

PROCEDURES FOR THE USE OF BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH ACTIVE INDIVIDUAL EDUCATION PLANS

The Cooperative emphasizes the use of positive behavioral interventions with students with disabilities to develop and strengthen desirable behaviors and reduce identified inappropriate behaviors. Behavioral interventions shall be used by taking into consideration the student's physical freedom and social interaction and shall be administered in a manner that respects human dignity and personal privacy and that ensures a student's rights to placement in the least restrictive environment.

DESIGNATION OF LEVELS OF RESTRICTIVENESS:

In accordance with Section 5/14-8.05 of the *School Code of Illinois* and the ISBE's *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities (June 1996)*, behavioral interventions for students with disabilities are classified under four distinct categories of generally-accepted behavior intervention methods. These categories include:

NON-RESTRICTIVE; RESTRICTIVE; HIGHLY RESTRICTIVE; and PROHIBITED INTERVENTIONS.

NON-RESTRICTIVE INTERVENTIONS:

The following non-exhaustive list of non-restrictive interventions may be used with any student without the development of a written behavioral intervention plan (BIP) and/or inclusion in the student's IEP.

1. Allowing the student to escape task (e.g., allowing the student to remove themselves from a task for a period of time in order to regain their composure)
2. Calling/ notifying parents of the behavioral concern
3. Differential reinforcement of desired behaviors (e.g., a varying reinforcement schedule that is used to shape appropriate behavior)
4. Direct instruction
5. Environment or activity modifications (e.g., change the delivery and/or assessment piece of an activity/task in order to tap and/or obtain an assessment of what the student's needs/skills are)
6. Modeling a preferred behavior (e.g., provide the student with appropriate examples of desirable skills/behavior)
7. Peer involvement (e.g., provide peer models and/or interaction to assist with the acquisition of appropriate skills for behavior/task) reinforcement
8. Planned ignoring (e.g., staff/adult ignoring of an inappropriate behavior that is not dangerous to the student or others)
9. Positive practice/overcorrection* (e.g., having a student practice repeatedly an appropriate behavior/task)
10. Positive reinforcement (individual or group) (e.g., providing positive verbal feedback and/or positive physical cuing/rewards to assist the student in learning an appropriate behavior/skill)
11. Prompting (e.g., providing the student a verbal or non-verbal cue to perform/initiate a specific skill/task)
12. Proximity control (e.g., using adult physical presence to prompt appropriate and/or discourage inappropriate behavior/tasks)
13. Redirecting student (physically)* (e.g., direct a student physically through hand over hand assistance and/or blocking of multiple exits to direct the student toward one doorway)

14. Redirecting student (verbal, non-verbal signal) (e.g., using verbal statements and/or non-verbal gestures to assist the student in changing their current behavior to a more appropriate behavior)
15. Shaping (e.g., using adult modeling to assist a student to perform a desired behavior at the point in which the student begins having difficulty in order to teach the necessary skills to finish the task/activity)
16. Teaching alternative behaviors (e.g., teaching behaviors to a student which result in the same desired outcome as the previously targeted behavior)
17. Teaching self-reinforcement (e.g., teaching the student ways in which they could provide themselves positive feedback/rewards for performing a desired task/skill)
18. Token economy (e.g., using physical tokens/rewards to reinforce/reward positive behaviors/skills)

*Depending upon the student's needs and his/her IEP, these interventions may be restrictive in nature. With extensive use, these interventions may become restrictive in nature. Additionally, if they adversely affect student learning or extreme negative behaviors occur in response to them, they could be considered restrictive interventions. Under these circumstances, all precautions (e.g., documentation) associated with Restrictive Interventions may be implemented. Also, the interventions may be a physical restraint (see NDSEC Administrative Procedures 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint.)

RESTRICTIVE INTERVENTIONS:

The following non-exhaustive list of interventions may be appropriate during emergency situations (e.g., a situation where the student poses an immediate danger to himself/herself and/or others), or when less restrictive interventions have been attempted and failed. Restrictive interventions are generally used only after a functional behavior analysis (FBA) has been completed and documented, a behavior intervention plan (BIP) has been written and appropriate modifications of the student's IEP have been completed. These interventions are used for a minimum amount of times and in conjunction with positive interventions whenever possible.

1. Detention (before/after school, weekend)
2. Exclusion From Extra-Curricular Activities
3. Food Delay
4. Forced Physical Management* (e.g., using student's arm to guide them to a safe place to calm down)
5. Physical Restraint*
6. Isolated Time Out or Time Out*
7. Suspension (in-school)
8. Suspension (out of school)

*See NDSEC Administrative Procedures 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint, for when these interventions are permissible.

HIGHLY RESTRICTIVE INTERVENTIONS:

The following interventions have been determined to be inappropriate in most circumstances.

1. Aversive mists, aromatics, or tastes
2. Denial or restricted access to regularly used equipment/devices that facilitate the student's functioning in the academic environment (except when such equipment is at temporary risk of damage)
3. Expulsion with continuation of educational services as defined in the IEP.

PROHIBITED INTERVENTIONS:

The following interventions are illegal and are prohibited.

1. Corporal Punishment
2. Expulsion without continuation of educational services as defined in the IEP.
3. Faradic Skin Shock
4. Physical Manipulation or procedure that causes pain and/ or tissue damage when used as an aversive response to problematic behavior.
5. Mechanical Restraints (mechanical restraints do not include restraints that: are prescribed by a physician to treat a student's medical needs; protect a student who is known to be at risk of injury resulting from a lack of coordination or frequent loss of consciousness; position a student with physical disabilities in a manner specified in the student's IEP, Section 504 plan, or other plan of care; provide a supplementary aid, service, or accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students)
6. Chemical Restraints (chemical restraints do not include medication that is legally prescribed and administered as part of a student's regular medical regimen to manage behavioral symptoms and treat medical symptoms)

A definition of each behavioral intervention listed above is found in *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities* (ISBE 1996), which was considered by the Cooperative in conjunction with the development of these procedures. A copy of this document may be requested by contacting the ISBE at 100 N. First Street, Springfield, Illinois 62777-0001.

Criteria For Determining When A Student May Require A Behavioral Intervention Plan

- A. At every IEP conference, the IEP team will consider whether the student exhibits behavior that impedes his/her learning or that of others. If so, the IEP team will also consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. Depending on the nature, frequency, and severity of the behavior, this may be done informally (and documented in the IEP) or through the initiation of an FBA and development of a BIP.
- B. When a student experiences instances of isolated time out, time out, or physical restraint on any 3 days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedure(s) used, review the student's FBA, and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other specified interventions. The individual behavior plan shall be placed in the student's temporary record. The review meeting shall also consider the student's potential need for a change in program. An IEP meeting satisfies this review meeting requirement.
- C. When a student engages in misconduct that results in removals of more than 10 school days during one school year, the IEP team shall develop, or review and as appropriate revise, an FBA and BIP for the student to address the behavior violation so that it does not recur.
- D. Upon the occurrence of an incident that may subject the student either to expulsion or to suspension resulting in more than 10 cumulative school days during one

school year, the IEP team shall develop, or review and as appropriate revise, an FBA and BIP for the student.

Procedures For Monitoring The Use Of Restrictive Behavioral Interventions

The District will establish a Parent-Teacher Advisory Committee to implement and monitor the Board's Policy on the implementation and use of restrictive behavioral interventions. The duties of the Committee include:

- A. Reviewing and monitoring incidents involving the emergency use of restrictive behavioral interventions;
- B. Developing/reviewing and monitoring behavioral interventions involving the use of restrictive procedures;
- C. Advising the District on issues arising from the use of restrictive behavioral interventions;
- D. Identifying staff or consultants qualified in the area of behavioral interventions; and
- E. Advising the District regarding staff development in the area of behavioral interventions.

Procedures For Using Isolated Time Out, Time Out, And Physical Restraint

See Administrative Procedures 7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint.