

**To be completed by appropriate staff member when a behavioral emergency occurs.**

A “behavioral emergency” is the demonstration of a serious behavior problem\*

\*A Serious Behavior Problem is defined as “behaviors which are self-injurious, assaultive, or cause serious property damage and other severe behavior problems that are pervasive and maladaptive for which instructional behavioral approaches in the IEP are found to be ineffective (3001)(aa).”

Report Date: \_\_\_\_\_

Report Completed by: \_\_\_\_\_ School Site: \_\_\_\_\_

Pupils Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time Incident Began: \_\_\_\_\_ Time Incident Ended: \_\_\_\_\_

Setting and location of incident:

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Describe antecedent events and positive behavior interventions utilized prior to the emergency behaviors (please describe how any existing behavior plan was implemented by the staff:

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Describe emergency behavior and interventions utilized:

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Name(s) of staff involved:

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District utilizes the following Crisis Program:

- Physical Escort (student was actively resisting and exhibiting distress)
- Physical Restraint
- Continuous Physical Prompts (student was actively resisting and exhibiting distress)
- Standing Restraint
- Seated Restraint
- Wall-assisted Restraint
- Floor-assisted Restraint

Injuries sustained by student (attach accident report):

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Injuries sustained by others (including other students and staff):

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Description of any property damage:

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Other pertinent information:

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Check one:

- Student does not have a current Behavior Intervention Plan:  
Within two days of the behavioral emergency, the designated responsible administrator shall schedule an IEP meeting to review the emergency report, to determine the necessity for a Functional Analysis Assessment and to determine the need for an interim Behavior Support Plan or Behavior Intervention Plan.
  
- Student has an existing Behavior Intervention Plan:  
When an incident involving a previously unseen serious behavior problem occurs or where a previously designated intervention is not effective, student should be referred to the IEP team to be reviewed and determine if the incident constitutes a need to modify the plan.

COPIES OF BEHAVIORAL EMERGENCY INCIDENT REPORTS WERE SENT TO:

POSITION _____	NAME _____	DATE _____
POSITION _____	NAME _____	DATE _____
POSITION _____	NAME _____	DATE _____
POSITION _____	NAME _____	DATE _____
POSITION _____	NAME _____	DATE _____
POSITION _____	NAME _____	DATE _____

- \*Site Administrator
- \*SELPA II Office
- \*District of Residence
- \*Student's File
- \*Special Education Director
- \*\* Parent or Residential Care Provider

\*California Ed. Code requires these people shall receive a report immediately  
\*\*California Ed. Code requires these people shall receive a report within on school day

Signature of Person Completing this Report: \_\_\_\_\_

Date received by COE: \_\_\_\_\_

## **BEHAVIORAL EMERGENCY REPORT CHECKLIST**

Note date and initials of person responsible.

1. The parent and/or residential care provider, if appropriate, shall be notified within one school day when an emergency intervention is used.
2. The “Behavioral Emergency Report” shall immediately be completed by staff involved in the intervention.
3. The “Behavioral Emergency Report” shall immediately be forwarded to and reviewed by the designated responsible administrator.
4. Copy placed in student’s file.
5. If the “Behavioral Emergency Report” was written regarding a student who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP to determine whether an FAA should be conducted and/or an interim behavior support plan (BSP) developed or an existing BSP revised. Parent notice is given and consent must be obtained prior to commencement of Functional Analysis.
6. If the “Behavioral Emergency Report” was written regarding a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.
7. The responsible administrator will forward a copy of this form to SELPA II and the Special Education Director.