

**Lloydminster Catholic School Division  
Staff Debrief Data Collection**

Date: \_\_\_\_\_ Incident Location: \_\_\_\_\_

School: \_\_\_\_\_ Student Name: \_\_\_\_\_

Name(s) of staff involved in intervention (list Team Leader first):  
\_\_\_\_\_  
\_\_\_\_\_

Form completed by: \_\_\_\_\_

**Briefly describe the location and any activities preceding the incident (include any Anxiety-related behavior):**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CPI Verbal Escalation Continuum<sup>SM</sup> levels exhibited:**

- |                                      |   |                                       |
|--------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Refusal                    | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Release     | <input type="checkbox"/> Verbal threat/Intimidation |                                       |

**Briefly describe the behavior exhibited:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Staff response/intervention:**

- |  |   |
|--|---|
| <input type="checkbox"/> Answered question     | <input type="checkbox"/> Took threat seriously  |
| <input type="checkbox"/> Ignored the challenge | <input type="checkbox"/> Documented threat      |
| <input type="checkbox"/> Redirected to task    | <input type="checkbox"/> Sought assistance      |
| <input type="checkbox"/> Allowed to vent       | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Moved the audience    | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Set limits            | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Re-set limits         | <input type="checkbox"/> Other (specify): _____ |

**Briefly describe limits that were set:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Limit Setting:**

- |                         |                              |                             |                          |                              |                             |
|-------------------------|------------------------------|-----------------------------|--------------------------|------------------------------|-----------------------------|
| Limits were clear:      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Limits were enforceable: | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Limits were reasonable: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Limits were effective:   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**Results:**

- Behavior increased after verbal intervention:  Yes  No

Behavior didn't change after verbal intervention:  Yes  No  
Behavior reduced after verbal intervention:  Yes  No  
Tension Reduction achieved:  Yes  No

If student acted out physically, please continue.

### Risk Behavior

#### Self-Harm:

Student engaged in behavior causing self-harm:  Yes  No

If yes, describe self-harming behavior:

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#### Risk behavior toward others (non-staff):

Strike (e.g., punch, slap, kick, use of weapon) \_\_\_\_\_

Grab/Hold (e.g., wrist grab, choke, hair pull, bite) \_\_\_\_\_

Number of other students injured by the behavior: \_\_\_\_\_

Number of students who required medical attention: \_\_\_\_\_

#### Risk behavior toward others (staff):

Strike (e.g., punch, slap, kick, use of weapon) \_\_\_\_\_

Grab/Hold (e.g., wrist grab, choke, hair pull, bite) \_\_\_\_\_

Number of staff injured by the behavior: \_\_\_\_\_

Number of staff who required medical attention: \_\_\_\_\_

#### Staff Response/Intervention:

Target was moved \_\_\_\_\_

Strike was blocked \_\_\_\_\_

Grab was released (e.g., wrist grab, choke, hair pull, bite) \_\_\_\_\_

Client/audience was moved to a safer location \_\_\_\_\_

#### Decision-Making Matrix

			Higher Risk
SEVERITY			
Lower Risk			
			LIKELIHOOD

Using the Decision-Making Matrix, place an "X" where you have assessed the behaviors exhibited by the student.

#### CPI's holding skills were used:

CPI Seated L M H

CPI Standing L M H

CPI *Children's Control Position*<sup>SM</sup>

CPI *Team Control Position*<sup>SM</sup>

Other: \_\_\_\_\_

Estimated duration of physical intervention: \_\_\_\_\_

School Team Procedure was enacted

Student was referred to administration

Assistance secured from police/security

Student injured during intervention

Injury required medical attention

Injury required hospitalization (Form 216-8)

#### Results:

Behavior increased after physical intervention

Behavior didn't change after physical intervention

Behavior reduced after physical intervention

Debriefing process was completed

Recommendation for plan refinement includes: \_\_\_\_\_

#### Definitions:

**Verbal Behavior:** Student became verbally challenging and exhibited questioning, refusal, release, and/or threatening behavior.

**Physical Behavior:** Student's behavior was physically aggressive toward self or others; behavior placed self or others in imminent danger.

**Physical Restraint:** Staff responded with CPI's physical intervention techniques. These do not include the use of mechanical or chemical restraint.

Reference: CPI Crisis Prevention Institute 2007 (reprint 2015)