Sycamore Community
School District 427

GUIDELINES FOR USE OF BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

BEHAVIORAL INTERVENTIONS

Specific behavioral interventions are recommended based on the level of restrictiveness that the student needs to improve behavior. For example, self-management is a proactive nonrestrictive intervention, and physical restraint is a highly restrictive intervention. The level of intervention should match the level of behavior.

PROACTIVE NON-RESTRICTIVE INTERVENTIONS

Proactive non-restrictive interventions are preferred because of the low risk of negative side effects and the high priority placed on positive behavioral change rather than behavior control. They may be used without the development of a written Behavioral Intervention Plan (BIP) and without documentation in the Individualized Education Plan (IEP). Examples of these interventions include

- Direct instruction
- Contracting
- Environmental/activity modification
- Functional assessment of behavior
- Instructional assignment
- Instructional approach to classroom management
- Modeling
- Visuals
- Breaks
- Restorative practices
- Parent involvement
- Peer involvement
- Point sheets
- Positive behavior interventions
- Problem solving
- Prompting
- Proximity control
- School-wide discipline practices
- Self-management
- Self-reinforcement
- Check-in/check-out
- Walk and Talk
- Shaping behavior
- Skill building
- Social skills training
- Structured opportunities for academic success
- Teaching alternative behaviors
- Team-based planning and problem solving
- Verbal feedback

REACTIVE NON-RESTRICTIVE INTERVENTIONS

Reactive non-restrictive interventions assist in controlling behaviors and in preventing escalation of inappropriate behaviors. Examples of these interventions include:

- Allowing student to escape task
- Behavior extinction
- Detention
- Differential reinforcement
- Sensory break
- Parent involvement
- Planned ignoring
- Redirection
- Restitution
- Verbal feedback
- Verbal reprimand
- Break
- Written explanation of misbehavior

RESTRICTIVE INTERVENTIONS

Restrictive interventions may be appropriate in emergency situations or when less restrictive interventions have failed to change behavior. Restrictive interventions are to be used for the minimum amount of time necessary to control the student's behavior. After three (3) restrictive interventions or a pattern of behavior is formed, a Functional Assessment of Behavior (FBA) must be completed or reviewed, and a Behavioral Intervention Plan (BIP) developed and documented in the student's IEP. Examples of these interventions may include in-school Suspension or out-of-school Suspension.

HIGHLY RESTRICTIVE INTERVENTIONS

Highly restrictive interventions when there is imminent danger of serious harm to self or others can be used as means of maintaining a safe environment of learning and only to the extent necessary to preserve the safety of the students and others. They cannot be used in administering discipline to individual student's, i.e., as a form of punishment.

- Time out/Isolated time out
- Expulsion (with provision of a free appropriate public education)
- Physical restraint/Time-out (if used, requires the ISBE "Physical Restraint and Time Out form" to be completed and sent to parent)
- Temporary removal from extracurricular activity

PROHIBITED INTERVENTIONS

Prohibited interventions are illegal and not to be used: Corporal punishment, Expulsion (without provision of a free appropriate education)

If there is a pattern of using nonrestrictive or restrictive interventions, a Functional Assessment of Behavior (FBA) and Behavioral Intervention Plan (BIP) must be developed and documented in the student's IEP.

Parents must be involved in the development of Behavioral Intervention Plans. This involvement includes participating in the IEP in which the written Behavioral Intervention Plan is developed and documented with the IEP team.

The Guidelines are annually shared regarding the procedures designed to promote the use and maintenance of the best professional standards and practices for providing students with behavioral interventions. For reference, please view the ISBE Parent Guide: www.isbe.net/documents/parent-guide-special-ed.pdf.

Specifically, the use of these interventions must respect the dignity and privacy of students while promoting the learning of more appropriate behaviors.