

**Hazel Crest School District 152 ½  
Special Services Department**



**Behavioral Intervention Procedures**

## **Members of District 152 ½ Behavioral Interventions Committee**

Randle Jasien - School Psychologist

Christine Simon - Case Manager

LaTanya Johnson-Haynes - Assistant Principal

Sarah Kennaway - Social Worker

Angela Diaz - Special Education Teacher

Soraida Botello - Parent

Natasha Martin - General Education Teacher

Dr. Angela Diggs - Director of Special Services

The above individuals are recognized for their participation in the development of the attached procedures.

Rationale for the district Behavior Intervention Procedures:

Excerpts from - 105 ILCS 5/14-8.05, Sec. 14-8.05. Behavioral intervention.

“(c) Each school board must establish and maintain a committee to develop policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention...(i) be developed with the advice of parents with students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities; (ii) emphasize positive interventions that are designed to develop and strengthen desirable behaviors; (iii) incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention; (iv) include criteria for determining when a student with disabilities may require a behavioral intervention plan; (v) reflect that the guidelines of the State Board of Education have been reviewed and considered and provide the address of the State Board of Education so that copies of the State Board of Education behavioral guidelines may be requested; and (vi) include procedures for monitoring the use of restrictive behavioral interventions.”

## **I. Behavior Intervention Plan**

A Behavior Intervention Plan (BIP) must be developed by the IEP team for students whose behaviors impact their learning and who require the use of systemic and restrictive interventions. Components of the plan must be based on information obtained in the Functional Behavioral Assessment (FBA). An FBA is an assessment process that includes collection of data regarding a student's target behavior relative to its antecedents and consequences, controlling variables, and communicative and functional intent of the behavior as well as student's strengths. It is used to develop behavioral interventions.

For students whose behaviors warrant a Behavior Intervention Plan, the following components are to be included as part of the plan:

- A description of the target behavior, including whether the behavior is a skill deficit or a performance deficit, and data on the intensity, frequency, and duration of the behavior;
- A description of the student's behavioral strengths;
- A hypothesis of the function of the student's behavior;
- A description of behavior intervention and environmental modifications previously attempted;
- A description of the replacement behaviors desired;
- A description of the settings in which the behaviors occur and an analysis of antecedents to and consequences of the behavior;
- A description of other environmental factors that may affect the student's behavior (i.e., medications, medical conditions, sleep, diet, schedule, social factors);
- A description of the instruction/and or curriculum that will be used to address the student's behaviors;
- A detailed description of positive and non-restrictive interventions and motivators and/or rewards to be used to address target behavior in all environments;
- A detailed description of restrictive interventions to be used;
- A description of the crisis place to be used in emergency situation;
- A description of the data collection procedures and methods;
- The method used to evaluate the plan;
- A list of personnel involved in the implementation and monitoring of the plan;

- A description of coordinating intervention efforts, if any, with parent(s)/guardian(s).

## **II. Selection of Intervention Strategies**

The selection of intervention strategies for use with each student shall be based on the information derived from the FBA. Before an intervention is selected, a continuum of possible interventions designed to produce the desired behavioral change should be considered. The least restrictive intervention that is reasonably calculated to produce the desired outcome should be selected for implementation. Behavioral interventions shall be categorized into four levels of restrictiveness:

### **1. Nonrestrictive Interventions**

These are preferred because of the low risk of negative side effects and the high priority placed on replacing inappropriate behaviors with positive behavior change. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's IEP.

- Student excusal from specific tasks/classes
- Differential instruction
- Environmental modification
- Guided problem solving
- Instructional assignment
- Modeling
- Positive/Negative Reinforcement
- Preferential seating
- Mediation/ Restorative practices
- Prompting hierarchy
- Proximity control
- Redirection (verbal, non-verbal, visual)
- Self-monitoring
- Positive behavior strategies
- Behavior Improvement Program

### **2. 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 should only be used after an FBA has been completed and documented, a BIP written, and the IEP amended or in the case of an emergency. Restrictive interventions shall only be used in the following situations:

1. In emergencies;
2. After non-restrictive interventions have been attempted and failed; or
3. In conjunction with positive interventions designed to strengthen alternate behaviors.

Data collection should support the choice of restrictive interventions during their use.

Types of restrictive interventions include:

- Detention (before and/or after school, weekend)
- Response cost
- Exclusion from extracurricular activities
- Suspension (in-school)
- Alternative setting for emotional regulation of student
- Alternative setting for students to resume instruction when a student is dysregulated
- Suspension (out-of-school)

### 3. Highly Restrictive Interventions

The following highly restrictive interventions are deemed inappropriate for use in most circumstances, but may be necessary in extreme infrequent circumstances:

- Removal from the educational and general setting for an extended period of time
- Expulsion in accordance with state/federal regulations

### 4. Prohibited Interventions

Prohibited interventions are unlawful and cannot be used under any circumstances. The following interventions are prohibited:

- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Intentional infliction of bodily harm
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure
- Coercion, threats, intimidation, and/or bullying of students
- Aversive mists
- Requiring the parent to medicate the student

### **III. Monitoring the Use of Restrictive Behavior Interventions**

The use of restrictive behavioral interventions and the effectiveness of intervention strategies shall be monitored by the school staff through a process of documentation of each incident, data collection, and evaluation pursuant to specific state regulatory guidelines.

#### **A. Emergency Use of Restrictive Interventions**

Restrictive interventions may be used in the case of emergency. For the purposes of this policy, “emergency” refers to a situation in which an immediate restrictive intervention is necessary to protect students, other individuals, or the physical site from physical injury, severe emotional abuse due to verbal and nonverbal threats and gestures, severe property damage, and/or serious and continuous disruption of the learning environment. When confronted with an emergency, school personnel will use interventions that are the least intrusive possible to reasonably respond to the situation.

The emergency use of restrictive interventions will be documented in writing and the parents or guardians of students will be notified when the consequence is rendered.

All guidelines for developing behavior intervention plans will be followed by the IEP team and an IEP meeting convened no later than ten days after emergency procedures have commenced.

#### **B. Protections and Due Process Rights**

Parents and/or guardians will have the right to be actively involved in the development of any behavior intervention plan utilizing restrictive procedures. Also, parents and/or guardians will be provided with copies and/or explanations of the functional behavior assessment conducted and the behavior intervention plan developed for the student. Parents/guardians will receive written notification of the development of any behavior intervention plan. Furthermore, documentation will be provided through the IEP process and a copy of the plan will be attached. Under no circumstances will a behavior intervention plan be implemented without its inclusion in the student’s IEP.

All procedural safeguards, including rights to conflict resolution, mediation, and an impartial due process hearing, as required through the Individuals with Disabilities Education Improvement Act and the Illinois School Code, will be applicable to the resolution of disputes involving behavior intervention plans.

If a parent/guardian disagrees with a proposed restrictive behavior intervention or any aspect of the implementation of a restrictive intervention, the District will coordinate with the parent/guardian to attempt resolution of the dispute.

#### C. Notification to Parents

All parents and guardians of students with an Individual Education Plan (IEP) must be provided a copy of the Hazel Crest SD 152.5 Behavior Intervention Procedures upon enrollment in the District, initial eligibility for Special Education services, and annually or within 15 days of any amendment to these procedures.

#### D. Staff Training and Professional Development

Staff development and training opportunities will be provided on a regular basis to assure that adequately trained staff are available to effectively implement behavioral interventions. Most training efforts will be available to all district staff members and will be conducted by qualified individuals who have expertise/certification in the relevant areas of behavior assessment and intervention. Although most training will be available to all staff, personnel who have the most contact with students who exhibit behavioral intervention needs will be the focus of specific training in restrictive interventions, such as Nonviolent Physical Crisis Intervention.

#### E. State Board of Education Guidelines

This policy had been adopted after careful review and consideration of the Illinois State Board of Education's guidelines relating to behavioral interventions. Copies of the Illinois State Board of Education's Behavioral Interventions in Schools by writing to:

Illinois State Board of Education  
100 North First Street  
Springfield, IL 62777-0001