Mahomet Seymour Community Schools

Behavioral Interventions Policies and Procedures

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Behavioral Interventions Committee Members

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Introduction

Public Act 91-0600, 105 ILCS 5/14-8.05, regarding the use of behavioral interventions with students with disabilities, was enacted into law on August 14, 1999. The purpose of this legislation and the following guidelines is to collaboratively create policies that emphasize positive interventions that are designed to develop and strengthen desirable behaviors. The legislation and guidelines also ensure that these interventions are implemented with sufficient planning, supervision, staff training, documentation, and evaluation.

A fundamental principle of these guidelines is to provide all students with disabilities with a learning environment that is conducive to their academic, social, and emotional growth. In addition, specific policies must incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention. The legislation also requires that the following policy include criteria for determining when a student with disabilities may require a behavioral intervention plan.

Positive behavioral interventions are the most effective way to develop and strengthen social and adaptive student behaviors. **Positive interventions, therefore, should be given the highest priority when addressing behavioral concerns.** While positive interventions are the most effective and humane manner of increasing alternative or incompatible behaviors while reducing undesirable behavior, these interventions may not always succeed in controlling extremely inappropriate behavior. In some cases, more restrictive procedures are utilized on a temporary basis to ensure the safety of all individuals within the educational environment. When more restrictive procedures are utilized, increased assessment, planning, supervision, documentation, and protective measures should be used.

All procedural protections available to students with disabilities and their parents or guardians under the Individuals with Disabilities Education Improvement Act (IDEIA), including notice and consent, opportunity for participation in meetings must be observed when developing behavior interventions. Parents, guardians, or students may request a due process hearing with regard to any aspect of the student's Individualized Education Program (IEP).

Behavior Interventions Advisory Committee

Public Act 91-0600 requires that 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. The district policies shall be developed with the advice of parents of 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. Additionally, the committee shall:

1. Establish policies that emphasize positive interventions that are designed to develop and strengthen desirable behaviors.
2. Incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention.
3. Include criteria for determining when a student with disabilities may require a behavior intervention plan.
4. 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 the copies of the State Board of Education behavioral guidelines may be requested.
5. Include procedures for monitoring the use of restrictive behavioral interventions.

Policy and Procedures

MSCUSD #3 is committed to providing all students with disabilities with a learning environment that promotes their abilities to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. This policy is designed to promote the use of positive behavioral interventions and includes the following components:

1. Designation of behavioral interventions by level of restrictiveness.
2. Establishment of district-based behavioral intervention advisory committee.
3. Procedures for developing behavior intervention plans.
4. Procedures for the documentation of emergency use of restrictive interventions.
5. Provisions for parent involvement and assurance of due process rights including parent notification and right to appeal.
6. Provisions for staff training and professional development.

Designation of Behavioral Interventions by Level of Restrictiveness

A list of behavioral interventions according to four levels of restrictiveness is provided. *Definitions for these interventions can be found in Appendix A.*

A best-practice approach to the implementation of any behavioral intervention would involve a functional assessment of the behavior of concern and careful planning, implementation, monitoring, and evaluation of intervention outcomes. Specific requirements at each level of intervention are provided.

Nonrestrictive Interventions - preferred

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. Example of these interventions include but are not limited to:

- Student reduced expectations/excusal from specific tasks/classes
- Break system
- Differentiated instruction
- Environmental modification
- Guided problem solving
- Instructional assignment
- Modeling
- Positive/Negative Reinforcement
- Prompting hierarchy
- Proximity control
- Redirection (verbal, non-verbal, visual)
- Self-monitoring
- Shaping
- Token or reinforcement system
- Check-In/Check-Out system
- Informal behavior management plan

Restrictive Interventions

These may be used only during emergency situations or when "non-restrictive" interventions were attempted and failed. These interventions should be used only after a functional assessment of behavior has been completed and documented, a behavior intervention plan written, and appropriate modifications of the student's IEP completed. Restrictive interventions shall be used for the minimum amount of time necessary to control the individual's behavior

and shall be replaced by less restrictive procedures as quickly as possible. Positive reinforcement to strengthen socially appropriate, incompatible behaviors should always be used in conjunction with restrictive interventions.

The restrictive interventions of **isolated time out** and **physical restraint** are defined by state regulations. **Isolated time out** refers to contingent withdrawal of reinforcing stimuli by removing the student from the classroom to a time out space or any other form of enclosure, including the classroom, from which egress is restricted. This pertains to a temporary removal from other students/adults with the intention of moving the student to an appropriate school activity. This does not pertain to in-school suspension. **Physical restraint** is the use of safe and effective behavioral management techniques involving physically holding or otherwise restricting a student's movement. Such **physical restraint will be used as a last resort with students who demonstrate a danger to self or others or in the case of property damage that is likely to result or has resulted in physical harm to self or others**.

These restrictive interventions will be implemented in accordance with State rules, and will be evaluated and documented accordingly:

- Exclusion from extracurricular activities
- Response-cost
- Time-out (exclusionary)
- Physical restraint (CPI trained, certified staff only)
- Suspension

Highly Restrictive Interventions

These are deemed inappropriate in most circumstances:

- Aversive stimuli (verbal, ie: yelling directives)
- Denial or access to regularly used equipment/devices that facilitate the student's educational functioning, unless there is imminent danger to the safety of the student or others
- Expulsion with continuing education program

Prohibited Interventions

These interventions are **unlawful and cannot be used under any circumstances**.

- Corporal punishment
- Expulsion with cessation of services
- Aversive stimuli (mists, aromatics, tastes)
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

For further description of the above interventions, see Appendix A - Definition of Behavioral Interventions by Level of Restrictiveness.

Behavioral Interventions Advisory Committee

A Behavioral Interventions Advisory Committee will be established and maintained by the District. The Superintendent will have the authority and responsibility for appointing, removing, and replacing committee members, who may include the Superintendent or his/her designee, administrative personnel, parents of students with disabilities, teachers who have training in the use of behavioral interventions, school psychologists, school social workers, behavior intervention consultants, educational advocates, or other interested members of the public.

The Advisory Committee will have the following duties and responsibilities:

1. Develop and review policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention.
2. Advise the Superintendent or his/her designee regarding effective behavior programming, and issues related to the use of behavioral interventions, including restrictive interventions.
3. Advise the Superintendent or his/her designee regarding staff development in the area of behavioral interventions.

Behavior Intervention Plan

Elements of Behavior Intervention Plan

Each student receiving special education services, who requires the use of a restrictive behavioral intervention, will have a written behavior intervention plan developed by the IEP team and documented in the student's IEP. This plan must include the following:

1. A summary of the functional analysis or target behaviors
2. Interventions attempted previously
3. A description of interventions to increase or strengthen more appropriate behaviors, including setting events, positive programming, skill training, reactive strategies, and a crisis plan
4. Personnel responsible for implementing the plan
5. Data collection procedures and methods for monitoring the plan
6. A schedule of ongoing review of the plan's effectiveness

Guidelines for Implementation of Behavioral Procedures

When evaluating an intervention for potential use, the impact of the intervention on the student's physical freedom, social interaction, personal dignity, and privacy will be carefully considered. When monitoring the effectiveness of the behavior intervention plan, IEP team members will make every effort to plan for generalization and maintenance of skills across settings. Interventions will be evaluated by teachers, parents, and other stakeholders involved in the intervention on a regular basis, utilizing baseline data and ongoing progress monitoring. Parent input will be solicited and parents will be notified of any significant changes to the plan. Thereafter, such changes will be implemented through an IEP meeting.

Emergency Use of Restrictive Interventions/ TIme Out and Restraint

Time out, Isolated Time Out, and Restraint may be used in the case of imminent danger. **For the purposes of this policy, "imminent danger" refers to a situation in which an immediate restrictive intervention is necessary to protect students or other individuals from physical injury.** When confronted with imminent danger, 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 the student will be notified within twenty-four hours. Written notice of the intervention also will be provided to the assistant Director of Special Education.

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.

Protections and Due Process Rights

Parents and/or guardians will have the right to be actively involved in the development of any behavior support plan utilizing restrictive procedures. Also, parents and/or guardians will be provided with copies and/or explanations of the functional analysis conducted and the behavior support plan developed for the student. Parents/guardians will receive written notification of the development of any behavior support 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 support 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.

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 (minimum of 8 hours per year). Additional certification training will be provided to staff who may implement physically restrictive interventions, such as Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI), an I.S.B.E.- approved program. Behavioral training activities may also include in-service workshops, professional conferences, coursework, or embedded professional development. 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.

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 can be obtained by writing to:

Illinois State Board of Education
100 North First Street MSCUSD #3
Springfield, IL 62777-0001

Dissemination of Policy

Copies of this policy, and any other policies and procedures adopted in relation to the use of behavioral interventions for students with disabilities, will be provided to the parents and/or guardians of all students with individualized education plans within fifteen days after they are

adopted by the Board of Education, or within fifteen days after they are amended by the Board. Copies of such policies and procedures also will be provided to the parents and/or guardians of students at the time an individualized education plan is first implemented for the student. In addition, the principal or designee of each school will be responsible for informing students of the existence of such policies and procedures on an annual basis. At the student's annual review, the IEP team will (1) explain those policies and procedures and (2) furnish a copy of the policies to parents and/or guardians.

Appendix A - Definitions of Behavioral Interventions by Level of Restrictiveness

Nonrestrictive Interventions

Differential Instruction - Instruction to teach skills that are incompatible with problem behaviors - typically accompanied by reinforcement given when those incompatible behaviors are displayed. *Example*: Replace yelling with sitting quietly with hand raised waiting to be called upon - if a child demonstrates the desired behavior, the student is positively reinforced.

Environmental Modification - Changing the environment in order to influence a target behavior (e.g., alternate seating, change of task, modified curriculum).

Guided Problem Solving - Providing an opportunity for the student to discuss the problem behavior and his/her feelings about the behavior. The use of alternative behaviors might be included in this discussion.

Instructional Assignment - Creation or modification of instructional assignment to increase the student's motivation, attention, success, etc.

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

Positive Reinforcement - Providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response which increases or maintains the frequency of the response (e.g., praising student for cooperative turn-taking).

Negative Reinforcement - Removal of aversive stimuli (e.g., a non-preferred activity) contingent upon a target response which increases or maintains the frequency of the response (this is MUCH different than punishment, which is aversive).

Prompting Hierarchy - Prompts (assistance increasing the likelihood of correct responses) presented in a specified and systematic order to facilitate a given response (e.g., teacher uses a hand signal to remind student to remain on-task).

Proximity Control - The use of physical position to control behavior (e.g., standing near a student, eye contact).

Redirection (verbal, nonverbal signal) - Either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher verbally engages student to help him/her focus on task and away from peers).

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

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 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.

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

Restrictive Interventions

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).

Response-Cost - Preferred tangibles or preferred activities are removed contingent upon the display of an inappropriate behavior (e.g., a student loses preferred activity because of an inappropriate behavior).

Time-out (exclusionary) - Contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g., to the hallway), but does not involve restricted exit.

Physical Restraint - The use of specific, non-harmful physical intervention techniques and holds to protect the student and others from injury (implemented by trained, certified staff members and teams).

Suspension - Removal from school programs by administrative action for gross disobedience or gross misconduct not to exceed 10 school days.

Highly Restrictive Interventions

Aversive stimuli (verbal) - This would include negative and/or audibly elevated redirection (e.g., a teacher yells at a student as a result of inappropriate behavior).

Denial or Restricted Access to Regularly Used Equipment or Devices that Facilitate the Student's Educational Functioning - When such equipment is temporarily at risk for damage or involved in a behavior that is a danger to the student or other.

Expulsion with Continuing Education Program - Removal of the student from school for, but not to extend beyond, the balance of the current school year with services continuing, constitutes a change in placement and requires revision to the IEP.

Prohibited Interventions

Corporal Punishment - Slapping, paddling, or prolonged maintenance of students in physically painful positions, or the intentional infliction of bodily harm (School Code 105 ILCS 5/24 - 21.1).

Expulsion with Cessation of Services - Removal of the student from school for, but not to extend beyond, the balance of the current school year with all services stopped.

Aversive stimuli (mists, aromatics, tastes) - Use of a spray or substance with an unpleasant taste, noxious odor, or aversive physical sensation in order to terminate or control an undesired behavior.

Physical Manipulation - A procedure that causes pain and/or tissue damage when used as an aversive procedure (this is different from non-violent physical intervention holds).

Appendix B - Research-based Support for Behavior Interventions

- Crisis Prevention Intervention
- Responsive Classroom Techniques
- Trauma Informed Practices
- Positive Behavior Interventions and Supports

Appendix C - Continuum of School-Wide System of Behavioral Supports

MSCUSD #3 is strongly committed to the use of positive behavioral supports and interventions. These procedures are consistent with Illinois State Board of Education School Board (105ILCS 5-10-20.14) Subpart B: School Governance Sections 1.280 and 1.285.

MSCUSD #3 Continuum of Behavior Intervention Procedures

PRIMARY PREVENTION - Planned interventions that are implemented prior to the onset of problem behaviors and to prevent the behaviors from reoccurring
Examples:

- Develop positive teacher-student relationships and rapport
- Defined positive behavior expectations across educational settings
- Planned ignoring
- Positive reinforcement for desired behaviors or progress toward desired behavior
- Teaching prosocial and expected behaviors
- Nonverbal prompting hierarchy
- Structured or scheduled verbal and nonverbal praise
- Environmental/Curricular Modifications
- Planned response to behavior in response to unexpected behaviors
- Check for understanding
- Crisis Prevention de-escalation techniques
- Tier 1 - Social Emotional Learning
- Student and Staff circles

SECONDARY PREVENTION - Specialized systems for at-risk students
Examples:

- Structured Breaks
- Small group social skills instruction
- Token economy
- Behavior contracts
- Peer and Staff mentoring
- Check-in/Check-out systems
- Visual support systems: schedules, routines, behavioral expectation cue cards
- Loss of privilege
- CPI Nonviolent Physical Crisis Intervention techniques

TERTIARY PREVENTION (Individualized specialized systems for high-risk students)

Examples:

- Formal or Informal functional behavior assessment and behavior intervention plans
- Time-out procedures
- Threat assessment procedures
- CPI Nonviolent Physical Crisis Intervention
- Manifestation Determination Meeting
- IEP meeting
- Suspension (In school or out of school)

Appendix D - District Forms

- **Functional Behavior Assessment Summary Form**
  (to be completed by intervention planning staff and relevant IEP team members)

- **Behavior Intervention Plan**
  (to be completed by intervention planning staff upon completion and ongoing monitoring of functional assessment)

- **District Time-Out Procedures**
  (material is adopted from the Illinois State Board of Education School Code)

- **Multi-Tiered Systems of Supports**

- **ISBE Physical Intervention Report Form**
  (to be completed by district staff to document crisis interventions)