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5420R: Procedures for Behavioral Interventions for Students with Disabilities

The Behavior Intervention Advisory Committee is guided by Board Policy/Administrative Procedure 5420R: Procedures for Behavioral Interventions for Students with Disabilities, and Public Act 102-0339.

February, 2025 Updates

Section 1: Proposed revisions to 5420R: Procedures for Behavioral Interventions for Students with Disabilities based on ISBE guidance, legal guidance, and the input of the district's RTO (restraint and time out) Oversight Team.

Section 2: Annual updates on student data, use of restrictive interventions, and staff development.

STUDENT SERVICES**Section 1: Proposed revisions to 5420R.****STUDENTS****Procedures for Behavioral Interventions for Students with Disabilities**

In order to promote the use of best practices for behavioral interventions, these procedures have been developed. The use of behavioral interventions should always respect the dignity and privacy of the student while promoting learning of more appropriate behaviors. This document has been updated to reflect current evidence-based practices encompassing the continuum of behavior interventions. These procedures shall apply to students with disabilities for whom the disability creates a need for a Behavioral Intervention Plan (BIP).

As a consideration of special factors, the IEP team must determine whether a student's behavior impedes his or her learning or the learning of others. In the event that a student's behavior does impact his or her learning or the learning of others, the IEP team must consider the use of positive behavioral interventions and supports, along with other strategies, to address the target behavior. The IEP may include modifications, support for school personnel, and related services that are needed to address the behavioral goals. If the IEP team determines that a BIP is needed, the BIP is included with the IEP and should be aligned to the IEP goals. While the use of a Functional Behavioral Assessment (FBA) and BIP may be mandated in some instances, it is also a practice that can proactively support students with behavioral needs.

Woodridge School District 68 uses a positive behavior intervention approach that is designed to support students with challenging behaviors in learning more effective and acceptable ways of behaving. This approach is based on first seeking to understand why problem or target behaviors are or are not occurring in certain situations by identifying the functional relationship between the target behavior and environmental events through a systematic process called a functional behavioral assessment (FBA). Through the use of an FBA the relationship between a student's behavior, the environment, and reinforcement can be closely examined. Reinforcement refers to an understanding that an individual's behavior response is strengthened by the delivery or removal of an event. Reinforcement can be positive reinforcement (i.e. the student gains something) or it can be negative reinforcement (i.e. the student gets to avoid or escape a non-preferred task or event). The function is the reinforcement that maintains the behavior or makes it likely to occur in certain situations or environments.

A behavioral intervention in an educational setting is a targeted response to an unpreferred behavior that interferes with the student's learning or that of others. Interventions should be designed to develop or strengthen alternative or more appropriate behaviors, and they should include specific methods of evaluation and measurable behavioral changes that are expected of the student. Provisions for communicating with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions are also essential elements.

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Behavioral interventions are, for some students, the most personal attention they receive from the school community. The quality and tone of behavioral interventions may have a long-lasting impact on these children and their relationships within the community. It is imperative that proactive, positive behavior interventions are designed and implemented in a culturally responsive manner to affirm the complex identities of all students and equip them with meaningful tools to be successful.

Woodridge School District 68 believes in utilizing research based practices and in selecting interventions that are based on the impact of an intervention on a student's physical freedom, social interaction, personal dignity, privacy, and effectiveness. The District also prohibits or significantly restricts the use of procedures viewed as excessively aversive to or disrespectful of the individual. Furthermore, the Illinois School Code prioritizes a healthy environment in which learning can occur. Specifically, behavioral interventions should be utilized in consideration of a student's physical freedom and social interactions, and they should be administered in a manner that respects human dignity and personal privacy. Behavioral interventions must also ensure student's right to a free appropriate public education in the least restrictive educational environment. See 105 ILCS 5/14-8.05(a)(1).

Nonrestrictive Interventions and Positive Behavioral Supports:

Interventions referred to as "nonrestrictive" generally allow more student freedom and ideally assist in shaping preferred behavior and preventing an increase in unpreferred or problematic behavior. Examples may include non-verbal prompts and directives, physical proximity, planned ignoring, student breaks, teacher/peer modeling, token economy, and positive reinforcement strategies. These interventions focus on positive behavior change rather than behavior control and should be utilized first before more restrictive interventions are implemented. These interventions fall within Multi-Tiered System of Supports (MTSS) Tier 1 universal supports and can be used with any student. However, if any intervention is critical to a child's ability to safely and adequately function in the school environment, it should be included in the child's IEP or Behavioral Intervention Plan.

Restrictive Interventions:

Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted and have not been successful. Restrictive interventions are more confining in nature and may be appropriate when less restrictive interventions have been exhausted and have failed to shape or change unwanted or problematic behavior. These interventions should only be utilized for the minimum amount of time necessary to alleviate or control the student's behavior, and they sometimes involve removal from the educational setting (e.g., in-school suspension, out-of-school suspension). Restrictive interventions should also be used in tandem with positive behavior interventions designed to strengthen preferable, appropriate behaviors, and they should be replaced by less restrictive or nonrestrictive interventions as quickly as possible.

Restrictive interventions should be used with caution for students with disabilities, especially if an FBA has not been completed and documented and a BIP is not included in the IEP.

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Highly Restrictive Interventions:

Public Act 102-0339 amended the provisions of the Illinois School Code related to isolated time out, time out, and physical restraint. Consequently, isolated time out, time out, and physical restraint may be used only if:

- A. The student's behavior presents an imminent danger of serious physical harm to the student or to others;
- B. Other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- C. There is no known medical contraindication to its use on the student; and
- D. The school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application (105 ILCS 5/10-22.39).

In Woodridge School District 68, isolated time out is not an intervention that is utilized. Time out and physical restraint will only be used in highly limited situations pursuant to Public Act 102-0339. A school employee who is involved as a member of a team in implementing a BIP in which physical restraint is included, must have participated in training in order to ensure the safety of the student and the employee. In addition, noncertified staff participating in the implementation of a BIP which includes physical restraint must be under the direct supervision of a certified staff member.

Overall, behavioral interventions should be developed and implemented in a manner that focuses on instruction and support, grounded in the student's specific needs, strengths, and abilities. Positive behavioral interventions within climates of inclusion, belonging, and safety can notably reduce the use of exclusionary and punitive practices. Exclusionary discipline should be avoided as much as feasible, especially when addressing offenses that do not threaten safety (e.g., tardiness, absenteeism, disrespect/defiance, etc.).

A specific process should be in place for regular monitoring and review of the behavioral components of a student's IEP, including accommodations and modifications, social-emotional goals, and/or Behavioral Intervention Plans. If behavioral interventions have not been effective in changing problematic behavior, then such review and monitoring is necessary to address whether interventions have been implemented consistently across settings with fidelity, and, if so, why they have not been effective.

Behavior Interventions Across the Continuum in Woodridge School District 68

Positive Behavior Supports and Interventions	Reactive Nonrestrictive Interventions	Restrictive Interventions
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<p>Examples include:</p> <ul style="list-style-type: none"> • Antecedent-Based Interventions • Adaptations/Modifications • Behavioral Momentum • Communicating with Family/Guardians • Exercise and Movement • Direct Instruction • Discrete Trial Training • Environmental/Activity Modification • Errorless Learning • First, Then • Functional Communication Training • Picture Exchange Communication System • Incidental Teaching • Naturalistic Intervention • Negative Reinforcement • Parent Training • Modeling • Music-Mediated Intervention 	<ul style="list-style-type: none"> • Pairing • Peer-Mediated Instruction • Positive Practice • Positive Reinforcement • Power Card • Prompting • Proximity • Relationship Building • Restorative Conferencing • Scripting • Structured Play Group • Self-Management • Sensory Regulation • Shaping • Social Skills Training • Social Narratives • Task Analysis • Teaching Alternative Behaviors • Technology-Aided Intervention and Instruction • Time Delay • Token Economy • Verbal Feedback • Video Modeling • Visual Schedules • Visual Supports 	<p>Examples include:</p> <ul style="list-style-type: none"> • Allowing Students to Escape Task • Extinction • Differential Reinforcement • Planned Ignoring • Redirection • Response-Cost • Non-Contingent Reinforcement • Overcorrection • Satiation 	<p>Examples include:</p> <ul style="list-style-type: none"> • Detention • Suspension (in school) • Suspension (out of school) • Expulsion • Time Out • Physical Restraint • Temporary Intensive Programming for Students with parent consent <hr/> <p>Prohibited Interventions</p> <hr/> <p>Examples include:</p> <ul style="list-style-type: none"> • Aversive Mist, Aversive Aromatics, Aversive Tastes • Corporal Punishment • Denial or Restriction of Access to Regularly Used Equipment/Devices that Facilitate the Child's Educational Functioning (not including chromebook when substituted with a low-tech replacement) • Expulsion with Cessation of Services • Contingent Electric Skin Shock • Prone Physical Restraint • Mechanical Restraints • Chemical Restraint • Isolated Time Out
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When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably respond to the situation. The use of physical restraint and time out is limited to situations where there is imminent risk of serious bodily harm.

Development of FBAs and BIPs:

A Functional Behavioral Assessment (FBA) aims to analyze problematic behavior and identify situations where such behavior is most likely to occur. An FBA is designed to help teams develop a Behavioral Intervention Plan (BIP) that includes evidence-based positive interventions expected to effectively address the behavior's function, thus leading to more appropriate

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replacement behavior.

An FBA might occur via an initial referral process and during the MTSS process to assist in determining a student's eligibility for an IEP. However, an FBA may also occur after an IEP is already in place. Contributors to the FBA include school administration, school-based clinicians (school psychologists, social workers, etc.), classroom teachers, behavior intervention specialists, analysts, parents/guardians, the student, and any other individuals who regularly interact with the student. Written consent from the parent/guardian to exchange student-based information also allows external experts, such as a student's private therapist or counselor, to be consulted.

IEP teams must properly document a student's need for positive behavioral interventions in the IEP, including a BIP, when appropriate. Prior to the development of any BIP, the IEP team should review the FBA and previous IEPs/BIPs and identify prior or current behavior interventions, including an analysis of the success rate, or lack thereof, of the interventions. The goal of the BIP is to identify strategies that will:

- Teach and reinforce positive, preferred behavior;
- Decrease future occurrences of the target behavior; and
- Address repeated episodes of the target behavior.

A BIP also should identify any restrictive disciplinary measures that may be implemented and the conditions in which such measures may be used. However, restrictive measures should only be considered after all possible positive interventions are implemented for an appropriate amount of time. It should be noted that behavior sometimes gets worse before it improves, and aversive techniques are typically ineffective in controlling student behavior.

Finally, the IEP team should include a description of how an emergency situation or behavioral crisis will be handled. A crisis may be defined as a situation that requires an immediate intervention, and the BIP should include specific conditions under which a crisis/emergency plan will be utilized. This portion of the BIP must be reviewed to ensure it complies with any district and state policies and procedures regarding the use of behavior intervention strategies. A crisis plan should be carefully and frequently monitored.

Additional functional behavior assessments should be conducted if significant modifications or new interventions are necessary. Modifications should be proposed based on these assessments, and parental notification and input should be obtained. If substantial changes to the BIP are deemed necessary, the appropriate procedures should be followed for reconvening, reviewing the IEP/BIP, and making any modifications or revisions.

Committees and Collaboration

Section 5/14-8.05(c) requires that each district establish and maintain a committee to advise the district on policies and procedures for students with disabilities who require behavioral interventions. The committee should be composed of parents and advocates of students with

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disabilities, other parents, teachers, administrators, and individuals with knowledge or expertise regarding behavioral interventions for persons with disabilities. The committee should emphasize positive interventions designed to develop, strengthen, and maintain desirable behaviors.

Duties of this committee include the following:

- Oversee the annual review of the use of restrictive interventions and an evaluation of progress toward less restrictive interventions;
- Keeping a record of (1) the number of students with active IEP's; (2) the number of students with behavioral plans as a component of their active IEP's; (3) the number of times each of the students required restrictive interventions and (4) the nature of staff development activities dealing with behavioral interventions.

Misconduct by Students with Disabilities

Discipline of Special Education Students

The District shall comply with the provisions of the Individuals with Disabilities Education Act (IDEA) when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience/misconduct is a manifestation of his/her disability. If the behavior is not a manifestation of his/her disability, he/she may be expelled pursuant to the expulsion procedures, except that such disabled student shall continue to receive educational services as provided in the IDEA during such period of expulsion. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his/her disabling condition. The school district is not required to provide educational services during these removals unless services are provided to all students without disabilities under similar circumstances.

Any special education student who has or will exceed 10 days of suspension may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois hearing officer if the District demonstrates that maintaining the student in his/her current placement is substantially likely to result in serious injury to the student or others. A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

LEG. REF.: Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
Gun-Free Schools Act, 20 U.S.C. § 3351 et seq.
105 ILCS 5/10-22.6 and 226.520.



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23 Ill. Admin. Code §§226.40 and 226.520.

ISBE 2024 Guidance Document: Behavioral Interventions in Schools: Guidelines for the Development of District Policies for Students with Disabilities

Honig v. Doe, 108 S.Ct. 592 (1988)

School Board of the County of Prince William, Virginia v. Malone, 762 F.2d 1210 (4th Cir. 1985)

S-1 v. Turlington, 635 F.2d 342 (5th Cir. 1981)

Kaelin v. Grubbs, 682 F.2d 595 (6th Cir. 1982)

Victoria I v. District School Board, 741 F.2d 369 (11th Cir. 1984)

Doe v. Bd. Of Educ. Of Oak Park and River Forest High School Dist. No. 200, (115 F.3d 1273 (7th Cir. 1997)

Administrative Adoption: October 25, 1999

Amended: **TBD**

Administrative Procedure - Misconduct by Students with Disabilities

Special Education Suspension Procedures

All suspension notices and suspension review procedures established by The School Code shall be followed when suspending a special education student. A special education student may be suspended for an aggregate of 10 days of school per school year, regardless of whether the student's gross disobedience/misconduct is a manifestation of his/her disabling condition. The school district is not required to provide educational services during these removals unless services are provided to all students without disabilities under similar circumstances.

~~In addition, a special education student who is suspended from school shall receive educational services in accordance with the IDEA.~~

~~In the case of a suspended special education student, the suspension notice must state that parent(s)/guardian(s) may request a case study evaluation or a due process hearing pursuant to the ISBE Special Education Rules and Regulations and the procedural safeguards of the IDEA.~~

~~If a child carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or school function, the District shall, no later than 10 school days after determining to suspend the student, convene a meeting to review the relationship between the student's disability and the behavior which is subject to discipline, in accordance with the provisions described in paragraphs 2 through 4 below.~~

~~For all suspensions, no later than 10 school days after the decision to suspend a student is made, the District shall convene an IEP meeting to review and, if appropriate, modify the student's behavior modification plan, as necessary, to address the student's behavior. If no behavior management plan is in place, the District shall develop an assessment plan to address the behavior.~~

Special Education Expulsion Procedures

The District shall promptly notify the student's parent(s)/guardian(s) of the disobedience or misconduct and whether the student shall be recommended for expulsion. All procedural protections pertaining to notice provided under the District's discipline policy shall apply to a notice of recommended expulsion in the case of a special education student. Such notice shall also include the following information.

- That an Individualized Education Plan (IEP) meeting shall be convened to determine whether the student's act of gross disobedience/misconduct is a manifestation of his/her disability. The meeting shall take place as soon as possible, but at least 10 calendar days after this notice was sent, unless such 10-day notice is waived by the parent(s)/guardian(s).
- That the student's parent(s)/guardian(s) are requested to attend the IEP meeting and the date, time, and location of the meeting.

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For purposes of such manifestation determination review, the **IEP** team shall include the members of the student's IEP team and other qualified personnel including, but not limited to, the authorized administrator familiar with the act of misconduct.

In carrying out the manifestation determination review, the team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information including:

- evaluation and diagnostic results, including relevant information supplied by the parents; observations of the student; and
- the student's IEP and placement.

The team shall make the following determinations regarding whether the student's conduct was a manifestation of his or her disability:

- whether, in relationship to the behavior subject to the disciplinary action, the student's IEP and placement were appropriate and whether the special education, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement;
- whether the student's disability did or did not impair the ability of the student to understand the impact and consequences of the behavior subject to the disciplinary action; and
- whether the student's disability did or did not impair the ability of the student to control the behavior subject to the disciplinary action.

If, at the manifestation review conference, it is determined that the behavior of the student was a manifestation of his or her disability, the authorized administrator shall not recommend expulsion. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the ISBE Special Education Rules and Regulations. During the period necessary to propose a new placement, the student will remain in his or her then current placement unless:

- the student has not previously been suspended for a period exceeding 10 school days during the same school year, in which case the student may be suspended for a maximum of 10 school days less such previous suspension(s);
- the parent(s)/guardian(s) and the District agree on an interim placement; or
- the District obtains an order from a court of competent jurisdiction or a State of Illinois hearing officer changing the then current placement or providing for other appropriate relief.

If, at the manifestation review conference, it is determined that the behavior of the student was not a manifestation of his/her disability, the authorized administrator may recommend that the student be considered for expulsion by the School Board. The expulsion notice to the parent(s)/guardian(s) sent pursuant to The School Code shall also include the following provisions:

- the parent(s)/guardian(s) are entitled to all rights provided under the IDEA and those set forth in the ISBE Special Education Rules and Regulations, as available to the parent(s)/guardian(s) from the District. A copy of the parent(s)/guardian(s)



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- rights shall be included with the expulsion hearing notice.
- in addition to issues regularly determined at an expulsion hearing, the authorized administrator must present evidence that the manifestation review team met and concluded that the student's misconduct was not a manifestation of his/her disability which shall be duly noted by the Board.
- the administration shall ensure that relevant special education and disciplinary records of the student are transmitted for consideration by the Board.

If a special education student is expelled from school in accordance with the procedures set forth above, the District shall convene an IEP meeting to develop an educational program to deliver educational services to the student during such period of expulsion.

Weapon and Drug Offenses

In accordance with the above procedures, the District may take one or more of the following steps when a student with disability carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function in accordance with the Illinois School Code:

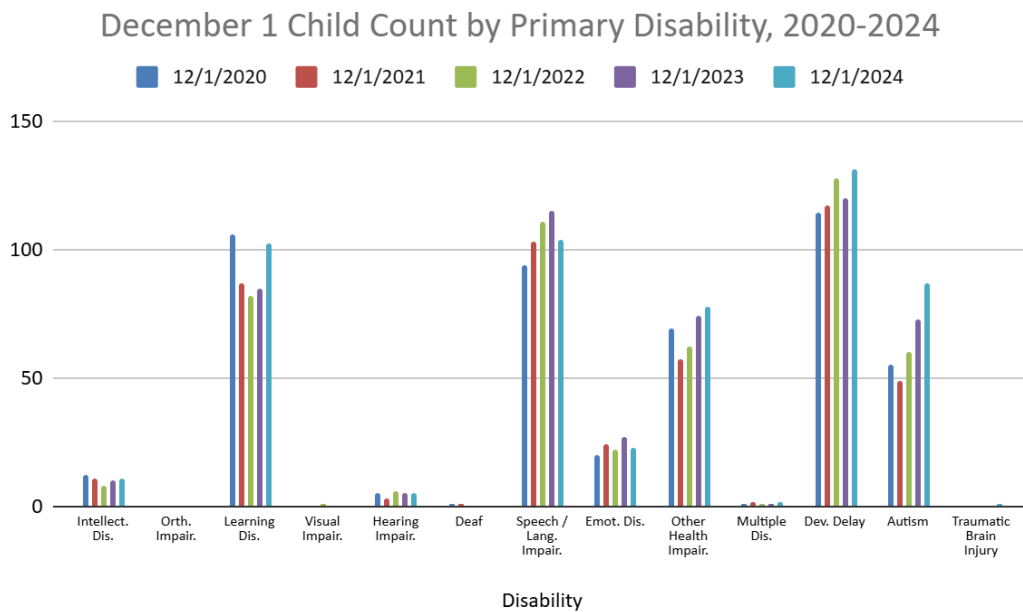
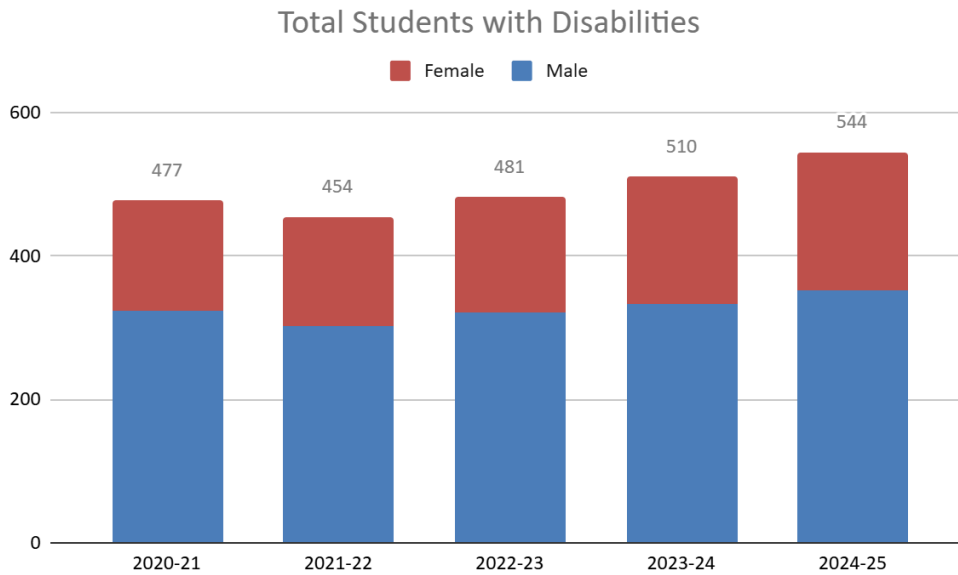
- Suspend the student from school for 10 school days or less.
- Convene an IEP meeting to consider placement in an interim alternative educational setting for up to 45 calendar days. At such conference, the IEP team shall also follow the procedures described in paragraphs 1 through 4 above.
- If the parent(s)/guardian(s) disagree with the alternative educational placement or with the District-proposed placement, and the parent(s)/guardian(s) initiate a due process hearing, the student must remain in the alternative educational setting during the authorized review proceedings, unless the parent(s)/guardian(s) and the District agree on another placement.
- Seek an order from a court of competent jurisdiction or a State of Illinois Due Process Hearing Officer to change the student's educational placement if the District demonstrates that the current placement is substantially likely to result injury to the student or to others.

Administrative Adoption: October 25, 1999

Amended: TBD

Section 2: Annual Updates

Active IEPs: Woodridge School District 68



Students with Behavior Intervention Plans in their IEPs

2019-20: 43

2020-21: 35

2021-22: 27

2022-23: 28

2023-24: 40

2024-25: 58

Use of Restrictive Interventions Among Students In District (as of February)

	2021-22	2022-23	2023-24	2024-25
Total Number of Incidents	7	4	2	1
Number of Students Involved	7	4	1	1
Students with IEPs	4	3	1	1
Students without IEPs	3	1	n/a	n/a

2024-25 Staff Development Activities Related to Behavior Interventions

- 8 hour de-escalation and physical management training required by ISBE consisting of:
 - o 2 hours of online modules related restorative practices
 - o 6 hours of in-person physical management training
 - o Offered in Summer, 2024 for certified staff and support staff
- Student-specific and classroom-based coaching and support from district Behavior Intervention Specialist