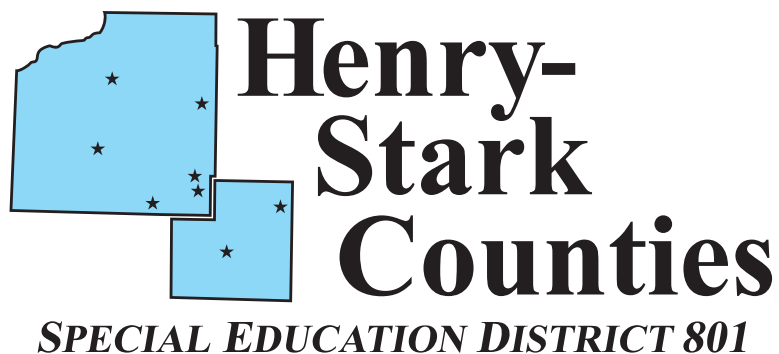


**BEHAVIORAL INTERVENTIONS POLICY  
AND PROCEDURES FOR STUDENTS WITH  
DISABILITIES**



Prepared by:  
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## **SECTION 1: PURPOSE**

It is the purpose of these procedures to establish the process for HSCSED # 801 to comply with applicable laws with respect to the use of behavioral interventions for students with disabilities who are receiving special education services.

Teachers and administration to identify, promote and strengthen desirable student behaviors should use behavioral interventions. A fundamental principle is that positive, nonadversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner for reducing undesirable behavior is by developing, strengthening, or generalizing desirable behavior to compete and ultimately displace the undesirable behavior.

While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions should be considered to be temporary and approached with utmost caution. The use of restrictive interventions for students should be based upon assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy, and adhere to professionally accepted practices.

## **SECTION 2: DEVELOPMENT OF POLICIES AND PROCEDURES**

The HSCSED # 801 Administration, using the Illinois State Board of Education guidelines as a reference, shall develop and adopt and review annually policies and procedures on the use of behavioral interventions for students with disabilities receiving special education services.

The policies and procedures will the promote the use of positive behavioral interventions and include, but not be limited to, the following components:

- Designation of behavioral interventions by level of restrictiveness.
- Procedures for the development of behavioral management plans for students with disabilities having significant

emotional needs and for such students requiring restrictive interventions.

- Procedures for the documentation of emergency use of restrictive interventions.
- Provisions for parent involvement.
- Provisions for staff training and professional development.

### **SECTION 3: DISTRICT ADVISORY COMMITTEE**

HSCSED # 801 may review these policies and procedures and provide recommendations to the HSCSED # 801 board by February 1 each year.

### **SECTION 4: DISTRIBUTION**

As required by law, these policies and procedures will be provided to parents or guardians of students receiving special education services within 15 days after they have been adopted by the school board, or at the time the IEP is first implemented for the student. The district shall, on an annual basis in the student handbook, inform its students and parents of the existence of the policies and procedures. In addition, at each annual review IEP meeting, the district shall explain the local policies and procedures, furnish a copy of the local policies and make available upon request to the parent or guardian a copy of the local procedures.

A copy of the Illinois State Board of Education “Guidelines for the Development of District Policies for the use of Behavioral Interventions in the Schools” may be obtained by writing to the Illinois State Board of Education.

### **SECTION 5: DESIGNATION OF BEHAVIORAL INTERVENTIONS BY LEVEL OF RESTRICTIVENESS**

Behavioral intervention are categorized into four levels of restrictiveness: 1) nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited.

## **Nonrestrictive Interventions**

Nonrestrictive interventions are the preferred interventions because of the low risk of negative impact and the emphasis on positive behavior change. These interventions may be used without the development of a written behavior management plan as part of the student's IEP. This list is not all-inclusive:

- Allowing student to escape task
- Temporary instructional setting
- Calling and notifying parent
- Contingency contracting
- Detention
- Differential reinforcement
- Direct instruction
- Environmental of activity modification
- Extinction
- Instructional assignment
- Proximity control
- Punitive writing
- Redirecting student physically
- Redirection (verbal or nonverbal)
- Response-cost
- Restititional overcorrection
- Safe place
- Self-management
- Shaping
- Teaching alternative behaviors
- Modeling
- Peer involvement
- Planned ignoring
- Positive practice
- Positive reinforcement
- Prompting
- Teaching self-reinforcement
- Temporary restriction from extracurricular activity
- Time out in class and out of class
- Token economy

- Verbal feedback
- Verbal reprimand

### **Restrictive Interventions**

- Exclusion from extracurricular activities
- Time away (reflection room)
- Food delay
- Forced physical guidance
- Manual restraint
- Suspension
- Expulsion (with services)
- Negative practice

Restrictive interventions may be used in emergency situations, in cases of gross misconduct or disobedience or when less restrictive interventions have been attempted and failed.

### **Highly Restrictive Interventions**

Highly restrictive interventions are deemed inappropriate for use in most circumstances.

- Denial or restriction of access to regularly used equipment/devices that facilitate a student's educational functioning, except when such equipment is temporarily at risk of damage or presents a danger to the student or others.
- Mechanical restraints (excludes restraints prescribed by a physician or used as a safety procedure for transportation)

### **Prohibited Interventions**

The following interventions are prohibited:

- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

## **SECTION 6: ISOLATED TIME OUT AND PHYSICAL RESTRAINTS**

The use of any of the following rooms or enclosures for isolated time-out purposes/and or crisis is prohibited:

- A locked room other than one with a locking mechanism that engages only when a key or handle is being held by a person; if a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob or other similar device is being held in position by a person. Upon release of the locking mechanism by the supervising adult, the door must be able to open readily.
- A confining space such as a closet or box
- Any other room or enclosure or time-out procedure that is contrary to guidelines of the Illinois State Board of Education. Specific criteria for construction of such room, ceiling heights, and viewing requirements are identified in 105 ILCS 5/10-20.33 and 23 IL Administrative Code 1.285.

The student must continually be observed by a supervising adult within two feet of the enclosure to allow visual monitoring of and communication with the student.

A student shall not be kept in isolated time out for more than 30 minutes after he/she ceases presenting the specific behavior for which isolated time out was imposed.

The use of physical restraint is prohibited except when:

- The student poses a physical risk to him/herself or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a mean of intent to carry out the threat. The use of any other device other than personal physical force to restrict the limbs, head, and body shall not be used. (Exception as permitted by administrative rules of another state agency such as the Illinois Department of Corrections).
- The is no medical contradiction of its use

- The staff person(s) applying physical restraint has been trained in its safe application
- Isolated time outs and physical restraints may not be used when administering discipline to students.

Restraint does not include momentary periods of physical restriction by person to person contact accomplished with limited force that are designed to prevent a student from completing an act that could result in potential harm. It does not include the removal of a disruptive student who is unwilling to voluntarily leave the area.

Whenever physical restraint has been utilized, school personnel shall document the incident including the type of restraint used, the length of time the student was restrained and the staff involved. The parent/guardian shall be notified within 24 hours of the incident.

## **SECTION 7: BEHAVIOR INTERVENTION PLAN**

A written behavior intervention plan should be developed by the IEP team for students with disabilities who have significant behavioral/emotional needs, which are:

- Related to or the result of the student's disability(ies)
- Severe and/or significant over a period of time
- Not responsive to the use of positive, nonrestrictive interventions
- Not responsive to the application of standard disciplinary policy and procedures
- Require the use of restrictive or highly restrictive interventions

All other students receiving special education services may be subject to discipline in accordance with school rules of conduct without the development of a behavior intervention plan. Such discipline may include restrictive behavioral interventions consistent with school rules.

### **Selection and implementation of Intervention Strategies**

The selection of intervention strategies for use with an individual student shall be based on the information derived from the functional

analysis of the behavior. Before an intervention is selected, a continuum of possible interventions designed to produce the desired behavioral changes should be considered. The least restrictive intervention that is reasonably calculated to produce the desired outcome should be selected for implementation.

The IEP manager with the advice of the case coordinator or behavior intervention consultant is responsible for carrying out the functional analysis of behavior and behavior management plan in accordance with these guidelines.

### **Evaluation of Restrictive Interventions**

The effectiveness of intervention strategies will be determined by evaluation data. Evaluation data should include:

- An analysis of baseline data from the functional analysis concerning frequency, duration and intensity of the target behavior prior to initiation of the intervention
- Data concerning the frequency, duration, and/or intensity of the behavior(s) of concern after the initiation of the intervention
- Observational data from the teacher, parents, and other individuals involved with the behavior interventions at planned intervals

If changes or new interventions are required, the behavioral management plan should be modified by reconvening the IEP.

### **SECTION 8: EMERGENCY USE OF RESTRICTIVE INTERVENTIONS**

“Emergency” refers to a situation in which immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from:

- Physical injury (to self and others)
- Emotional injury due to verbal and nonverbal threats and gestures
- Severe property damage



- Serious and continuous disruption of the school/classroom environment
- Other acts involving harm

When confronted with an emergency, personnel should use the interventions that are the least intrusive to reasonably respond to the situation. If such an emergency indicates a need to alter the behavior intervention plan, an IEP meeting should meet to review and modify, if necessary, the plan. The IEP team should meet no later than ten days after the emergency procedure commenced. A functional analysis of the student's behavior which caused the implementation of the emergency procedure may be completed. A new behavior intervention plan may be developed from the functional analysis of the behavior.

The parents or guardians should be notified within twenty-four hours when a restrictive procedure is used in an emergency situation. Additionally, the use of an emergency intervention should be documented.

### **SECTION 9: PROVISIONS FOR PARENT INVOLVMENT**

Parents and guardians of students with disabilities should be actively involved in the development of a behavior intervention plan. Such involvement includes, but is not limited to, participation in the design, implementation and evaluation of interventions as part of the IEP.

### **SECTION 10: PROVISIONS FOR TRAINING AND PROFESSIONAL DEVELOPMENT**

The district will develop and implement a training and professional development program for staff members.

## **REFERENCES:**

Illinois State Board of Education, Behavioral Interventions in Schools: Guidelines for the Development of District Policies for Students with Disabilities, June 1994, *Memorandum = 94-25M*;

The Illinois School Code, Chapter 122, Section 14-8.05, *Behavioral Interventions for Students with Disabilities* as amended by 105 ILCS 5/14-8.05;

The Illinois School Code, Chapter 122, Section 10-20.14, *Parent-Teacher Advisory Committee* as amended by 105 ILCS 5/10-20.14;

The Illinois School Code, Chapter 122, Section 24-24, *Corporal Punishment* as amended 105 ILCS 5/24-24;

*Time out and Physical Restraint*, 105 ILCS 5/10-20.33, 23 IL Administrative Code 1.285