

# **Mt. Zion Community Unit School District #3**



## **RTO Reduction Plan Handbook** (Restraint, Time-Out, Isolated Time-Outs)

*Initially adopted by the School Board June 2022*

## **Restraint, Time-out, and Isolated Time-out Reduction Plan Process and Members**

*In accordance with the requirements set forth in Illinois School Code 5/2-3.130 and Public Act 102-0339, Mt. Zion CUSD #3 has created an oversight team to develop a plan and procedures to reduce and eventually eliminate the use of physical restraint, timeout, and isolated timeout (RTO).*

### **Committee Members**

Renea Smith, Special Education Administrator  
Heather Ethell, McGaughey Elementary School Principal  
Meghan Austin, Special Education Teacher  
Nikki Paulson, Special Education Teacher  
Nicole Becker, Speech and Language Pathologist  
Marie Baker, Social Worker  
Ashley Suddarth, Paraprofessional  
General Education Staff

## **Purpose of the Restraint, Time-out, and Isolated Time-out Reduction Plan**

Mt. Zion CUSD #3 recognizes that RTO is only used in the most extreme situations where imminent danger of harm is present. RTO is only used after less intrusive interventions have been tried and failed to eliminate the imminent danger. The RTO Reduction Plan supports a vision of cultural change that reinforces the following:

- A) Positive behavior interventions and support rather than physical restraint, time-out, and isolated time-out,
- B) Effective ways to de-escalate situations to avoid physical restraint, time-out, and isolated time-out,
- C) Crisis intervention techniques that use alternatives to physical restraint, time-out, and isolated time-out,
- D) Use of debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of RTO interventions next time.

## Definitions of Imminent Danger, Restraint, Time-Out, and Isolated Time-Out

### **RTO is NOT discipline/punishment; only used for safety**

- **Imminent Danger**

- ISBE Definition: A situation where a student presents a serious danger to the safety and well-being of himself or herself or other and is likely to cause physical pain or injury
- Example: throwing of a chair towards other people;
- Non-example: spitting; singing/saying inappropriate words or lyrics; throwing chair in empty space
- Additional information
  - Period of momentary restriction is allowed to stop destruction of property (remove item/stop student from throwing item)

- **Restraint**

- ISBE Definition: Holding a student or otherwise restricting the student's movements and includes only the use of specific planned techniques.
- Example: CPI approved restraints
- Non-example: Momentary periods of physical restriction such as a temporary touching or holding of the hand, wrist, arm, shoulder, or back to induce a student who is acting out to walk to a safe location.

- **Time-Out**

- ISBE Definition: A behavior management technique for the purpose of calming or de-escalation that involves the **involuntary** monitored **separation** of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.
- Must meet all 3 of the following: involuntary, staff initiated separation, imminent danger
- Examples: A staff member blocks the egress of the classroom to prevent the student from leaving the room because the student is threatening to leave the building which would put them in imminent danger.
- Non-examples: 5 minutes during recess when breaking a rule. A student is in the hallway and attempting to elope out of the building. Staff can block the egress to prevent the student from leaving the building because they still have access to the rest of the building.
- Additional Information:
  - A room clear is NOT a time-out if the student is voluntarily remaining in the room. If the student attempts to leave the room and is prevented from leaving by the staff, this requires RTO documentation.
  - In cases of elopement age and cognitive ability of the student should be taken into consideration when determining if RTO intervention is needed.

- **Isolated Time-Out**

- ISBE Definition: The involuntary confinement of a student alone in a time-out room or other enclosure outside the classroom without a supervising adult in the time-out room or enclosure
- Examples: A student is involuntarily confined in the sensory room with the door closed and a staff member monitoring through a window.
- Non-examples: A student is prompted to use the sensory room for a break and the student walks to the sensory room voluntarily. A student initiated/requested sensory break.
- Additional information:
  - Door must be steel or wood with viewing panel
  - Student and adult must be able to see each other
  - Should only be used when there is severe physical aggression to the peers or adult

- If room is cleared and student escalates staff CANNOT leave because it would be ISTO but does not meet room requirements.
- Do not use when student is presenting with self-injurious behavior

## District Goals for Progress

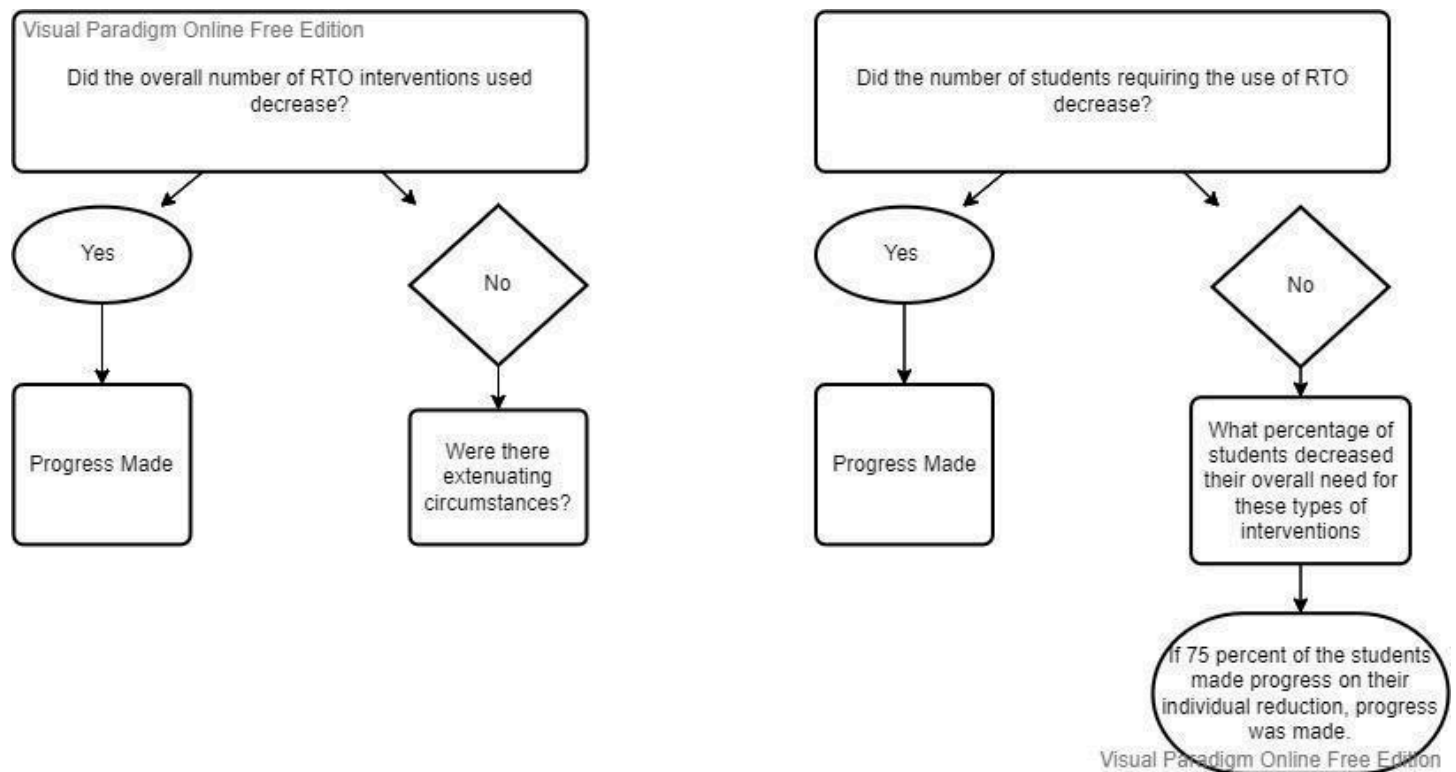
Illinois State Board of Education Guiding Goals:

1. Twenty-five percent reduction in the use of physical restraint, time-out, and isolated time-out over a 12-month period for students k-2.
2. Reduce the number of RTO incidents by 10%.
3. Reduce the number of students experiencing RTO by 10%.

Mt. Zion CUSD #3 will determine progress towards the reduction and eventual elimination of the use of restraint, time-out, and isolated time-out by answering the following questions:

1. Did the overall number of incidents requiring the use of RTO decrease?
2. Did the overall number of students requiring the use of RTO decrease?

The RTO Oversight Team will meet quarterly to monitor progress of the goal. The RTO Oversight Team will reference the flowchart below to inform their conversations related to progress.



## **Actions Set Forth to Reduce the Use of Restraint, Time-out, and Isolated Time-out**

With assistance from Macon-Piatt Special Education District, Mt. Zion CUSD #3 has a four-step plan that will be implemented to reach our RTO reduction goals.

- 1). Mt. Zion CUSD #3 will create an extensive professional development plan that includes a focus on evidence-based practices for behavior modification. The training will encompass a range of relevant topics, such as:
    - A) Behavior De-escalation
    - B) Restorative Practices
    - C) Trauma Informed Practices
    - D) Positive Behavior Supports
    - E) Autism Training
    - F) Self-regulation/Self-monitoring Training
    - G) Conducting a Functional Behavior Analysis
    - H) Writing an Effective Behavior Intervention Plan
    - I) Educator's Role in Implementing a Behavior Intervention Plan
  - 2). Mt. Zion CUSD #3 will implement strategies and training from the Crisis Prevention Institute (CPI) to reduce the number of hands-on restraints. CPI Team members will be provided with initial trainings and refresher trainings in the use of the system and special emphasis will be placed on utilizing de-escalation techniques, helping in determining the functions of student behaviors, thereby limiting the number of hand-on restraints to keep staff and students safe.
  - 3). Mt. Zion CUSD #3 will develop a multi-tiered system of support for social-emotional supports. The plan will include, but is not limited to:
    - A) Tier I-PBIS, Second Step, and Zones of Regulation
    - B) Tier II-Check-in Check-out, Self-monitoring with goal setting
    - C) Tier III-Social work or Counseling services, Specialized curriculum targeting student's individual weaknesses
- Staff will be properly trained in the use of data for placement in each tier as well as movement from within tiers.
- 4). Mt. Zion CUSD #3 will train staff in the Crisis Team Meeting process. (See page 7 of this document)

## Crisis Team Meeting Procedures

Mt. Zion CUSD #3 has a policy requiring that a CPI Team Meeting is held following any use of physical restraint, time-out, or isolated time-out. The CPI Team Meeting is held within one business day of the RTO intervention being used. The process for each meeting held is:

1. The day the RTO incident occurred, the parent must be notified by Administration via parent phone call.
2. Within 24 hours (one business day), the RTO 11-01 Form must be completed by an Administrator and any staff involved in the incident.
3. Within 24 hours (one business day), a copy of the 110-1 Form must be provided to the parent, the Associate Superintendent, Special Education Administrator (if appropriate), Special Education Case Manager (if appropriate), and building Principal.
  - The Associate Superintendent submits the [11-01 Form](#) to ISBE within 48 hours.
  - The Associate Superintendent updates the RTO Oversight Team Data spreadsheet for quarterly review.
  - The Special Education Administrator will submit a copy of the 11-01 Form to Macon-Piatt Special Education District for students receiving special education services.
  - A copy must be placed in the students Blue Folder by the Special Education Case Manager and/or in the student's temporary file by the school administrator.
  - A copy of the 11-01 Form must be provided by the building administrator, to the parent within 24 hours. A copy of the [Physical Restraint, Time-Out, and Isolated Time-Out Bill of Rights](#) must be included.
4. Within 3 school days, the CPI staff involved in the RTO incident and the classroom teacher will meet to debrief about the incident and determine the plan for next steps in the child's education. The team will follow the required agenda found in Appendix 2 and complete the Individual Student Plan found in Appendix 3. The CPI teams will be trained in the proper analysis of individual behavior incidents to ensure correct interpretation of the antecedents/setting events and triggers. They will be trained in how to determine changes that could be made to the environment, student's schedule, staff's interactions, what skills instruction is necessary to close the lagging skills gap, and how to implement the instruction effectively.



**Plan Modifications**

The Mt. Zion CUSD #3 oversight teams will meet annually to revisit, rework, and redefine the plan if data does not show progress towards our defined goals.

**Plan for Informing Community, Staff, and Families of RTO Reduction Plan**

The Mt. Zion CUSD #3 reduction plan and progress report will be published on the district's website.

Appendix 1

Student Support & Problem-Solving Conference Notes Page

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Attendance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of Relevant Information** (Physical and/or sexual abuse, mental health information, previous adverse reaction to use of RTO, etc):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Steps to be taken as Result of Relevant Information:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix 2

### Crisis Team Meeting Agenda

Date:

Student:

Type of Intervention:

Restraint: \_\_\_\_

Time-out: \_\_\_\_

Isolated-Time out: \_\_\_\_

Attendees:

1. Summary of the incident
  - a. Antecedent- What happened prior to the incident?
  - b. Trigger- Slow triggers? Fast triggers?
  - c. Hypothesis for behavior- Why do we believe the behavior occurred?
2. Review of Student Strengths
  - a. What are the student's strengths that we can build upon?
  - b. What strategies are working?
  - c. Are there any reinforcers that appear successful?
3. Environmental Changes
  - a. Classroom Routines
  - b. Schedule Changes (need for visual or written schedule)
  - c. Personnel
    - i. Certain individual triggering?
    - ii. What adult behaviors need to change?
4. Curricular Accommodation, Adaptations, or Modifications?
  - a. Task too Difficult
  - b. Task too Easy
  - c. Type of Activities- (i.e. Hands-on versus Worksheet, technology versus pen and paper)
5. Instructional Plan for Strengthening Weaknesses
  - a. Instructions in Lagging Skills- (Math, reading, Social-emotional skills, coping strategies)
  - b. What strategies/curriculum will we use to teach them?
  - c. Who will be involved?
  - d. When?
6. As a result of the discussion, is an IEP amendment required?      Yes\_\_\_\_      No\_\_\_\_
7. As a result of the discussion, is an IEP meeting necessary?      Yes\_\_\_\_      No\_\_\_\_

Appendix 3

Individual Student Plan

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Attendance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary of the Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Antecedent: \_\_\_\_\_

Trigger for Incident: \_\_\_\_\_

Hypothesis for Behavior: \_\_\_\_\_

Students Strengths, Preferences, and/or Interests: \_\_\_\_\_  
\_\_\_\_\_

Successful Strategies: \_\_\_\_\_  
\_\_\_\_\_

Environmental Changes: \_\_\_\_\_  
\_\_\_\_\_

Curricular Accommodation, Adaptations, or Modifications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructional Plan for Strengthening Weaknesses/Lagging Skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Changes: Document other changes to the student's individual plan here. (Are there adult behaviors that need to be changed? Is a specific person in the student's presence causing a trigger? Has a classroom routine changed recently? Has there been a change at home?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_