an emergency situation:

an emergency existed that necessitated use of physical restraint due to immediate threat of harm to: self others property

and

the physical restraint was used only for the period that was necessary to contain the behavior of the student so that the student was no longer an immediate threat of causing physical injury to self or others or causing severe property damage

and

the use of force in the application of physical restraint did not exceed the force that was reasonable and necessary under the circumstances precipitating the use of physical restraint

Distribution: 1 - Board of Trustees 2 - IEP Folder 3 - Parent 4 - Cumulative Folder

SECTION B: Emergency use of mechanical restraint(s)

The restraint was used:

in an emergency situation:

- an emergency existed that necessitated use of mechanical restraint due to immediate threat of harm to: self others property
at times
and
- a medical order authorizing the use of mechanical restraint was obtained from the student's treating physician before the application of the mechanical restraint or not later than 15 minutes after the application of the mechanical restraint (attach medical order)
and
- the physician who signed the order or the attending physician examined the student as soon as practicable

physician: _____
student examined within _____ minutes of application of restraint
and

- the mechanical restraint was applied by a member of the staff of the school who is trained and qualified to apply mechanical restraint
identify staff member(s): Teacher & aide
individual(s) is trained/qualified to apply restraint: yes no

and

- the student was given the opportunity to move and exercise restrained body parts at least 10 minutes for every 60 minutes of restraint unless otherwise prescribed by the physician who signed the order (attach additional medical order(s) if appropriate)

duration of restraint: only lasted 1-2 minutes
number of opportunities to move body parts: only needed for escort
and

- a member of the staff of the school lessened or discontinued the restraint every 15 minutes to determine if the student would stop or control inappropriate behavior without the use of restraint

identify staff member(s): _____

and

- the record of the student contains a notation that includes the time of day that the restraint was lessened or discontinued, the response of the student and the response of the member of the staff of the school who applied the mechanical restraint (attach copy of notation)

and

SECTION B: Emergency use of mechanical restraint(s), continued next page

Distribution: 1 - Board of Trustees

2 - IEP Folder

3 - Parent

4 - Cumulative Folder

SECTION B: Emergency use of mechanical restraint(s), continued

- a member of the staff of the school continuously monitored the student during the time that mechanical restraint was used on the student
identify staff member(s): _____
and
- the mechanical restraint was used only for the period that was necessary to contain the behavior of the student so that the student was no longer an immediate threat of causing physical injury to self or others or causing severe property damage
duration of restraint: _____

SECTION C (must be completed for every report)

Provide a detailed account of the incident. Attach additional sheets as necessary.

Christopher was prompted to settle down. Started to become unsafe threw down chair began to run out of room. When prompted to cool down he said profanity & grabbed his backpack & threw it at Ms. Muzzi. Took his chair & threw it on the ground again. Physical aggression to staff head butting & trying to bite. Placed in (OR) needed to be assisted with shoes & while being assisted he tried to kick & bite staff. (Room OR) completed in 17 minutes. And returned to classroom activity

Karen Muzzi / Teachers
Signature of Person Detailing Incident / Position

Ad B. J. / Teacher
Witness / Position

11/9/11
Date of Report

Distribution: 1 - Board of Trustees 2 - IEP Folder 3 - Parent 4 - Cumulative Folder

AB280 - Form B (9/00)

Incident #1

prior hit teacher

**Quiet Room
open/closed door**

Student Name: 11/8/01 Ripke Date: Christopher	Reason QR was used P.A. - threw pushed desk over & threw pencils - escort to QR	
REMINDERS:	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging
1. Search QR for all sharp objects or instruments before placing student.	12:00	Placed in QR - removed shoes & pockets
	:	told to S.T.C. sat on floor
	:	& cried
2. Remove students belt, shoes, pocket contents before placing in room.	12:02	sitting on floor crying
	:	instructed to S.T.C.
3. Clearly indicate in log each time the door is open or closed.	12:04	Gave finger by scratching
	:	nose - laughing gesturing
	:	middle finger - stopped
	:	crying
4. Stay within visual or hearing distance of door.	12:06	scratching right leg
	:	trying to rip right sock
	:	laughing came up to door
	:	slamming told if cont'd
	:	door would be held because
	:	it is taken as threat
5. If student is disruptive or refusing to join group after 30 minutes, consult other staff members.	12:08	Ran to back of wall
	:	laughing (quiet) came back
	:	to door & slammed against it
6. Notify guardian or appropriate care giver.	12:09	held door for safety
	:	hitting door - walking perimeter
	:	of room hitting door with
	:	fist
9. Document in special education file (section 2).	12:01	cont'd to hit wall

Incident #21

Quiet Room open/closed door

Student Name: <u>Chris R.</u> Date: <u>11/8/01</u>	Reason QR was used <u>P.A. - cont'd</u>	
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging
	12:13	told to S.I.C. - spit
	:	on floor
	12:15	⊙ S.I.C.
	12:17	⊙ S.I.C.
	12:19	S.O. - told to turn around
	12:21	completed G.T.O.
	:	
	:	Processed about pushing
	:	over desk & hitting mask
	:	& making better choices
	:	
	:	came out & threw
	:	lunch on floor - Team
	:	chose to ignore &
:	next place in QR - sitting	
:	& crying.	
:		
:		
:		
:		
:		

P- Incident #2 Prompted

Quiet Room open/closed door

Student Name: <u>Chris R</u> Date: <u>11-8-01</u>	Reason QR was used	
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. Notify guardian or appropriate care giver. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging
	1 : 07	Wt Me out of here screaming P. holding it, singing w.H. song
	1 : 09	Shut your fat ass mouth
	1 : 11	Stupid butt head bitch
	1 : 13	Shut your fat ass mouth P
	1 : 15	Laying on floor - swearing
	1 : 17	Asswipe - screaming
	1 : 19	Singing God Bless America
	1 : 20	Banging on door asked if he could come out.
	:	told him only if he stands
	1 : 21	@ in the corner, S.T.C.
	1 : 23	@ S.T.C.
	1 : 25	open door sit out
	1 : 27	Completed G-T
	:	
:		
:		
:		
:		
:		
:		

Renee came into give him head Chris Replied 11/26/01 2:05

Incident #4
Single Basket held to QR

Quiet Room open/closed door

Student Name: Christopher Date: Rippe	Reason QR was used: Asked to clean up mess. Hit Mrs. Moller & then head butted Mrs. Moller	
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. Notify guardian or appropriate care giver. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging KM
	2:20: brought into QR. Called me : a Fucking Bitch, hitting door, blowing nose. Spelling : Whole, whole.	
	2:22: Sign language I love you : I thought the police were coming	
	2:24: Hitting door Fucking bitch : blowing nose.	
	2:26: Singing Blew Silent Night : hitting door.	
	2:30: Screaming 2:32: door closed still hitting door : Asshole	
	2:34: Butthead, Butthead, singing : silent night, blipping oob : kiss my little ass you snotty : ass.	
	2:36: Standing in R front corner : humming, hitting door : sign language to me : me I love you after : prompted to stand in corner	
	2:40: licking lips at me being sexually inappropriate, told to go stand in corner, told I had nice amputee babe. Hi, toes nice amputee babe hitting door. Shut	

& kids cottage
 called
 2:30 to
 pick up Christopher
 due to placement
 unable to get on bus

Incident

#5

Quiet Room open/closed door

instruction was to

Student Name: Christopher Date: 11/8/01	Reason QR was used PA - throwing wooden turkey, books, + school objects at staff	
REMINDERS:	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging
1. Search QR for all sharp objects or instruments before placing student.	3 : 08	placed in QR crying banging on door
2. Remove students belt, shoes, pocket contents before placing in room.	3 : 10	opened door + ripped up paper
3. Clearly indicate in log each time the door is open or closed.	3 : 12	spitting on stuff, laughing, spitting - middle finger SIC
4. Stay within visual or hearing distance of door.	3 : 14	spelling bathroom SIC
5. Observe student every two minutes and record on log.	3 : 15	Kids Cottage - went in talked to him + became
6. Use each step of the gradient to return student to regular activity.	:	out + instructed to go clean up A-4.
7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members.	:	
8. Notify guardian or appropriate care giver.	:	
9. Document in special education file (section 2).	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	
	:	

Incomplete gradient

WASHCO COUNTY SCHOOL DISTRICT

STUDENT SUPPORT SERVICES

Notice of Use of Physical and/or Mechanical Restraint

NRS §388.521-388.5315: Technical Assistance Form B

** Must be submitted within one working day of non-permissible restraint usage. **

Student Name: Christopher Ripke Date of Birth: _____
Grade: _____ School: Ester Bennett
Date of Incident: 11/9/01 Date of Report: 11/9/01
Person Completing Form: _____ Position: _____

Identify the restraint(s) used:

[X] Physical Restraint - "Physical restraint" means the use of physical contact to limit a person's movement or hold a person immobile.

Identify restraint: Single Basket hold.

[X] Mechanical Restraint - "Mechanical restraint" means the use of devices, including, without limitation, mittens, straps and restraint chairs to limit a person's movement or hold a person immobile.

Identify restraint: held door (QR)

Complete the following three questions in order to determine which other sections of this report must be addressed:

- 1. This reports addresses emergency use of physical restraint(s): [] no [X] yes - complete sections A & C
2. This reports addresses emergency use of mechanical restraint(s): [] no [X] yes - complete sections B & C
3. This reports addresses non-permissible use of physical and/or mechanical restraint(s): [] no [] yes - complete section C

SECTION A: Emergency use of physical restraint(s)

The restraint was used:

[X] in an emergency situation: Throwing objects and trying to slap + bite + head but

[X] an emergency existed that necessitated use of physical restraint due to immediate threat of harm to: [X] self [X] others [] property and

[X] the physical restraint was used only for the period that was necessary to contain the behavior of the student so that the student was no longer an immediate threat of causing physical injury to self or others or causing severe property damage and

[X] the use of force in the application of physical restraint did not exceed the force that was reasonable and necessary under the circumstances precipitating the use of physical restraint

Distribution: 1 - Board of Trustees 2 - IEP Folder 3 - Parent 4 - Cumulative Folder

SECTION B: Emergency use of mechanical restraint(s), continued

a member of the staff of the school continuously monitored the student during the time that mechanical restraint was used on the student

identify staff member(s): Teacher + aides
and

the mechanical restraint was used only for the period that was necessary to contain the behavior of the student so that the student was no longer an immediate threat of causing physical injury to self or others or causing severe property damage

duration of restraint: held door till staff felt was safe

SECTION C (must be completed for every report)

Provide a detailed account of the incident. Attach additional sheets as necessary.

Chris was asked to move to off level desk for destroying this pencil and book. He refused to move and was given space to calm down. Chris became physically aggressive, starting swearing, throwing books and his desk. He was then taken to QR (2 man escort). He continued to assault teachers + aides throughout the day. (See attached QR forms).

[Signature] [Signature] 11/9/01
Signature of Person Detailing Incident / Position Witness / Position Date of Report

Distribution: 1 - Board of Trustees 2 - IEP Folder 3 - Parent 4 - Cumulative Folder

11/9

Quiet Room open/closed door

closed door

Student Name: Christopher R.	Reason QR was used: Hit a T.A + head butted physical Aggression
Date:	
REMINDEERS:	Record every 2 minutes indicate A.M./P.M. Staff comments & initials of staff logging LM & AH
1. Search QR for all sharp objects or instruments before placing student.	1:30: hit + ripped off door : cover, crying + standing by door.
2. Remove students belt, shoes, pocket contents before placing in room.	1:32: flipping off + sticking out : tongue
3. Clearly indicate in log each time the door is open or closed.	1:33: Shut Shut up Bitch : gesturing I love you
4. Stay within visual or hearing distance of door.	1:35: flipping off trying to open : door
5. Observe student every two minutes and record on log.	1:37: crying trying to open door : laying on floor : told about quantitative
6. Use each step of the gradient to return student to regular activity.	: he told me to shut up.
7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members.	1:39: fuck you, taking off socks : + putting them under door
8. Notify guardian or appropriate care giver.	1:42: Open that damn door : shut up. flipping off + 1:44: laughing, let me out : spelling B-I-T-C-H : A-SS-HOLE - Shut up .
9. Document in special education file (section 2).	: 1:45: told to stand in : corner + he died

1:47 took it out.
Finished sit out + returned to gradient + spoke to him about what could be done next time.

Quiet Room open/closed door

Student Name: <u>Chris</u> Date: <u>11-15-01</u>	Reason QR was used <u>Runaway</u>		
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging	
	1:03 @	standing & crying	
	1:05	prompted to SIC	
	1:07	playing with door - prompted to SIC	
	1:09	banging door - prompted to SIC	
	1:11	ripping paper off door - got finger smashed	
	1:13	playing with door. standing and crying	
	1:15	prompted to SIC	
	1:17	playing with door	
	1:17	Closed door	
	1:19	Standing in corner / Started gradient	
	1:21	Started blowing in the corner and making noise	
	1:22	Started time over and was give his meds	
	1:23	Started gradient again	
	1:25	Opened door Standing in corner 2 min.	
1:27	moved to a sit out w/ door open		
1:29	Completed G.T.O.		
:	:		
8.	:	Called Kids Cottage	
:	:	and notified them	
9.	:	at 1:20	
:	:	OK	
:	:		
:	:		
:	:		

Quiet Room open/closed door

Student Name: <u>Chris</u> Date: <u>11/15/01</u>	Reason QR was used <u>Safety in Classroom - throwing trash</u>		
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging	
	3:05	Kicking door	Prompted if it will close
	3:07	Kicking door	
	3:09	"Bitch" - Shut door	P.
	3:11	Standing against wall	
	3:12	In corner	
	3:14	in Sit watch	
	3:16	Completed G.T.O.	
	:		
	:		
	:		
	:		
	:		
	:		
	:		
:			
:			
:			

P = Prompted to corner

Quiet Room open/closed door

Student Name: <u>Chr. S. Ripe</u> Date: <u>Dec 11, 01</u>	Reason QR was used would not take a sit out physical aggression - broke pencil		
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging	
	11:53: went to take off shoes		
	: Try to Kick T.A. Bite Teachers		
	: aide in upper ^{left} arm.		
	11:54: Had to hold door (came		
	: out took things off the		
	: wall.		
	11:56: flipping teacher off and		Prompt.
	: Whining		
	11:58: Sliding on paper pounding		
	12:00: on door. pushed paper out door		
	12:02: Spitting on paper		
	12:04: Singing		
	12:06: singing - squealing		
	12:08: pulled down paper		
12:10: said "hi" he pulled door			
12:12: "open" "No me stand in the corner"			
: Me not come to school			
: tomorrow			
12:14: Playing w/ print zipper			
12:16: Came out door - "Bitch"			
12:18: Singing			
12:20: Singing			
12:22: humming			

Quiet Room open/closed door

Student Name: <u>Chris Ripke</u> Date: <u>12-11-01</u>	Reason QR was used <u>P.A.</u>	
REMINDERS:	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging
1. Search QR for all sharp objects or instruments before placing student.	12:24 [Ⓢ]	spitting - banging on door
2. Remove students belt, shoes, pocket contents before placing in room.	12:26	Singing
3. Clearly indicate in log each time the door is open or closed.	12:28	spitting on door - singing
	12:30	banging on door (quiet)
	12:32	humming X-mas song
	12:34	standing in corner
4. Stay within visual or hearing distance of door.	12:36 [Ⓢ]	" " "
	12:38	officer discussing
	:	incident with Kim
5. Observe student every two minutes and record on log.	:	
	:	
6. Use each step of the gradient to return student to regular activity.	:	
	:	
7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members.	:	
	:	
	:	
8. Notify guardian or appropriate care giver.	:	
	:	
9. Document in special education file (section 2).	:	
	:	
	:	
	:	

Incident #2

Quiet Room open/closed door

Student Name: Christopher Date:	Reason QR was used Hit Mrs. Moller when asked to move his seat. 2 man escort to QR		
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging km	
	12:45: Put in cor. Shout up Bitch		
	12:45: I am not coming to school		
	: tomorrow. Prompted in to corner		
	: no, hit door.		
	12:46: Laughing & hitting door.		
	12:48: Slamming door, then opened		
	: it, ripped off paper		
	12:50: flipping off & crying, bitch		
	12:52: Still hitting door & flipping		
	: us off. Bitch, Fuck you		
	: Spitting all over paper &		
	: putting it under door		
	12:54: opened door & ripping off		
: paper. Screaming			
12:56: opened door, hit Mrs. Moller			
12:58: Putting paper under door			
: blowing nose on paper			
1:00: hitting door & flipping off			
: Kicking door Screaming &			
: Spitting on door.			
1:05: Spelling B-I-T-C-H - motherfucker			
: Spelling S-H-I-T, B-I-T-C-H			
: Hole shit, let me out of here			

Screaming, hitting door.

Incident #3

**Quiet Room
open/closed door**

Student Name: <i>Christopher</i> Date: <i>R</i>	Reason QR was used <i>PA towards staff hit teacher when instructed</i>																																																		
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	<table border="1"> <tr> <td data-bbox="678 451 982 514"> Record every 2 minutes indicate A.M./P.M. </td> <td data-bbox="982 451 1524 514"> Staff comments & initials of staff logging <i>2-man escort to QR</i> </td> </tr> <tr> <td><i>1:45</i></td> <td><i>Shut bitch, hitting door</i></td> </tr> <tr> <td></td> <td><i>: screaming, singing</i></td> </tr> <tr> <td><i>1:50</i></td> <td><i>Prompted to sit out</i></td> </tr> <tr> <td></td> <td><i>: in corner, flipping off</i></td> </tr> <tr> <td></td> <td><i>: calling a motherfucker, answering</i></td> </tr> <tr> <td></td> <td><i>: bitch. Bent over + made</i></td> </tr> <tr> <td></td> <td><i>: fart noise Spelled Asshole</i></td> </tr> <tr> <td><i>1:52</i></td> <td><i>Singing, Asshole bitch</i></td> </tr> <tr> <td></td> <td><i>: Singing old McDonald w/</i></td> </tr> <tr> <td></td> <td><i>: cuss words as the animals</i></td> </tr> <tr> <td></td> <td><i>: laying on floor</i></td> </tr> <tr> <td><i>1:54</i></td> <td><i>laying on floor Prompted</i></td> </tr> <tr> <td><i>1:56</i></td> <td><i>standing in corner</i></td> </tr> <tr> <td><i>1:58</i></td> <td><i>open door in corner</i></td> </tr> <tr> <td><i>2:00</i></td> <td><i>Sit out</i></td> </tr> <tr> <td><i>2:02</i></td> <td><i>Completed GTU</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> <tr> <td></td> <td><i>:</i></td> </tr> </table>	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging <i>2-man escort to QR</i>	<i>1:45</i>	<i>Shut bitch, hitting door</i>		<i>: screaming, singing</i>	<i>1:50</i>	<i>Prompted to sit out</i>		<i>: in corner, flipping off</i>		<i>: calling a motherfucker, answering</i>		<i>: bitch. Bent over + made</i>		<i>: fart noise Spelled Asshole</i>	<i>1:52</i>	<i>Singing, Asshole bitch</i>		<i>: Singing old McDonald w/</i>		<i>: cuss words as the animals</i>		<i>: laying on floor</i>	<i>1:54</i>	<i>laying on floor Prompted</i>	<i>1:56</i>	<i>standing in corner</i>	<i>1:58</i>	<i>open door in corner</i>	<i>2:00</i>	<i>Sit out</i>	<i>2:02</i>	<i>Completed GTU</i>		<i>:</i>		<i>:</i>		<i>:</i>		<i>:</i>		<i>:</i>		<i>:</i>		<i>:</i>		<i>:</i>
Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging <i>2-man escort to QR</i>																																																		
<i>1:45</i>	<i>Shut bitch, hitting door</i>																																																		
	<i>: screaming, singing</i>																																																		
<i>1:50</i>	<i>Prompted to sit out</i>																																																		
	<i>: in corner, flipping off</i>																																																		
	<i>: calling a motherfucker, answering</i>																																																		
	<i>: bitch. Bent over + made</i>																																																		
	<i>: fart noise Spelled Asshole</i>																																																		
<i>1:52</i>	<i>Singing, Asshole bitch</i>																																																		
	<i>: Singing old McDonald w/</i>																																																		
	<i>: cuss words as the animals</i>																																																		
	<i>: laying on floor</i>																																																		
<i>1:54</i>	<i>laying on floor Prompted</i>																																																		
<i>1:56</i>	<i>standing in corner</i>																																																		
<i>1:58</i>	<i>open door in corner</i>																																																		
<i>2:00</i>	<i>Sit out</i>																																																		
<i>2:02</i>	<i>Completed GTU</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		
	<i>:</i>																																																		

210 called kids yelling

Incident
##4

Quiet Room open/closed door

Student Name: <u>Christopher Ripke</u> Date:	Reason QR was used <u>hit & head butted a teacher</u>		
REMINDEERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging	
	2:12: Can I come out now?		
			: go stand in corner. Shut
			: Standing in corner hitting
			: wall spitting. Growling &
			: licking wall
		2:45: Standing in corner	
		2:47: told to come out & take	
			: a seat, argued & said
			: I need my shoes.
		2:50: talked w/ Chris &	
			: he returned to class.
		2:55: told him he had to go next	
			: door & clean up his
			: mess, tried to come
		: out of room, again	
		: hit me & put back into	
		: room & closed door	
	2:57: hitting door & saying		
		: bitch	
		: took sock off & put	
		: it under door.	
	3:00: hitting door & screaming		

Kids Kollage represented shown up & talked to him & he came out of QR

Quiet Room open/closed door

Student Name: <u>Chris Rippee</u> Date: <u>Dec 12, 01</u>	Reason QR was used <u>Threw Lunch Tray</u> <u>Refuse to Pick Lunch Tray up.</u>	
REMINDERS: 1. Search QR for all sharp objects or instruments before placing student. 2. Remove students belt, shoes, pocket contents before placing in room. 3. Clearly indicate in log each time the door is open or closed. 4. Stay within visual or hearing distance of door. 5. Observe student every two minutes and record on log. 6. Use each step of the gradient to return student to regular activity. 7. If student is disruptive or refusing to join group after 30 minutes, consult other staff members. 8. Notify guardian or appropriate care giver. 9. Document in special education file (section 2).	Record every 2 minutes indicate A.M./P.M.	Staff comments & initials of staff logging <u>took his shoes off.</u>
	<u>12:10:</u>	<u>Flipping off Teacher's Aide.</u>
	<u>12:12:</u>	<u>Crying, hitting the window</u>
	<u>12:14:</u>	<u>told to Stand in Corner.</u>
	<u>12:17:</u>	<u>Said No, Hitting window.</u>
	<u>12:19:</u>	<u>Sitting by door. Flipping</u>
	<u>12:21:</u>	<u>off Teacher's aide. Said</u>
	<u>12:21:</u>	<u>he is a loser. Sticking</u>
		<u>his tongue out at</u>
		<u>teacher. Picking his</u>
		<u>nose. And putting it</u>
		<u>on the window. Told</u>
		<u>Teacher to Kiss his Ass.</u>
	<u>12:23:</u>	<u>Crying in the Corner.</u>
		<u>hitting window with</u>
		<u>his hand. Laying on the</u>
		<u>floor by the door laughing</u>
		<u>Saying Shut up.</u>
	<u>12:25:</u>	<u>Standing in Corner.</u>
	<u>12:27:</u>	<u>Standing in Corner</u>
	<u>12:29:</u>	<u>door open. Sit by door.</u>
		<u>Completed (PT)</u>