



Consulting

Learning Behavior Analysis, LLC

Creating Safety Checklist

Do we have a physical space that minimizes the dangers posed by interfering behavior?

Check if follow up is needed

Is the area free of projectiles within easy reach?

- Heavy books
- Containers
- Toys
- Equipment
- Others

Is it free of bins full of small objects that could be thrown or scattered and create a safety hazard?

- Legos
- Blocks
- Others

Is it free of objects that could be used for aggression or self injury?

- Pencils
- Silverware
- String
- Cleaner
- Uncovered sockets
- Others

Are there other individuals within harm's way who have limited capacity to keep themselves safe?

- Individuals with mobility differences
- Peers who might be drawn into an altercation
- Very young or decisionally challenged students
- Others

Does our physical space allow for giving space?

Check if follow up is needed - NOTE: consider laws and policies

Is our student positioned in a way that allows us to simply back up if the student displays disruptive behavior?

- Only safe materials in area
- No door or window in area (elopement risk)
- Staff positioned to block if needed
- Other

In a general classroom or shared space, can we ensure safety and dignity of all?

- Contain/block within room
- Reverse evacuation
- Other

Do we use consenting physical strategies to make interfering behavior less likely and/or less high risk if it does occur?

Check if follow up is needed

Do we walk between our student and potential targets of unsafe behavior (other people, exits, other high risk items)?

- Other people
- Exits
- High risk items (glass cases, fire extinguishers)
- Others

Do we offer our student materials that would be safe if they started to become upset?

- Writing utensils (consider "suicide safe" pens or soft crayons)
- Scissors (consider perforated paper instead)
- Toys (heavy, sharp, contain batteries)
- Others

When we hold hands with students, do we keep our hands safe?

- Under theirs (if biting aggression is likely)
- Over theirs (if biting SIB is likely)
- Wear bite (cut) resistant gloves (cooking/gardening)
- Others



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Do we have the physical resources to prevent interfering behavior from causing harm?

Check if follow up is needed - NOTE: consider laws and policies

Do we have blocking pads used to create safety by protecting the target without impeding the student's movement?

- For aggression, SIB, property destruction, and/or elopement
- Different sizes suitable for intended use
- Others

For SIB - head banging against surfaces, have we considered the use of padded surfaces?

- Top of desk, wall, next to toilet, wherever most likely
- Others

For SIB - self directed punching or biting

- Consider **voluntarily-worn** padded mittens or sleeves
- Others

Do we have staff-worn protective equipment to minimize risk of injury?

- Gloves, arm guards
- Bite and scratch resistant clothing (e.g. denim jackets)
- Spit shields
- Others

Do we have a solid understanding that risk of harm should guide our decision to initiate restraint and seclusion?

Check if follow up is needed - NOTE: consider laws and policies

- Not for punishment or "teaching a lesson"
- Not for convenience
- Not for addressing staff frustration

- Not as a consequence **after** someone has been injured - consider **current** risk
- Others

Do we have a shared understanding of what restraint and seclusion procedures look like when they are used?

Check if follow up is needed - NOTE: consider laws and policies

- Can we do them fluently?
- Do we maintain our skills to keep people as fluent as possible?

- Do we have a protocol for terminating restraint/seclusion?
- Others

Have we built a culture that sees restraint and seclusion as a last resort?

Check if follow up is needed - NOTE: consider laws and policies

Yes

No