

SANGAMON AREA SPECIAL EDUCATION DISTRICT

PROCEDURES FOR BEHAVIORAL INTERVENTIONS

FOR

STUDENTS WITH DISABILITIES

Revised

SASED Board of Directors

POLICY FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

It is the policy of New Berlin School District to comply with the and the IDEA, the Illinois School Code and the applicable regulations on the use of behavioral interventions for students with disabilities who are receiving special education services.

New Berlin School District believes that behavioral interventions should be used by teachers and administrators to identify, promote and strengthen desirable adaptive student behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible.

New Berlin School District recognizes that 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.

If any portion of this policy is invalid, it shall not affect the validity of the remainder of this policy. This policy shall be deemed to be amended by operation of law where statutory or regulatory amendments or case law necessitates change to policy.

References: Illinois State Board of Education, Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint

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;

The Illinois School Code, Sections 10-20.31. *Time out and Physical Restraint*, 105 ILCS 5/10-20.33, 23 IL Administrative Codes 1.285.

Revised:

SASED Board of Directors

PROCEDURES FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

SECTION 1: PURPOSE

It is the purpose of these procedures to establish the process for SASSED and its member districts to comply with applicable laws with respect to the use of behavioral interventions for students with disabilities who are receiving special education services.

Behavioral interventions should be used by teachers and administrators to identify, promote and strengthen desirable adaptive student behaviors. A fundamental principle is that positive, non aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner of 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 with disabilities should be based on 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 instructional practices.

SECTION 2: DEVELOPMENT OF POLICIES AND PROCEDURES

The SASSED Director and the SASSED Board of Directors, using the Illinois State Board of Education guidelines as a reference, shall develop 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 be developed and reviewed annually with the advice of the SASSED Behavior Intervention Policy Committee (BIPC). The BIPC shall consider any recommendations received from the member districts' advisory committees. The policies and procedures will promote the use of positive behavioral interventions and include, but not be limited to, the following components:

- A. Designation of behavioral interventions by level of restrictiveness.
- B. Procedures for the development of behavioral management plans for students with disabilities having significant emotional needs and for such students requiring restrictive interventions.
- C. Procedures for the documentation of emergency use of restrictive interventions.
- D. Provisions for parent involvement.
- E. Provisions for staff training and professional development.

SECTION 3: DISTRICT ADVISORY COMMITTEE

Each member school district may maintain a district advisory committee, which may review these policies and procedures and provide recommendations to the SASED Director for consideration by February 1 each year.

BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

SECTION 4: DISTRIBUTION

As required by law, these policies and procedures will be provided to parents or guardians of students receiving special education services by each member district within 15 days after they have been adopted by the school board, or at the time the IEP is first implemented (initialized) for the student. Students will be informed annually of the policies. At the student's annual IEP, parent(s)/guardian(s) will receive a copy of the District/SASED Behavioral Intervention Policy, will be given an explanation of the policy and procedures, and will be made available upon request of the parent(s)/guardian(s) a copy of the **Behavioral Intervention 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, 100 North First Street, Springfield, IL 62777-0001.

SECTION 5: DESIGNATION OF BEHAVIORAL INTERVENTIONS BY LEVEL OF RESTRICTIVENESS

Behavioral interventions are categorized into two levels of restrictiveness: 1) nonrestrictive, 2) restrictive

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 intervention plan as part of the student's IEP.

This list is not all-inclusive:

Allowing student to escape task	Proximity control
Temporary Instructional setting	Punishment writing*
Calling and notifying parent	Redirecting student physically*
Contingency contracting	Redirection (verbal or nonverbal)
Detention*	Response-cost
Differential reinforcement	Restitutional overcorrection*
Direct instruction	Safe place
Environmental or activity modification	Self-management
Extinction*	Shaping

Instructional assignment	Teaching alternative behaviors
Modeling	Teaching self-reinforcement
Peer involvement	Temporary restriction from extracurricular activity*
Planned ignoring	
Time-out in class and out of class	
Positive practice/overcorrection*	Token economy
Positive reinforcement (individual or group)	Verbal feedback
Prompting	Verbal reprimand
Momentary physical restriction	

*Extensive use of these interventions that affects educational performance may lead to these interventions becoming restrictive in nature.

Restrictive Interventions

Exclusion from extracurricular activities	Negative practice
Food delay	Satiation
Forced physical guidance	Suspension in-school - in excess of nine days singly or in aggregate
Inhibiting devices	Suspension out-of-school - in excess of nine days singly or in aggregate
Physical restraint	Time out
Isolated time out	

Physical restraint isolated time out, and time out, may be used only when::

- 1) the student is an imminent risk to serious physical harm to themselves or others;
- 2) after less restrictive interventions have been attempted and failed
- 3) in conjunction with positive interventions designed to strengthen competing behaviors; and

- 4) as identified on the behavior intervention plan or as identified in the student handbook if no behavior intervention plan exists

Documentation of Behavior must be completed along with the required ISBE Time Out/Restraint form. An IEP meeting must be held to review documentation and functional analysis if three (3) or more restrictive interventions are utilized within a 30-calendar day period. A behavioral management plan or amendment to the behavior intervention plan should be written to address the behaviors at the IEP meeting.

Expulsion with a continuing education program may only occur after an IEP has determined that the behavior is unrelated to the student's disability through the manifestation determination process.

Prohibited Interventions

Prohibited interventions are illegal and cannot be used under any circumstances.

- 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
- . Mechanical restraints (excludes restraints prescribed by a physician or used as a safety procedure for transportation)
- . Chemical restraints

SECTION 6: TIME OUT ISOLATED TIME OUT AND PHYSICAL RESTRAINTS

The use of time out shall be subject to the following requirements for physical space, per 23IAC 1.2856(a):

- 1) Any enclosure used for isolated time out or time out shall meet the requirements listed in 105 ILCS 5/10-20.33 and 23 IL Administrative Code 1.285.
- 2) Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out or time out but also, if applicable, other individual who is required to accompany this student
- 3) The room must be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb the wall
- 4) If an enclosure used for isolated time out or time out is fitted with a door, the door shall not be locked at any time during the timeout.

- 5) For a time out, a trained adult (trained in de-escalation, restorative practices, and behavior management) who is responsible for supervising the student must remain in the same room as the student at all times during the time out.
- 6) For an isolated time out, an adult who is responsible for supervising the student, must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress.
- 7) A student placed in isolated time out must have reasonable access to food, water, medications, and toileting facilities. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have his or her clothing removed, including, but not limited to , shoes, shoelaces, boots or belts.

If, during a time out, a student is physically aggressive toward a staff member or engages in self-injurious behavior, then school personnel may utilize other appropriate interventions to preserve safety, including isolated time out, physical restraint, contact with law enforcement, or interventions included in the student's IEP or BIP, as applicable.

A student should not be kept in isolated time out or time out for 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 isolated time out or time out was imposed.

Many students need additional time to deescalate and process after they are no longer displaying the behavior that necessitated the time out, and if that is the case they may deescalate in the same location. The isolated time out or time out ends when the student is no longer a danger to self or others.

The use of physical restraints is prohibited except when:

- 1) The student poses an imminent danger of serious physical harm to himself, herself or others; A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat. The use of any other device other than personal physical force to restrict the limbs, head, body, shall not be used.
- 2) There is no medical contradiction of its use; and
- 3) The staff person(s) applying physical restraint has been trained in its safe application.
- 4) Isolated Time Outs/Physical Restraints may not be used when administering discipline to students.

For this purpose, "restraint" does not include momentary physical restriction or physical escort by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed to prevent a student from completing an

act that would result in potential harm to himself, herself or another or damage to property; or remove a disruptive student who is unwilling to voluntarily leave the area.

The use of physical restraints that meets the requirements above should be included in a student's individualized education plan where deemed appropriate by the student's individualized education plan team.

Whenever a physical restraint has been utilized, school personnel shall document the incident, including events that led up to the incident, the type of restraint used, the length of time the student was restrained, and the staff involved on the Documentation of Behavior Form. The parent/guardian shall be informed/notified of the use of physical restraint/isolated time-out/or time out. Completion of both the Documentation of Behavior Form and ISBE Time Out/Restraint Form must be completed and given to the designated school official by the end of the day on which the incident occurred and must be sent to ISBE within two school days. Case managers are required to send a copy of the ISBE Time Out/Restraint form to the student's guardian within one business day of the occurrence of either an isolated time out, time out or physical restraint, but shall also make reasonable efforts to contact the parent the same day the isolated time out, time out, or restraint occurred. (Documentation of Behavior Form/ISBE Isolated Time Out/Time Out/Physical Restraint Form are provided in Appendix IV.)

Isolated time outs which exceed 30 minutes, physical restraints which exceed 15 minutes, or repeated episodes occurring during a (3) three-hour period must be evaluated by a certified staff person knowledgeable of the use of isolated timeouts/physical restraints. The evaluation should consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment or use of restroom, or the need for alternate strategies. The written evaluation should be documented on the Documentation of Behavior Form and shall be placed in the student's temporary student record and a copy given to the designated school official. After three such episodes in a 30 day period, school personnel shall review the effectiveness of the student's behavior intervention plan and use of alternative interventions. After three instances of isolated time outs or physical restraints, within a 30-day time period, a 10-day notice shall be given, inviting guardians/parents to participate in the review of the behaviors and effectiveness of procedures used. A behavioral plan for either continued use of interventions or alternative interventions shall be written and placed in the student's temporary records. A parent may provide the district with a written waiver of this requirement of notification, however a meeting will still be held to review the effectiveness of the Behavior Intervention Plan.

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 and/or emotional needs, which are:

- 1) impeding the learning of the student or the learning of others;
- 2) severe and/or significant over a period of time;
- 3) not responsive to the use of positive, nonrestrictive interventions;
- 4) not responsive to the application of standard disciplinary policy procedures, and

The behavior intervention plan should be included as part of the student's IEP. Components of the plan include:

- 1) a functional analysis of behavior(s) of concern, and
- 2) the written behavior intervention plan itself.

A form to be used to conduct the functional analysis of behavior(s) of concern is provided in Appendix I; a form for the development of a behavior intervention plan is provided in Appendix B.

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

The case manager (special education teacher), with 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 procedural guidelines.

Evaluation of Restrictive Interventions

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

- 1) An analysis of baseline data from the functional analysis concerning frequency, duration, and/or intensity of the behavior(s) of concern prior to initiation of the intervention;
- 2) Data concerning the frequency, duration, and/or intensity of the behavior(s) of concern after the initiation of the intervention;
- 3) 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 behavior management plan shall be modified by reconvening the IEP meeting.

SECTION 8: EMERGENCY USE OF RESTRICTIVE INTERVENTIONS

"Emergency" refers to a situation in which immediate restrictive intervention not already identified in the behavior intervention plan is necessary to protect students, other individuals, or school staff from the imminent danger of serious physical harm. When confronted with an emergency, personnel should use interventions that are the least intrusive to reasonably

respond to the situation.

If an emergency situation requires the use of a restrictive intervention not included in the students' behavior intervention plan more than twice in a thirty calendar day period, an IEP meeting should be commenced to review and modify, if necessary, the behavior intervention plan. The IEP team should meet no later than ten days after the emergency situation occurs. A functional analysis of the student's behavior, which caused the implementation of the emergency procedure, should be completed. A new behavioral intervention plan may be developed from the functional analysis of behavior.

The parents or guardians should be notified the same day when a restrictive procedure is used in an emergency situation. Additionally, the use of an emergency intervention should be documented using the form in Appendix III. The documentation includes:

- 1) A description of the time, place, events, and participants in the incident that required the emergency intervention;
- 2) A description of the emergency intervention used, including all staff involved;
- 3) A description of injuries and/or damage to property;
- 4) The student's response to the emergency intervention;
- 5) Recommendations for avoiding future incidents.

SECTION 9: PROVISIONS FOR PARENT INVOLVEMENT

Parents and/or guardians of students with disabilities who are receiving special education services should be actively involved in the development of a behavior management plan using restrictive interventions. Such involvement includes, but is not limited to, participation in the design, implementation and evaluation of interventions as part of the IEP. Under no circumstances shall a behavior intervention plan be implemented for a student receiving special education services without it being developed as part of the IEP.

All procedural safeguards, including rights to administrative remedy, mediation, and impartial due process hearing, as required through the Individuals with Disabilities Education Act (IDEA) and the Illinois School Code, shall be applicable to the resolution of disputes involving the behavior management plan and the IEP.

SECTION 10: PROVISIONS FOR TRAINING AND PROFESSIONAL DEVELOPMENT

All special education teachers and related services personnel, to the extent practical, will have training in the management of behavior for children with disabilities consistent with 23 IL

Administrative Code 1.285. Training will be provided annually to personnel on the implementation of the procedures in this document. Special education teachers and related services personnel presently employed will receive inservice training on the implementation of these procedures.

Ongoing professional development of personnel in behavioral assessment and behavioral intervention strategies will be provided as determined relevant by a personnel development needs assessment conducted annually for the IDEA grant.

Eight hours of professional development in de-escalation techniques, restorative practices, trauma informed practices, behavior management practices, and identifying signs of distress during isolated time out or restraint will be provided to any staff that would be supervising students in isolated time out, time out, or restraint.

References: Illinois State Board of Education, Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint

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*;

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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.

APPENDIX I

Documentation of Behavior

Functional Behavioral Assessment

Behavior Intervention Plan

Name: _____ Date: _____ Time: _____ Staff: _____

Documentation of Behavior

Setting/Activity	What happened before? (Antecedents)	Behavior description (Behaviors of Concern)	What happened after? (Consequences) # order of occurrence
<p style="text-align: center;">Gen Ed _____ SpED</p> <input type="checkbox"/> Break <input type="checkbox"/> Independent work <input type="checkbox"/> Work with adult <input type="checkbox"/> Small group <input type="checkbox"/> Large group <input type="checkbox"/> Other: _____ <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> Library <input type="checkbox"/> Technology <input type="checkbox"/> Art <input type="checkbox"/> Speech <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Cafeteria <input type="checkbox"/> Assembly <input type="checkbox"/> OTHER: _____ ___Hallway to: _____ # Adults present _____ # Students present _____	<input type="checkbox"/> No activity/material <input type="checkbox"/> Working independently <input type="checkbox"/> Transition between activities <input type="checkbox"/> Transition between rooms <input type="checkbox"/> Task presented <input type="checkbox"/> Asked to take a break <input type="checkbox"/> Asked to stop activity <input type="checkbox"/> Wanted something told no <input type="checkbox"/> Wanted something he/she could have <input type="checkbox"/> Student alone <input type="checkbox"/> Student waiting <input type="checkbox"/> Inappropriate behavior blocked <input type="checkbox"/> OTHER: _____ _____	<input type="checkbox"/> Passive refusal <input type="checkbox"/> Verbal refusal <input type="checkbox"/> Physical aggression: hit/attempt <input type="checkbox"/> Physical aggression: kick/attempt <input type="checkbox"/> Physical aggression: bite/attempt <input type="checkbox"/> Physical aggression: grab/attempt <input type="checkbox"/> Physical aggression: hair pull/attempt <input type="checkbox"/> Spit <input type="checkbox"/> Object aggression: throw/kick/destroy <input type="checkbox"/> Verbal threat <input type="checkbox"/> Crying <input type="checkbox"/> Screaming/Yelling <input type="checkbox"/> Cursing <input type="checkbox"/> Leave assigned area <input type="checkbox"/> Run away <input type="checkbox"/> OTHER: _____ _____	<input type="checkbox"/> Ignore behavior <input type="checkbox"/> Task removed <input type="checkbox"/> Given a break <input type="checkbox"/> Food/drink given <input type="checkbox"/> Peer reacted <input type="checkbox"/> Told to stop <input type="checkbox"/> Verbal Redirection <input type="checkbox"/> Redirected Using Visuals ONLY <input type="checkbox"/> Restoration/apology <input type="checkbox"/> Moved to another area of classroom <input type="checkbox"/> Moved to another room <input type="checkbox"/> Isolated time out <input type="checkbox"/> CPI restraint <input type="checkbox"/> OTHER: (describe on back) _____ _____

Intensity of Above Event:

Duration	Staff involvement	Safety issues
<input type="checkbox"/> 0-1 minute. <input type="checkbox"/> 1-5 minutes. <input type="checkbox"/> 5-15 minutes. <input type="checkbox"/> Greater than 15 minutes Duration if greater than 15 minutes: _____	<input type="checkbox"/> Student redirected using verbal, visual or gesture prompts and body positioning. <input type="checkbox"/> Student redirected using light physical or touch prompts. <input type="checkbox"/> Requires full physical prompts and/or student had to be removed from activity/setting. <input type="checkbox"/> Requires repeated full physical prompts, more than 1 staff member and/or CPI restraint	<input type="checkbox"/> Minimal safety issues (yelling, crying, throwing papers). No physical aggression directed at people. <input type="checkbox"/> Mild to moderate safety issues (attempted physical aggression; one instance of material destruction). <input type="checkbox"/> High safety issues: physical aggression toward self or others, repeated property destruction. <input type="checkbox"/> Extreme safety issues (intense or repeated physical aggression to self or others; removal of other students for their safety; significant/repeated property damage) Medical attention

Functional Behavioral Assessment

Student Name:

Grade:

Date:

DOB:

Target Behavior:

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. If used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

STUDENT STRENGTHS - Include a description of behavioral strengths (e.g., ignores inappropriate behaviors of peers, positive interactions with staff, accepts responsibility, etc.).

OPERATIONAL DEFINITION OF TARGET BEHAVIOR - Include a description of the frequency, duration and intensity of the behavior.

SETTING - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

ANTECEDENTS - Include a description of the relevant events that preceded the target behavior.

CONSEQUENCES - Include a description of the result of the target behavior (e.g. removed from the classroom and did not complete assignment. What is the payoff for the student?).

ENVIRONMENTAL VARIABLES - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, sleep, diet, social factors).

HYPOTHESIS OF BEHAVIORAL FUNCTION - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

Is this behavior a Skill Deficit or a **Performance Deficit**

Skill Deficit: The student does not know how to perform the desired behavior. **Performance Deficit:** The student knows how to perform the desired behavior, but does not consistently do so.

cc: Parent Student's temporary record

Behavior Intervention Plan (As Appropriate)

Student Name:

Grade:

Date:

DOB:

Complete when the team has determined a Behavioral Intervention Plan is needed.

TARGET BEHAVIOR:

Is this behavior a Skill Deficit or a Performance Deficit **Skill Deficit:** The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

STUDENT'S STRENGTHS - Describe student's behavioral strengths.

HYPOTHESIS OF BEHAVIORAL FUNCTION - Include hypothesis developed through the Functional Behavior Assessment (attach completed form). What desired thing(s) is the student trying to get? OR What undesired thing(s) is the student trying to avoid?

SUMMARY OF PREVIOUS INTERVENTIONS ATTEMPTED - Describe the environment changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

REPLACEMENT BEHAVIORS - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

Behavioral Intervention Strategies and Supports

ENVIRONMENT - How can the environment or circumstances that trigger the target behavior be adjusted?

INSTRUCTION AND/OR CURRICULUM - what changes in instructional strategies or curriculum would be helpful?

POSITIVE SUPPORTS - Describe all additional services or supports needed to address the student's identified needs that

contribute to the target behavior.

MOTIVATORS AND/OR REWARDS - Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

RESTRICTIVE DISCIPLINARY MEASURES - Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation).

CRISIS PLAN - Describe how an emergency situation or behavior crisis will be handled. Student: Tester, School Conference
Date:

Behavior Intervention Plan (As Appropriate)

DATA COLLECTION PROCEDURES AND METHODS - Describe expected **outcomes** of the interventions, how data **will** be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

PROVISIONS FOR COORDINATION WITH CAREGIVERS - Describe how the school will work with the caregivers to share information, **provide** training to caregivers if needed, and how often this communication will

APPENDIX II

Isolated Time-Out/Time Out/Physical Restraint

Documentation of Behavior Form/School Documentation Form

ISBE Approved form

Name: _____ Date: _____ Time: _____ Staff: _____

Documentation of Behavior

Setting/Activity	What happened before? (Antecedents)	Behavior description (Behaviors of Concern)	What happened after? (Consequences) # order of occurrence
<p style="text-align: center;">Gen Ed SpED</p> <p><input type="checkbox"/> Break</p> <p><input type="checkbox"/> Independent work</p> <p><input type="checkbox"/> Work with adult</p> <p><input type="checkbox"/> Small group</p> <p><input type="checkbox"/> Large group</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> PE</p> <p><input type="checkbox"/> Music</p> <p><input type="checkbox"/> Library</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Speech</p> <p><input type="checkbox"/> Physical Therapy</p> <p><input type="checkbox"/> Occupational Therapy</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Assembly</p> <p><input type="checkbox"/> OTHER: _____</p> <p>_____</p> <p>____Hallway to: _____</p> <p>_____</p> <p># Adults present _____</p> <p># Students present _____</p>	<p><input type="checkbox"/> No activity/material</p> <p><input type="checkbox"/> Working independently</p> <p><input type="checkbox"/> Transition between activities</p> <p><input type="checkbox"/> Transition between rooms</p> <p><input type="checkbox"/> Task presented</p> <p><input type="checkbox"/> Asked to take a break</p> <p><input type="checkbox"/> Asked to stop activity</p> <p><input type="checkbox"/> Wanted something told no</p> <p><input type="checkbox"/> Wanted something he/she could have</p> <p><input type="checkbox"/> Student alone</p> <p><input type="checkbox"/> Student waiting</p> <p><input type="checkbox"/> Inappropriate behavior blocked</p> <p><input type="checkbox"/> OTHER: _____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Passive refusal</p> <p><input type="checkbox"/> Verbal refusal</p> <p><input type="checkbox"/> Physical aggression: hit/attempt</p> <p><input type="checkbox"/> Physical aggression: kick/attempt</p> <p><input type="checkbox"/> Physical aggression: bite/attempt</p> <p><input type="checkbox"/> Physical aggression: grab/attempt</p> <p><input type="checkbox"/> Physical aggression: hair pull/attempt</p> <p><input type="checkbox"/> Spit</p> <p><input type="checkbox"/> Object aggression: throw/kick/destroy</p> <p><input type="checkbox"/> Verbal threat</p> <p><input type="checkbox"/> Crying</p> <p><input type="checkbox"/> Screaming/Yelling</p> <p><input type="checkbox"/> Cursing</p> <p><input type="checkbox"/> Leave assigned area</p> <p><input type="checkbox"/> Run away</p> <p><input type="checkbox"/> OTHER _____</p> <p>_____</p> <p>_____</p>	<p><input type="checkbox"/> Ignore behavior</p> <p><input type="checkbox"/> Task removed</p> <p><input type="checkbox"/> Given a break</p> <p><input type="checkbox"/> Food/drink given</p> <p><input type="checkbox"/> Peer reacted</p> <p><input type="checkbox"/> Told to stop</p> <p><input type="checkbox"/> Verbal Redirection</p> <p><input type="checkbox"/> Redirected Using Visuals ONLY</p> <p><input type="checkbox"/> Restoration/apology</p> <p><input type="checkbox"/> Moved to another area of classroom</p> <p><input type="checkbox"/> Moved to another room</p> <p><input type="checkbox"/> Isolated time out</p> <p><input type="checkbox"/> CPI restraint</p> <p><input type="checkbox"/> OTHER: (describe on back)</p> <p>_____</p> <p>_____</p>

Intensity of Above Event:

Duration	Staff involvement	Safety issues
<p><input type="checkbox"/> 0-1 minute.</p> <p><input type="checkbox"/> 1-5 minutes.</p> <p><input type="checkbox"/> 5-15 minutes.</p> <p><input type="checkbox"/> Greater than 15 minutes</p> <p>Duration if greater than 15 minutes: _____</p>	<p>Student redirected using verbal, visual or gesture prompts and body positioning.</p> <p><input type="checkbox"/> Student redirected using light physical or touch prompts.</p> <p><input type="checkbox"/> Requires full physical prompts and/or student had to be removed from activity/setting.</p> <p><input type="checkbox"/> Requires repeated full physical prompts, more than 1 staff member and/or CPI restraint</p>	<p><input type="checkbox"/> Minimal safety issues (yelling, crying, throwing papers). No physical aggression directed at people.</p> <p><input type="checkbox"/> Mild to moderate safety issues (attempted physical aggression; one instance of material destruction).</p> <p><input type="checkbox"/> High safety issues: physical aggression toward self or others, repeated property destruction.</p> <p><input type="checkbox"/> Extreme safety issues (intense or repeated physical aggression to self or others; removal of other students for their safety; significant/repeated property damage) Medical attention</p>

	LOG OBSERVABLE STUDENT BEHAVIOR/STAFF RESPONSE	
TIME	BEHAVIOR	STAFF

APPENDIX III

Glossary

GLOSSARY OF SELECTED TERMS

Allow Student to Escape Task: allow student to avoid task or situation (e.g., leave area, excuse from participation).

Aversive Stimulus: an unpleasant or punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior in order to suppress that behavior. It is a stimulus the individual will actively work to avoid.

Behavioral Intervention: an intervention which is based on the methods and empirical findings of behavioral science designed to influence the behavior of one or more individuals.

Behavioral Management Plan: a written behavioral plan developed as part of the IEP to address a serious behavioral problem. It is based on a functional analysis of the student's behavior, describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.

Call/Notify Parent: contact parent to inform them of student's performance either daily, weekly, or quarterly (e.g., notify parent of student's completion or lack of completion of in-class assignments/goals). Note: This intervention does not include requiring parent to remove student from class or school. If parent is required to remove student from school, this then becomes a suspension (refer to definition of suspension).

Contingency Contracting: a contract between the student and a staff member where a specific reward is given for demonstration of specific behaviors.

Contingent Exercise: requiring student to engage in physical exercise contingent on performance or nonperformance of a behavior (e.g., requiring student to do push-ups because of misbehavior). With extensive use or negative student reaction, this procedure should be viewed as corporal punishment and, therefore, is prohibited.

Detention: as a consequence for minor misbehaviors, the student is assigned to a specific area outside of normal class time and is typically expected to work on school assignments. The student is supervised by school staff and assistance on assignments may be given if needed. Detentions may be before or after school, during recess or lunch breaks, or on weekends.

Differential Reinforcement: reinforcement of any behavior other than a specified inappropriate behavior (e.g., positively reinforce on-task behavior while ignoring off-task behavior).

Direct Instruction: a sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

Environmental Modification: changing the environment in order to influence behavior (e.g., alter seating, change task, modify curriculum).

Exclusion from Extracurricular Activities: the student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

Expulsion: removal of the student from school for, not to extend beyond, the balance of the current school year. Expulsion which constitutes a change in placement requires a revision to the IEP. Expulsion is a prohibited intervention when there is a cessation of services.

Extinction: removing reinforcement of a previously reinforced behavior (e.g., ignoring humorous but inappropriate comments).

Focus Center: a designated area within the classroom where the student may sit and work enabling him/her to become more focused on a task

Food Delay: food is contingently delayed for a specified period of time (e.g., detain student from lunch break for 15 minutes).

Forced Physical Guidance: physical guidance or redirection of any body part of the student

Functional Behavioral Assessment: an assessment process for gathering information that is used in the development of behavioral interventions. The objective of a functional behavioral assessment is to understand the structure and function of an inappropriate behavior in order to develop and strengthen more appropriate alternative behaviors. Through the use of functional analysis, a detailed description of the behavior is developed, antecedents and consequences of the behavior are noted, controlling variables are identified, and the communicative and functional intent of the behavior is determined. A functional analysis may include a wide array of procedures including interviews with teachers, parents, students, direct observation across times and settings, and completion of behavioral ratings and other psychological instruments.

Inhibiting Devices: devices that do not restrain physical movement but inhibit specific actions (i.e. elbow restraints to prevent hand mouthing)

Instructional Assignment: creation or modification instructional assignments to increase the student's motivation, attention, success, etc.

Mechanical Restraint: a device that physically restrains movement of the individual (e.g., harness restraint). Mechanical restraints prescribed by a physician or used as a safety procedure for transportation (e.g., seat belt) are not considered behavioral interventions.

Modeling: a process in which one person learns by observing the behavior, attitudes, or affective responses of another person (e.g., student observes others engaging in cooperative turn-taking).

Momentary Physical Restriction or physical escort: a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

Negative Practice: repetitive practice of inappropriate behavior to the point of satiation

Non-aversive/Positive Stimulus/Approach: a positive, pleasant, non-punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior to increase that behavior. It is a stimulus used to support the learning of more effective and acceptable ways of behaving. A non-aversive or positive behavior intervention approach is designed to support people with challenging behaviors in learning more effective and acceptable ways of behaving. This approach encompasses three fundamental elements: a) the use of educative or "positive" behavior change procedures, which include identifying the functions of behavior before treating it, teaching the use of more appropriate alternative behaviors to replace inappropriate behavior, changing or controlling events which either precede or follow misbehavior, and distinguishing between emergency procedures and proactive programming; b) selection of interventions based on the impact of an intervention of the student's physical freedom, social interaction, personal dignity, privacy, as well as clinical utility; and c) prohibition or significant restriction of the use of procedures viewed as excessively aversive to or disrespectful of the individual.

Nonrestrictive Interventions: interventions that carry a low risk of negative side effects. With extensive use, these interventions may become restrictive in nature. If an intervention classified as "non restrictive" adversely affects student learning or extreme negative behaviors occur in response to the intervention, it should be considered a restrictive intervention. See "Designation of Behavioral Interventions by Level of Restrictiveness".

Peer Involvement: the use of a student's peers to influence behavior (e.g., cooperative group, peer modeling, peer tutoring).

Physical Restraint: holding a student or otherwise restricting his or her movements when in danger to self, others or damage of property.

Planned Ignoring: a type of extinction procedure in which the teacher ignores (i.e., withdraws attention) an inappropriate behavior.

Positive Practice Overcorrection: repetitive practice of appropriate behavior, which is incompatible with problem behavior.

Positive Reinforcement: providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response in order to increase the frequency of the response (e.g., praising student for cooperative turn-taking).

Prohibited Interventions: prohibited by law.

Prompting: a cue (visual, auditory, physical) is presented in order to facilitate a given response (e.g., teacher uses hand signal to remind student to remain on-task).

Proximity Control: the use of physical proximity to control behavior (e.g., standing near student, eye contact).

Punishment Writing: an aversive stimulus in which the student is required to write a specified amount or for a specified period of time.

Redirect Student (Physically): physically redirect the student from an inappropriate to appropriate behavior/activity (e.g., with a hand on the student's elbow, the teacher walks the student away from one activity to another).

Redirect Student (Verbal, Nonverbal Signal): either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher gives student hand signal when student should redirect himself/herself).

Response-cost: withdrawal of specified amounts of reinforcer (e.g., tokens) in response to an inappropriate behavior (e.g., teacher takes away points for fighting).

Restitutive Overcorrection: student is required to overcorrect or improve on the original state of affairs (e.g., student who litters is asked to sweep the entire floor).

Restrictive Interventions: aversive and deprivation procedures which carry a high risk of negative side effects. Greater planning, supervision, documentation, and caution must be exercised in their use.

Safe Place: allowing student to escape a stressful situation or task by moving to a pre-designed area at a teacher or student request.

Satiation: a procedure in which large amounts of a reinforcer are given so that its effectiveness is diminished and the behavior that is associated with it ceases to occur.

Self-management: a collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self reinforcement.

Serious Behavioral Problem: behavior which is self-injurious, assaultive, causes damage or is grossly inappropriate to the school setting. These include severe behavior problems that are pervasive and maladaptive, which require a systematic and frequent application of behavioral intervention procedures.

Shaping: a procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get a student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).

Suspension: removal from school programs by administrative action for gross disobedience or misconduct for more than one (1) full class period and not exceeding 10 school days.

An out-of-school suspension is served off school grounds; an in school suspension is served on school premises. Suspension from transportation resulting in the student's inability to attend his/her ordinary school program is a suspension from school. A student is not suspended when the nature and quality of the educational program and services provided during an in-school suspension are comparable to the nature and quality of the educational program and services required and otherwise provided to the student in the current placement. When this scenario is met, the student is considered in an "Alternative Educational Setting." A suspension which constitutes a change in placement requires a revision to the IEP.

Teach Alternative Behaviors: teaching the student appropriate behaviors that are functionally equivalent to the undesired behaviors (e.g., teacher student to make appropriate requests of peers to compete with grabbing behavior).

Teach Self-reinforcement: teaching the student to self-monitor, self-evaluate, and provide himself/herself positive reinforcement for the performance of desired target behaviors (e.g., teach students to self-evaluate his/her level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

Temporary Instructional Setting: based on contingent withdrawal of reinforcing stimuli, the student is assigned to an alternative area other than the student's classroom for a specific time and is supervised in assignment completion by school staff. The student receives special education support and all related services. Full credit is given for work completed.

Temporary Restriction from Extracurricular Activity: as the result of behavior, the student is excluded from a specific event or activity on a temporary short-term basis (e.g., as the result of disruptive behavior at a basketball game, the student is restricted from attending the next home basketball game).

Time Out (Out of Class): contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g, to the hallway, etc.), but does not involve restricted exit.

Time Out (Isolation): the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

The locking mechanism(s) on a time-out room must be constructed so that it engages only when a key or handle is being held by a person. When that person takes his/her hand off the

handle or key, the door unlocks and the student is able to easily and readily open the door from the inside. That is, the door to such a room may not be one which remains closed when unattended. A staff member is able to view the student within 2 feet and communicate with the student.

Time Out (In the Class): contingent withdrawal of reinforcing stimuli, while the student remains in the classroom (e.g., student is seated away from the group while remaining in the classroom).

Token Economy: a system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for specified behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).

Verbal Feedback: providing student evaluate information about his/her performance (i.e., informing the student that he/she is working well on a given task).

Verbal Reprimand: chastising a student for inappropriate behavior.

