

EXAMPLE PHYSICAL MANAGEMENT  
DOCUMENTATION

**Student:**

**Date:**

**School/Grade:**

**Date of Student's Most Current Behavior Intervention Plan:**

**Person Completing Form:**

**A. Setting**

- Special Ed Classroom                       Regular Ed Classroom  
 Other (please explain)

**B. Individuals present during use of physical management**

- Special Ed Teacher                       Regular Ed Teacher                       Paraprofessional  
 Administrator                       Other (please explain)

**C. Antecedent** (what happened just prior to the use of physical management?)

- Redirected                       Transition                       Given task/direction  
 Issue related to peer(s)                       Change in routine  
 Other (please explain)

**D. Please explain in detail the specific behavior(s) which resulted in the use of physical management.**

**E. What was the duration of the physical management?**

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**F. What types of behaviors were exhibited by the student during the use of physical management?**

- Yelling/screaming                       Physical aggression                       Crying  
 Still/quiet                                       Other (please specify)

**G. What preventative measures were attempted prior to the use of physical management?**

- Redirected/set limits                       Given break                       Offered choices  
 Respond to student's questions       Informed of consequences       Removal of audience  
 Other (please explain)

**H. What type of physical management was used?**

- Children's Control Position               Team Control Position               Interim Control Position  
 Other (please explain)

**I. Were both the student and staff member(s) involved seen by a district nurse/health clerk following the incident?**

- Yes (please indicate the date/time seen)  
 No (please explain)

**J. Were parents contacted?**

- Yes (please indicate date contacted)                       No

**K. Was the district behavior and/or autism specialist contacted, and was Postvention completed?**

- Yes (please indicate date contacted)                       No



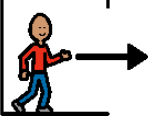
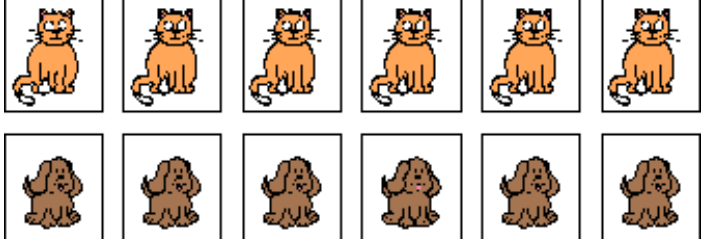

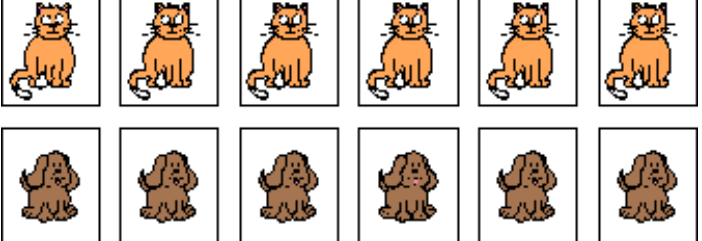

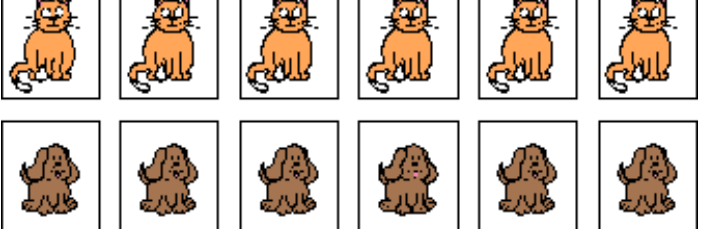

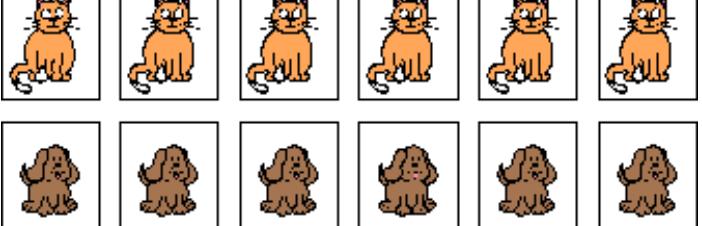

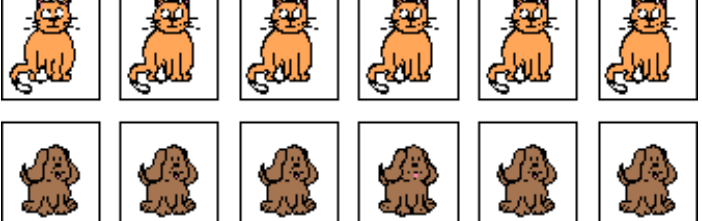

**Once completed, copies of this documentation should be provided to your building administrator and the district behavior/autism specialist serving your building.**

### Nonviolent Crisis Prevention and Intervention Programs

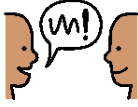

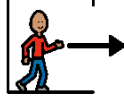
<b>Program</b>	<b>Contact Information</b>
Nonviolent Crisis Intervention	Crisis Prevention Institute, Inc. (CPI) 3315-K North 124 <sup>th</sup> Street Brookfield, WI 53005 800-558-8976 <a href="http://www.crisisprevention.com">http://www.crisisprevention.com</a> info@crisisprevention.com
The Mandt System	David Mandt & Associates P.O. Box 831790 Richardson, TX 75083-1790 972-495-0755 <a href="http://www.mandtsystem.com/">http://www.mandtsystem.com/</a> comment@mandtsystem.com
Therapeutic Crisis Intervention (TCI)	Residential Child Care Project Family Life Development Center Beebe Hall Cornell University, Ithaca, NY 14853 607-254-5210 <a href="http://rccp.cornell.edu">http://rccp.cornell.edu</a> eas20@cornell.edu

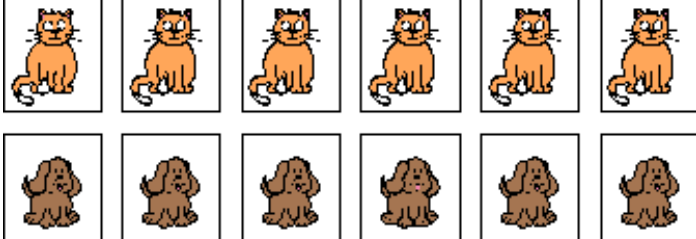

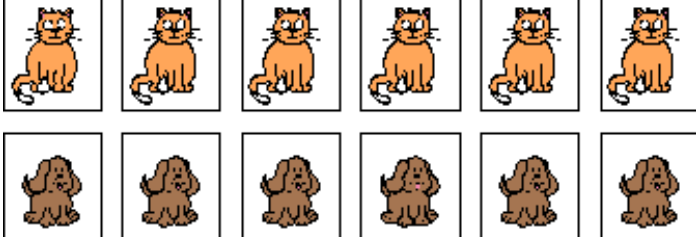

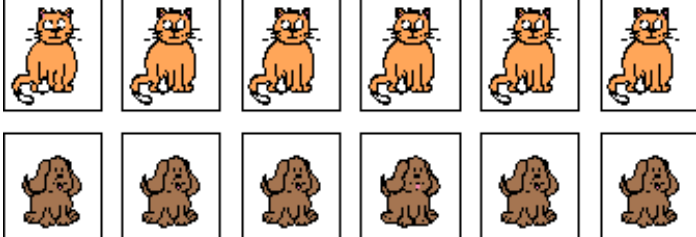

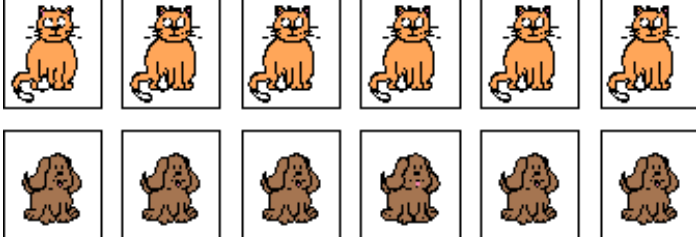

Date \_\_\_\_\_

's Daily Schedule

	<p>I can use my words when I am angry or frustrated.</p> 	<p>I can ignore others when they are making bad choices.</p> 	<p>I can walk to the Safe Seat or Quiet Room appropriately.</p> 	<p>Turn Around Points</p>
<p>Arrival</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Turn in homework</li> <li><input type="checkbox"/> Order lunch</li> <li><input type="checkbox"/> Sharpen 2 pencils</li> <li><input type="checkbox"/> Get to share 2 things with a teacher or have choice time</li> </ul>				
<p>Special Class Art Music PE</p>				
<p>Communication Arts In the Learning Center</p> <p>Reading</p>				
<p>Communication Arts In the Learning Center Writing</p> <p>(OT or PT)</p>				
<p>Communication Arts In the Learning Center</p> <p>Spelling</p>				

As \_\_\_\_\_ exhibits the above target behaviors, a dog or cat will be circled. For each dog or cat circled, \_\_\_\_\_ gets to place a dog or cat on her wall chart. The Turn Around icon will be circled if \_\_\_\_\_ begins whining but is able to stop with one redirection from the adult.

<p>I can use my words when I am angry or frustrated.</p> 	<p>I can ignore others when they are making bad choices.</p> 	<p>I can walk to the Safe Seat or Quiet Room</p> 	
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<p>Speech Mon &amp; Wed Computer lab Tue/Thur Library Friday</p>		
<p>Math</p>		
<p>Social Studies Or Science</p>		
<p>Read Aloud Pack Up to Go home Do Job</p>		

Special things to remember about tomorrow -

As \_\_\_\_\_ exhibits the above target behaviors, a dog or cat will be circled. For each dog or cat circled, \_\_\_\_\_ gets to place a dog or cat on her wall chart. The Turn Around icon will be circled if \_\_\_\_\_ begins whining but is able to stop with one redirection from the adult.

