

Creating Safety: Proactive Considerations

Considerations	Check Yes or No	Comments/Action steps
Do we have a physical space that minimizes the dangers posed by interfering behavior?		
Is the area free of projectiles within easy reach (heavy books, containers, toys, equipment)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is it free of bins full of small objects that could be thrown or scattered and create a safety hazard (legos, blocks)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is it free of objects that could be used for aggression or self injury (pencils, silverware, string, cleaner, uncovered sockets)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there other individuals within harm's way who have limited capacity to keep themselves safe (e.g. other students with mobility differences)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does our physical space allow for giving space?		
Is our student positioned in a way that allows us to simply back up if the student displays disruptive behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we use consenting physical strategies to make interfering behavior less likely and/or less high risk if it does occur?		
Do we walk between our student and potential targets of unsafe behavior (other people, exits, other high risk items)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we offer our student materials that would be safe if they started to become upset?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
When we hold hands with students, do we keep our hands under theirs (if biting aggression is likely) or over theirs (if biting SIB is likely)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have we built a culture that sees restraint and seclusion as a last resort?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Creating Safety (continued): Reactive Considerations

Considerations	Check Yes or No	Comments/Action steps
Do we have the physical resources to prevent interfering behavior from causing harm?		
For individuals who engage in aggression, some forms of self-injury, and/or eloping, do we have blocking pads of different sizes that can be used to create safety by protecting the target without impeding the student's movement?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
For individuals who engage in head banging against surfaces, have we considered the use of padded spaces (top of desk, wall, next to toilet, or wherever the behavior occurs most severely)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
For individuals who engage in head directed self punching or self biting, have we considered the use of voluntarily-worn padded mittens or sleeves?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
For individuals who engage in hair pulling/grabbing, do we have hats or head wraps in place for staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we have a solid understanding that risk of harm should guide our decision to initiate restraint and seclusion?		
If for example someone has been injured but the student is no longer posing a risk of harm, the use of restraint/seclusion would likely be inappropriate. These procedures are not for "teaching a lesson."	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we have a shared understanding of what restraint and seclusion procedures look like when they are used?		
Can we do them fluently?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we maintain our skills to keep people as fluent as possible?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do we have a protocol for terminating restraint/seclusion?	<input type="checkbox"/> Yes <input type="checkbox"/> No	