

School:	Training Date:
---------	----------------

## Therapeutic Crisis Intervention for Schools (TCIS) Behavior Audit

The purpose of this behavior audit is to compile information from school records that will help Cornell University's TCIS to determine the level of training in physical intervention you require. The audit information should be collected by school personnel and all information should be anonymous. The audit is in three parts:

**Part one** is a checklist that asks you to provide copies of your school policy and procedures for physical restraint and managing high risk or disruptive behaviors. Some of these elements may be contained in a single school document (if so please use the right column to advise that the information is enclosed). **Part two** asks you to provide some statistical and descriptive data about the general population that your school serves. **Part three** of the audit asks for anonymous information about two episodes of restraint. All of the information collected is confidential.

### Part One

#### School Information

Please provide copies of the following documents – please insert Yes or No in the right hand column to indicate if these items have been enclosed. If they have not been enclosed please add an explanatory comment in the box that follows this table.

Document Type	Enclosed Yes/No?
School vision or mission statement	
School policy on managing high risk or disruptive behavior	
School policy on the use of physical restraint (that might include informed consent, safety planning, use of ICMP's, incident reviews, etc)	
Blank critical incident form and/or any other forms used for high risk behaviors	
School policy on staff training in physical interventions	
Blank copy of forms used to record incidents of violence / aggression	
Blank copy of form used to record restraints	

Explanatory comments if items are not included:

# Therapeutic Crisis Intervention for Schools (TCIS) Behavior Audit

## Part Two

In this section please provide the TCIS program statistical information as well as descriptive data that will help to understand the population that your school provides services to.

### Description of Services Provided

Your school has asked the Cornell's TCIS Train the Trainer (TXT) program to provide training in the management of high risk/disruptive behavior and physical restraints. Please provide us with a description of the services and the student population served that require this training. If this information is included in existing agency documents such as an annual report, vision or mission statements, then please use that existing documentation to provide this information.

Please include information on the following:

Positions of trainers attending TCIS TxT	
Age range and sex of students served	
Numbers for age range and sex	
Population served (ex., learning disabilities, emotional/behavior problems, juvenile justice, DD, autism, other)	
Average length of time at the school	
Specialized services provided by school	
Specialized services accessed by school	
School setting (general education, special education, residential, day treatment, or please specify any other type of school setting)	
Number of Teachers, Teaching Assistant's	

Explanatory Comments if Items are not Included:
---

### Issues of Concern

If this request for training arises out of specific concerns please provide information on the circumstances. Include information on items such as:

Number and type of violence/aggression incidents	
Number of incidents of violence/aggression in which students or staff have been hurt	
Frequency of restraints and type of restraints used and by whom (teachers, aides, school resource officers)	
Others issues:	

# Therapeutic Crisis Intervention for Schools (TCIS) Behavior Audit

Please list the most common forms of challenging behavior experiences within your school setting over the past 2 years. (This information should be gathered by auditing you incident forms)

Challenging Behaviors:
1.
2.
3.
4.
5.
6.

## Part Three

In this section, please provide anonymous information about two of the students in your school. Please select two incidents of challenging behavior that featured physical restraint. It would be helpful if the incidents that you select could show different characteristics e.g. a restraint that ended quickly, a long restraint, a restraint that caused an unusual degree of concern i.e. there may have been an injury or the restraint was difficult to carry out.

Please use the forms below to provide the information.

# Therapeutic Crisis Intervention for Schools (TCIS) Behavior Audit Episode One

Gender of young person	Age of young person	School staff who restrained the student (teacher, classroom aide, administrator, etc.)
Please record here any health concerns in relation to this young person		
What are this young person's dangerous behaviors? Please provide an accurate behavioral description of what this young person does that makes them a risk to themselves and others. Is there a functional analysis of behavior, an ICMP? Was it followed?		
What triggered this episode that lead to restraint? What were the antecedents?		
How was the decision made to use restraint? Was there a functional analysis of the students' behavior, an ICMP, was it followed?		
How long did the restraint last?	In the last month how frequently has this young person been restrained?	
What holding method was used to accomplish the restraint?		
What happened when the restraint ended?		

## Therapeutic Crisis Intervention for Schools (TCIS) Behavior Audit Episode Two

Gender of young person	Age of young person	School staff who restrained the student (teacher, classroom aide, administrator, etc.)
Please record here any health concerns in relation to this young person.		
What are this young person's dangerous behaviors? Please provide an accurate behavioral description of what this young person does that makes them a risk to themselves and others. Is there a functional analysis of behavior, an ICMP? Was it followed?		
What triggered this episode that lead to restraint? What were the antecedents?		
How was the decision made to use restraint? Was there a functional analysis of the students' behavior, an ICMP, was it followed?		
How long did the restraint last?	In the last month how frequently has this young person been restrained?	
What holding method was used to accomplish the restraint?		
What happened when the restraint ended?		