

Behavioral Intervention Guidelines

I. Purpose

These initial procedures were developed after review and consideration of the *Behavioral Intervention in Schools: Guidelines for Development of District Policies for Students with Disabilities* promulgated by the Illinois State Board of Education which promote the use of positive interventions. For a copy of the *Guidelines* you may contact the Illinois State Board of Education by writing to 100 North First Street, Springfield, IL 62777-0001. You can also reach the Illinois State Board of Education at this number: 217-782-5589. These revised procedures were developed after review and consideration of the emergency Rules part 1.280 and part 1.285 (need reference number) For questions specific to these procedures, you may contact Macon-Piatt Special Education District at 362-3055.

It is the purpose of these procedures to provide the structure for Districts in the Macon-Piatt Special Education District to comply with applicable laws with respect to the use of behavioral interventions for students with disabilities who are receiving special education services.

II. Interventions

A. Nonrestrictive

1. These interventions are the preferred method to affect a positive change in the student's behavior and may be used without a written behavior plan or change to the student's Individual Education Plan (IEP).
2. This type of intervention includes, but is not limited to, direct instruction, positive practice, overcorrection, prompting, self-directed or teacher-directed calm corner, temporary restriction from extracurricular activity, detention, temporary instructional setting, redirection and positive reinforcement, and suspension for less than aggregate of ten (10) days.
3. Excessive use or a negative reaction by the student may indicate that the intervention is or is becoming restrictive. If the IEP team determines an intervention has become restrictive, the staff will follow all safeguards addressing restrictive interventions set forth in Section IV below.

B. Restrictive

1. Prior to using any restrictive interventions, the IEP team must amend the student's IEP by adding a behavior management plan which was written in accordance with a completed functional behavior analysis, except in the event of an emergency which endangers the safety of the student or others.
2. This type of intervention includes, but is not limited to, food delay, forced physical guidance, inhibiting devices, suspension for aggregate of ten (10) or more days, exclusion from extracurricular activities, physical restraint and time-out.

C. Highly Restrictive

1. Highly restrictive interventions are inappropriate for use in most school settings and, if used, administrative staff will closely monitor the use.
2. This type of intervention includes, but is not limited to, aversive mists, and expulsion with special education services.

D. Prohibited

Prohibited interventions are not to be used under any circumstances and include, but are not limited to, isolated time out, withholding meals, corporal punishment, expulsion without special education services, mechanical restraints*, faradic skin shock, and physical manipulations whose intent is to cause pain.

*Mechanical restraints do not include devices prescribed by appropriate medical or related services professional and used for the specific and approved purpose for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

III. Behavior Intervention Plan

- A. Students with disabilities who exhibit significant behavioral or emotional needs to such a marked degree as to require the use of restrictive interventions must have a written behavior plan attached to his or her IEP. The IEP team shall meet to develop the plan and amend the student's IEP in accordance with the behavior intervention plan.
- B. The behavior plan should include:
1. a summary of the functional behavioral assessment;
 2. interventions previously used and those to be implemented;
 3. expected behavioral changes and evaluation methods;
 4. intervention effectiveness review; and
 5. a provision for communicating with the parent regarding the student's behavior.

IV. Use of Time Out and Physical Restraint Interventions

- A. Time out and physical restraint shall be used only for therapeutic purposes, or as a means of maintaining a safe environment for learning, and only to the extent necessary to preserve the safety of staff and students. Neither time out nor physical restraint shall be used as a form of punishment.
- B. Definitions
1. "Time out" means a behavior management technique that involves the monitored separation of a student from classmates with a trained adult for part of the school day, usually for a brief time, in a non-locked setting.
 2. Physical restraint means to hold a student or otherwise restricting the student's movements. Physical restraint includes only the use of specific, planned techniques (e.g. "team control"). A physical restraint shall not impair a student's ability to breathe or speak normally. Prone or supine physical restraint is not permitted.

3. Restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices accomplished with limited force and designed to:
 - a. prevent a student from completing an act that would result in potential physical harm to himself, herself or another, or damage to property; or
 - b. remove a disruptive student who is unwilling to leave the area voluntarily.

C. General requirements for physical restraints

1. Physical restraint may only be employed under the following conditions:
 - a. the student poses a physical risk to himself, herself, or others,
 - b. there is no medical contradiction to its use, and
 - c. the staff applying the restraint has been trained in its safe application.
3. Only individuals who have received systematic training and have received a certificate of completion or other written evidence of participation shall apply physical restraint to students. Physical restraint shall not be used for incidents of profanity or verbal disrespect or threats, unless the student has the demonstrated means of or intent to carry out the verbal threat.
4. Mechanical or chemical restraint (i.e. the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
5. Medically prescribed restraints used for physical disability or immobilization shall not be used as physical restraint for maintaining discipline.
6. The staff shall consider the safety and security of the student when applying physical restraints. Physical restraint shall not rely on pain as an intentional method of control.
7. In determining whether a student who is being physically restrained should be removed from the area where the restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional well-being of other students in the vicinity.
8. When physically restraining a student who uses sign language or an augmentative mode of communication, the staff will allow the student brief periods when his or her hands are free for communication, unless this would result in harm to the student or others.

D. Time limits

1. A student shall not be kept in a time out longer than is therapeutically necessary. No less than once every 15 minutes, the trained adult must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.
2. Staff shall release a student from physical restraint immediately after determining that the student is no longer an imminent danger to himself, herself, or others.

3. If time out exceeds thirty (30) minutes or a physical restraint exceeds fifteen (15) minutes, or repeated incidents in the aggregate of three hours:
 - a. A licensed educator knowledgeable about the use of time out or trained in the use of physical restraints, as applicable, shall evaluate the situation considering the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternative strategies (e.g. assessment by a mental health crisis team, assistance from police, or transportation by ambulance), and
 - b. Produce a written report of the evaluation with a copy sent to the Assistant Director and one placed into the student's temporary record.
4. Upon the third instance of non-therapeutic time out or physical restraint, staff shall review the effectiveness of the intervention(s) and will convene an IEP meeting to determine the need for the addition of or update to a behavior intervention plan for continued use or modification to the intervention(s). The IEP meeting shall also consider the student's potential need for an IEP revision, including the consideration of an alternative program.

E. Documentation and Notification

1. The District will maintain a written record of each episode of time out or physical restraint and place it in the student's temporary record.
2. Staff will record the episodes on the required ISBE form and shall complete the record prior to the beginning of the next school day after the episode.
3. The District will notify a student's parents of any use of isolated time out or physical restraint within twenty-four (24) hours of the episode and send the completed form.
4. No later than 48 hours after the use of time or physical restraint, the District will send the completed form to the E-mail specified by ISBE on the form. The District shall copy the Assistant Director and Special Education Administrator on the E-mail to ISBE.
5. Staff will inform the Assistant Director of Special Education or his or her designee of each episode as soon as possible but no later than the end of the school day in which the episode occurred and forward a copy of the written record when completed.
6. The Assistant Director of Special Education is the school official that will monitor and investigate occurrences of time out or physical restraint.
7. The annual review of the use of time out or physical restraint will include the following:
 - a. the number of incidents involving the use of these interventions;
 - b. the location and duration of each incident;
 - c. identification of the staff members who were involved;
 - d. any injuries or property damage that occurred; and
 - e. the timeliness of parental notification, timelines of agency notification, and administrative review.

V. Selection of Interventions

The IEP team will consider a continuum of possible interventions based upon the results of the functional behavioral analysis. The IEP team will propose using the least restrictive interventions which are reasonably calculated to produce the desired behavioral change.

VI. Parental Involvement

- A. Parents, as part of the IEP team, should be involved in the development and implementation of a behavior intervention plan which may include the use of restrictive interventions.
- B. All procedural safeguards under the *Individuals with Disabilities Education Act* and *The Illinois School Code* shall apply to any dispute regarding the IEP and/or the behavior intervention plan.
- C. Any parent, individual, organization, or advocate may file a signed written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated these procedures. The complaint shall include the facts on which the complaint is based; the signature and contact information for the complainant; the names and addresses of the students involved (and the name of the school of attendance), if known; a description of the nature of the problem, including any facts relating to the problem; and a proposed resolution of the problem to the extent known.

VII. Professional Development

- A. Any adult who is supervising a student in time out or applying physical restraint shall be trained in de-escalation, restorative practices, and behavior management practices.
- B. The District will offer training to all special education teachers and related services personnel regarding behavior management techniques and the implementation of the procedures contained herein.
- C. The District shall provide continuing professional development in the area of behavioral assessment and intervention strategies as determined necessary through the annual needs assessment survey.

VIII. Notice

- A. Parents:
 - 1. The District shall furnish a copy of these procedures to parents or guardians of all students with IEPs within fifteen (15) days after adoption or amendment by the Board, or at the time an IEP is first implemented for a student.
 - 2. At each annual IEP review, the District shall explain the policy and procedures to the parent, furnish a copy of the policy, and make available a copy of the procedures upon request.
- B. Students: The District shall inform all students of the behavior intervention policy annually by providing notice in the school district's Student/Parent handbook disseminated at the beginning of each school year.

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