

**Notification and Documentation Requirements:
TAC § 89.1053: Procedures for Use of Restraint**

Documentation	Type	Format	Required Timeline	Responsible Person (Suggested)	Required Content	Suggested Forms
Use of Restraint	Administrator Notification	Verbal or written	On the day restraint is utilized	Teacher or staff member who used the restraint	No specific content requirement is specified	<i>Written Notification of Use of Restraint: Internal Tracking Form</i>
	Parent Notification	Verbal	Good faith effort to notify parent on the day the restraint is utilized	Administrator or the staff member who used the restraint	No specific content requirement is specified	
	Parent Notification	Written	Written notification must be placed in mail or otherwise provided within one school day of the date that the restraint occurred	Teacher or staff member who used the restraint <i>Administrator or designee signature suggested</i>	<ul style="list-style-type: none"> • Student name • Name of staff member(s) administering the restraint • Date of the restraint • Time restraint began • Time restraint ended • Location of the restraint • Nature of the restraint • Description of the student activity immediately preceding the use of the restraint • Behavior that prompted the restraint 	<i>Cover letter: Written Summary of Restraint Use</i>
	Student Special Education Eligibility Folder	Written	Within timely manner for ARD Committee to consider the impact of the student's behavior on the student's learning or the need for creation or revision of the behavior intervention plan	Administrator or the teacher/professional staff member who used the restraint; special education personnel responsible for student's eligibility folder	See Parent Notification Required Content	<i>Cover letter: Written Summary of Restraint Use</i>
	Cumulative Data on the Use of Restraint	PEIMS		2003-2004	Administrator and/or district PEIMS coordinator	<i>To be determined</i>

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Training on Use of Restraint	Written documentation of restraint training for core team of personnel on each campus	Written	April 1, 2003	Core team of personnel on each campus including: <ul style="list-style-type: none"> • Administrator • General/special education staff who may use restraint 	Documentation of training	<ul style="list-style-type: none"> • <i>Sign-in sheets</i> • <i>Attendance Rosters</i> • <i>Texas Behavior Support Initiative (TBSI) Verification of Completion Certificates</i> • <i>Texas Behavior Support Initiative (TBSI) Training Record</i>
	Written documentation of restraint training for personnel using restraint who have not previously been trained in the use of restraint	Written	Within 30 school days of the use of restraint	Anyone using restraint not previously trained in the use of restraint	Documentation of training	<ul style="list-style-type: none"> • <i>Sign-in sheets</i> • <i>Attendance Rosters</i> • <i>Texas Behavior Support Initiative (TBSI) Verification of Completion Certificates</i> • <i>Texas Behavior Support Initiative (TBSI) Training Record</i>

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Restraint: Follow-Up Considerations

School-wide Considerations

- Training needs of school staff: initial and annual training for physical restraint training
- Planned opportunities for staff to practice the use of restraint
- Preparation of campus summary on the use of restraint
- Analysis of frequency and patterns on use of restraint
- Review of restraint data for campus improvement plan
- Need for staff training in the use of alternatives to restraint and documentation of use of restraint

Classroom Considerations

- Change in classroom organization
- Need for behavioral consultation
- Change in instructional materials
- Design of group behavior contingencies needed
- Examination of classroom climate

Individual Considerations

- Convene a staffing or Admission, Review, and Dismissal Committee to consider need for change in Individualized Education Program and/or Behavior Intervention Plan
- Schedule a conference with parent or staffing
- Request training in alternatives to restraint
- Systematic review of restraint documentation for each student to determine effectiveness.