

SANGAMON AREA SPECIAL EDUCATION DISTRICT

PROCEDURES FOR BEHAVIORAL INTERVENTIONS

FOR

STUDENTS WITH DISABILITIES

Revised: 1st Reading: February 13, 2013
2nd Reading/Adoption: March 12, 2013

POLICY FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

It is the policy of _____ School District to comply with ILCS law and regulations on the use of behavioral interventions for students with disabilities who are receiving special education services.

_____ 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.

_____ 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, 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: 1st Reading – February 13, 2013
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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, nonadversive 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 adopt by January 1, 1996, 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 SASSED 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 four levels of restrictiveness: 1) nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited.

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 management plan as part of the student's IEP. This list is not all-inclusive:

- | | |
|---|--|
| <input type="checkbox"/> Allowing student to escape task | <input type="checkbox"/> Proximity control |
| <input type="checkbox"/> Temporary Instructional setting | <input type="checkbox"/> Punishment writing* |
| <input type="checkbox"/> Calling and notifying parent | <input type="checkbox"/> Redirecting student physically* |
| <input type="checkbox"/> Contingency contracting | <input type="checkbox"/> Redirection (verbal or nonverbal) |
| <input type="checkbox"/> Detention* | <input type="checkbox"/> Response-cost |
| <input type="checkbox"/> Differential reinforcement | <input type="checkbox"/> Restitutive overcorrection* |
| <input type="checkbox"/> Direct instruction | <input type="checkbox"/> Safe place |
| <input type="checkbox"/> Environmental or activity modification | <input type="checkbox"/> Self-management |
| <input type="checkbox"/> Extinction* | <input type="checkbox"/> Shaping |
| <input type="checkbox"/> Instructional assignment | <input type="checkbox"/> Teaching alternative behaviors |

- | | |
|---|---|
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Teaching self-reinforcement |
| <input type="checkbox"/> Peer involvement | <input type="checkbox"/> Temporary restriction from extracurricular activity* |
| <input type="checkbox"/> Planned ignoring | <input type="checkbox"/> Time-out in class and out of class |
| <input type="checkbox"/> Positive practice/overcorrection* | <input type="checkbox"/> Token economy |
| <input type="checkbox"/> Positive reinforcement (individual or group) | <input type="checkbox"/> Verbal feedback |
| <input type="checkbox"/> Prompting | <input type="checkbox"/> Verbal reprimand |

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

Restrictive Interventions

- | | |
|--|---|
| <input type="checkbox"/> Exclusion from extracurricular activities | <input type="checkbox"/> Negative practice |
| <input type="checkbox"/> Food delay | <input type="checkbox"/> Satiation |
| <input type="checkbox"/> Forced physical guidance | <input type="checkbox"/> Suspension in-school - in excess of nine days singly or in aggregate |
| <input type="checkbox"/> Inhibiting devices | <input type="checkbox"/> Suspension out-of-school - in excess of nine days singly or in aggregate |
| <input type="checkbox"/> Manual restraint | <input type="checkbox"/> Time-out (isolation room) |

Restrictive interventions may be used:

- 1) in an emergency situation
- 2) after less restrictive interventions have been attempted and failed
- 3) in conjunction with positive interventions designed to strengthen competing behaviors
- 4) as identified on the behavior management plan or as identified in the student handbook if no behavior management exists

Documentation with functional analysis of behavior must be completed. 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 unless district/SASED has received or has on file during the current school year, a written waiver from parent(s)/ guardian(s). A behavioral management plan should be written to address the behaviors at the IEP meeting.

Highly Restrictive Interventions

Highly restrictive interventions are deemed inappropriate for use in most circumstances. Highly restrictive interventions should only be used after a functional analysis has been completed, a behavior management plan written, and the IEP amended to include the behavior plan.

- Aversive mists, aromatic, tastes
- Denial or restriction of access to regularly used equipment/devices that facilitate the student's educational functioning, except when such equipment is temporary at risk of damage or presents a danger to the student or others.
- Mechanical restraints (excludes restraints prescribed by a physician or used as a safety procedure for transportation)
- Expulsion with a continuing education program (may only occur after an IEP has determined that the behavior is unrelated to the student's disability)

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

SECTION 6: ISOLATED TIME OUT AND PHYSICAL RESTRAINTS

The use of any of the following rooms or enclosures for isolated time-out purposes/and or crisis is prohibited:

- 1) A locked room other than one with a locking mechanism that engages only when a key or handle is being held by a person; if a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob or other similar device is being held in position by a person. (No electronically controlled locking mechanisms.) Upon release of the locking mechanism by the supervising adult, the door must be able to open readily.
- 2) A confining space such as closet or box;
- 3) Any other room or enclosure or time-out procedure that is contrary to guidelines of the Illinois State Board of Education. Specific criteria for construction of such

room, ceiling heights, and viewing requirements are identified in 105 ILCS 5/10-20.33 and 23 IL Administrative Code 1.285.

The student must continually be observed by a supervising adult within two feet of the enclosure to allow visual monitoring of and communication with the student

An isolated time-out Room form is provided in Appendix IV. A student shall not be kept in isolated time out for more than 30 minutes after he/she ceases presenting the specific behavior for which isolated time out was imposed.

The use of physical restraints is prohibited except when:

- 1) The student poses a physical risk to himself, herself or others; A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a mean 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. (Exception as permitted by administrative rules of another State Agency such as Illinois Department of Corrections).
- 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 periods of physical restriction 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. The parent/guardian shall be informed/notified of the use of physical restraint/isolated time-outs. Completion of both the Isolated Time Out/Physical Restraint Form and Parent Notification Form must be completed and given to the designated school official by the end of the day on which the incident occurred. Case managers are required to send a copy of the parent contact form to the student's guardian within 24 hours of the occurrence of either an isolated time out or physical restraint unless the guardian has provided the district a written wavier of this requirement. (Parent Notification Form/Isolated 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 time outs/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 shall be placed in the student's temporary student record and a copy given to the designated school official. After three such episodes, school personnel shall review the effectiveness of the student's behavior management 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.

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) related to or the result of the student's disability(ies);
- 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
- 5) require the use of restrictive or highly restrictive intervention(s).

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 IEP 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 7: EMERGENCY USE OF RESTRICTIVE INTERVENTIONS

"Emergency" refers to a situation in which immediate restrictive intervention not already identified in the behavior management plan is necessary to protect students, other individual, or the physical site from: 1) physical injury (to self or others), 2) severe emotional abuse due to verbal and/or nonverbal threats and/or gestures, 3) severe property damage, 4) serious disruption of the school/classroom environment, and 5) other acts involving 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 management plan more than twice in a thirty calendar day period, an IEP meeting should be commenced to review and modify, if necessary, the behavior management 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 management plan may be developed from the functional analysis of behavior.

The parents or guardians should be notified within twenty-four hours 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 8: 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 management 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 9: 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 new 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.

References: 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;

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) |
|--|--|--|---|
| ___ Classroom <input type="checkbox"/> Break <input type="checkbox"/> Computer <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: _____ ___ Hallway to: _____ <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> Library <input type="checkbox"/> Art <input type="checkbox"/> Speech <input type="checkbox"/> Cafeteria <input type="checkbox"/> Assembly <input type="checkbox"/> OTHER: _____ # Adults present _____ # Students present _____ | <input type="checkbox"/> Loud environment <input type="checkbox"/> Quiet environment <input type="checkbox"/> No activity/materials <input type="checkbox"/> Working independently <input type="checkbox"/> Transition between activities <input type="checkbox"/> Transition between rooms <input type="checkbox"/> New people <input type="checkbox"/> Asked to work <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"/> Staff walked away <input type="checkbox"/> Staff approached <input type="checkbox"/> Peer approached <input type="checkbox"/> Staff close by <input type="checkbox"/> Peer close by <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"/> Object aggression: throw/kick <input type="checkbox"/> Spit <input type="checkbox"/> Crying <input type="checkbox"/> Screaming/Yelling <input type="checkbox"/> Verbal threat <input type="checkbox"/> Cursing <input type="checkbox"/> Running away <input type="checkbox"/> OTHER _____ _____ _____ | <input type="checkbox"/> Request removed <input type="checkbox"/> Given a break <input type="checkbox"/> Ignore behavior <input type="checkbox"/> Told to stop <input type="checkbox"/> Victim yelled <input type="checkbox"/> Redirected verbally to same activity <input type="checkbox"/> Redirected verbally to different activity <input type="checkbox"/> Redirected visually to same activity <input type="checkbox"/> Redirected visually to different activity <input type="checkbox"/> Food/drink given <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"/> Less than 1 minute. <input type="checkbox"/> Less than 5 minutes. <input type="checkbox"/> Less than 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, s crying, throwing papers). No physical aggression. <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

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 may be attached to the IEP.

This page was developed using the criteria established in the Illinois State Board of Education's Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities. For further clarification regarding the Functional Behavioral Assessment page, reference the most recent Behavioral Interventions in Schools: Guidelines for Development in District Policies for Students with Disabilities.

| | | |
|---------|-------|------|
| STUDENT | GRADE | DATE |
|---------|-------|------|

Participants/Title

Participants/Title

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

SETTING – include 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 consequences that resulted from the target behavior.

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

STUDENT STRENGTHS – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interaction with staff, ability to redirect, accepts responsibility, etc.).

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

BEHAVIORAL INTERVENTION PLAN

DATE: _____

| | | |
|---------|--------|-------|
| STUDENT | SCHOOL | GRADE |
|---------|--------|-------|

SUMMARY OF FUNCTIONAL BEHAVIORAL ANALYSIS (attach completed forms)

STUDENT STRENGTHS

SUMMARY OF PREVIOUS INTERVENTIONS ATTEMPTED

| TARGETED BEHAVIORS | POSITIVE BEHAVIORAL INTERVENTIONS | SUPPORTS (If needed) | RESTRICTIVE INTERVENTIONS |
|--------------------|-----------------------------------|----------------------|---------------------------|
| | | | |

IMPLEMENTER (S)

DATA COLLECTION PROCEDURES AND METHODS FOR MONITORING INTERVENTIONS.

PROVISIONS FOR COORDINATING WITH THE HOME

APPENDIX II

Emergency Behavioral Intervention Report

EMERGENCY BEHAVIORAL INTERVENTION REPORT

Student Name:

School:

Grade/Class:

Teacher:

Person Completing this Report:

Date/Time Incident:

Date/Time/Method of Communication to Parent:

1. Describe in detail the incident that required emergency intervention, including location, events, and participants.
2. Describe the emergency interventions used, including all staff involved.
3. Describe the student's response to the emergency intervention.
4. Describe any injuries and/or property damage.
5. Describe any previous incident(s) leading to the present event, including date/time.
6. Recommendations for avoiding similar incidents in the future.

APPENDIX III

Isolated Time-Out/Physical Restraint

School Documentation Form

Parent Notification Form

**PARENT NOTIFICATION FORM
PHYSICAL RESTRAINT/ISOLATED TIME-OUT**

Name of student: _____

Date of Incident: _____

Length of isolated time-out/physical restraint: _____

School Personnel Involved: _____

Type of Restraint (if used): _____

Brief description of event: (include events leading up to ITO/restraint; interventions used prior to ITO/restraint; any injuries to staff/student)

Contact Person: _____

School: _____ **Phone:** _____

Notification to parent within 24 hours of isolated time-out/physical restraint. Attach a copy of this form to the documentation form.

*CC: student temporary record
Designated school official*

APPENDIX IV

Glossary

APPENDIX V

GLOSSARY OF SELECTED TERMS

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

Aversion 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.

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).

Faradic Skin Shock: the use of electrical shock to control behavior or as punishment.

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, student, direct observation across times and settings, and completion of behavioral ratings and other psychological instruments.

Highly Restrictive Interventions: interventions that are intrusive to an individual, produce a negative physical response such as pain or severe discomfort, and carry a high probability of negative side effects. Highly restrictive interventions are deemed inappropriate under most circumstances.

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.

Manual Restraint: use of the minimum amount of physical force necessary to hold or restrain an individual (e.g., an individual holds a physically aggressive student in order to protect the student or others from injury).

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).

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 "nonrestrictive" 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 hand on student's elbow, teacher walks 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 a reinforcer (e.g., tokens) in response to an inappropriate behavior (e.g., teacher takes away points for fighting).

Restitutional Overcorrection: student is required to overcorrect or improve on the original state of affairs (e.g., student who litters is asked to sweep 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 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 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 behavior (e.g., teach 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 student 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 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 evaluative 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