



## **SANGAMON AREA SPECIAL EDUCATION DISTRICT**

### **PROCEDURES FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES**

## **POLICY FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES**

It is the policy of \_\_\_\_\_ School District to comply with the IDEA, the Illinois School Code, and the applicable 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.

Isolated time out, time out, and physical restraint shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

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, Emergency Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint

Illinois State Board of Education, [Guidance Document: Behavioral Interventions in Schools: Guidelines for the Development of District Policies for Students with Disabilities](#)

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.

## **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, nonadverse 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.

Isolated time out, time out, and physical restraint shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm. Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

## **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 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:

- Emphasize positive interventions that are designed to develop and strengthen desirable or replacement behaviors;
- Incorporate procedures and methods that are consistent with generally accepted practices in the field of behavioral interventions.
- Include criteria for determining when a student with disabilities may require a Behavioral Intervention Plan;
- Include procedures for monitoring the use of restrictive behavioral interventions; and
- Reflect that the guidelines of the Illinois State Board of Education have been reviewed and considered and include the contact information of ISBE so that the behavioral guidelines may be accessed or requested - [ISBE Contact](#).

## **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. The committee should be

composed of parents and advocates of students with disabilities, other parents, teachers, administrators, and individuals with knowledge or expertise regarding behavioral interventions for persons with disabilities. The committee should emphasize position interventions designed to develop, strengthen, and maintain desirable behaviors.

## **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 **Procedures for Behavioral Interventions for Students with Disabilities**.

### **SECTION 5: OVERVIEW: BEHAVIOR INTERVENTIONS IN THE SCHOOL SETTING**

Behavior has long been believed to serve a specific function across settings and is often described as a recurring action shaped by its consequences. Behavior is also hypothesized as a form of communication that is utilized by individuals and groups in unique ways to express their thoughts, needs, and emotions. As children learn to shape their behaviors in order to change their environment and circumstances to obtain desirable results, it becomes critical for parents and educators to understand the intended functions of behavior in order to develop effective behavioral interventions.

A behavioral intervention in an educational setting is a targeted response to an unpreferred behavior that interferes with the student's learning or that of others. Interventions should be designed to develop or strengthen alternative or more appropriate behaviors, and they should include specific methods of evaluation and measurable behavioral changes that are expected of the student. Provisions for communicating with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions are also essential elements.

Behavioral interventions are, for some students, the most personal attention they receive from the school community. The quality and tone of behavioral interventions may have a long-lasting impact on these children and their relationships within the community. It is imperative that proactive, positive behavioral interventions are designed and implemented in a culturally responsive manner to affirm the complex identities of all students and equip them with meaningful tools to be successful.

#### **Types of Intervention**

The Illinois School Code prioritizes a healthy environment in which learning can occur. Specifically, behavioral interventions should be utilized in consideration of a student's physical freedom and social interactions, and they should be administered in a manner that respects human dignity and personal privacy. Behavioral interventions must also ensure students' right to a free and appropriate public education in the least restrictive educational environment.

Behavioral interventions are categorized into four levels of restrictiveness: 1) positive behavioral supports and interventions, 2) reactive nonrestrictive interventions, 3) restrictive interventions, and 4) prohibited interventions. Examples of different types of interventions can be found in Table 1 (see below).

## **Nonrestrictive Interventions/Positive Behavioral Supports and Interventions**

Interventions referred to as “nonrestrictive” generally allow more student freedom and ideally assist in shaping preferred behavior and preventing an increase in unpreferred or problematic behavior. These interventions focus on positive behavior change rather than behavior control and should be utilized first before more restrictive interventions are implemented. These interventions fall within the Multi-Tiered System of Supports (MTSS) Tier 1 universal supports and can be used with any student. However, if any intervention is critical to a child’s ability to safely and adequately function in the school environment, it should be included in the child’s IEP or Behavioral Intervention Plan.

## **Restrictive Interventions**

Restrictive interventions are more confining in nature and may be appropriate when less restrictive interventions have been exhausted and have failed to shape or change unwanted or problematic behavior. These interventions should only be utilized for the minimum amount of time necessary to alleviate or control the student’s behavior, and they sometimes involve removal from the educational setting. Restrictive interventions should also be used in tandem with positive behavioral interventions designed to strengthen preferred, appropriate behaviors, and they should be replaced by less restrictive or nonrestrictive interventions as quickly as possible.

## **Highly Restrictive Interventions**

According to Public Act 102-0339, physical restraint, time out, and isolated time out may be used only when:

- The student’s behavior presents an imminent danger of serious physical harm to the student or to others;
- other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- there is no known medical contraindication to its use on the student; and
- the school staff member or members applying the use of time, isolated time out, or physical restraint on a student have been trained in its safe application (105 ILCS 5/10-22.39).

Documentation of Behavior must be completed along with the required ISBE Time Out/Restraint form.

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. A behavioral intervention plan or amendment to the behavioral intervention plan should be written to address the behaviors at the IEP meeting.

Expulsion with a continuing education program may only occur after an IEP has determined that the behavior is unrelated to the student's disability through a manifestation determination process.

## **Prohibited Interventions**

Prohibited interventions are illegal and cannot be used under any circumstances

**Table 1***Examples of Interventions Across the Curriculum*

<b>Positive Behavioral Supports and Interventions</b>		<b>Reactive Nonrestrictive Interventions</b>	<b>Restrictive Interventions</b>
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Antecedent-Based Interventions</li> <li>• Adaptations/Modifications</li> <li>• Behavioral Momentum</li> <li>• Communicating with Family/Guardians</li> <li>• Exercise and Movement</li> <li>• Direct Instruction</li> <li>• Discrete Trial Training</li> <li>• Environmental/Activity Modification</li> <li>• Errorless Learning</li> <li>• First, Then</li> <li>• Functional Communication Training</li> <li>• Picture Exchange Communication System</li> <li>• Incidental Training</li> <li>• Naturalistic Intervention</li> <li>• Negative Reinforcement</li> <li>• Parent Training</li> <li>• Modeling</li> <li>• Music-Mediated Intervention</li> <li>• Pairing</li> <li>• Peer-Mediated Instruction</li> <li>• Positive Practice</li> <li>• Positive Reinforcement</li> <li>• Power Card</li> <li>• Prompting</li> <li>• Relationship Building</li> <li>• Restorative Conferencing</li> <li>• Scripting</li> <li>• Structured Play Group</li> </ul>	<ul style="list-style-type: none"> <li>• Self Management</li> <li>• Sensory Regulation</li> <li>• Shaping</li> <li>• Social Skills Training</li> <li>• Social Narratives</li> <li>• Task Analysis</li> <li>• Teaching Alternative behaviors</li> <li>• Technology-Aided Intervention and Instruction</li> <li>• Time Delay</li> <li>• Token Economy</li> <li>• Verbal Feedback</li> <li>• Video Modeling</li> <li>• Visual Schedules</li> <li>• Visual Supports</li> </ul>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Allowing Students to Escape Task</li> <li>• Extinction</li> <li>• Differential Reinforcement</li> <li>• Planned Ignoring</li> <li>• Redirection</li> <li>• Response-Cost</li> <li>• Non-Contingent Reinforcement</li> <li>• Overcorrection</li> <li>• Satiation</li> </ul>	<b>Prohibited Interventions</b>
			<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Detention</li> <li>• Suspension (in school)</li> <li>• Suspension (out of school)</li> <li>• Expulsion</li> <li>• Time Out</li> <li>• Isolated Time Out</li> <li>• Physical Restraint</li> </ul> <ul style="list-style-type: none"> <li>• Aversive Mist, Aromatics, Tastes</li> <li>• Corporal Punishment</li> <li>• Denial or Restriction of Access to Regularly Use Equipment/Devices that Facilitate the Child's Educational Functioning</li> <li>• Expulsion with Cessation of Services</li> <li>• Contingent Electric Skin Shock</li> <li>• Prone Physical Restraint</li> <li>• Mechanical Restraints</li> <li>• Chemical Restraint</li> </ul>

Overall, behavioral interventions should be developed and implemented in a manner that focuses on instruction and support, grounded in the student's specific needs, as well as their strengths and abilities. Positive behavioral interventions within the climates of inclusion, belonging, and safety can notably reduce the use of exclusionary and punitive practices. Exclusionary discipline should be avoided as much as feasible, especially when addressing offenses that do not threaten safety (e.g., tardiness, absenteeism, disrespect/defiance, etc.). Regardless of the interventions contemplated and utilized with a student, districts should invest time and resources toward preparation programs, professional learning opportunities, coaching, and other tools to equip educators and build behavior-based expertise across the workforce. This facilitates a strong message of support to staff and students, leads to more consistent applications of positive behavior strategies across environments, and allows students to successfully generalize preferred behavior in various settings inside and outside the school community.

Additionally, a specific process should be in place for regular monitoring and review of the behavioral components of a student's IEP, including accommodations and modifications, social-emotional goals, and/or Behavioral Intervention Plans. If behavioral interventions have not been effective in changing problematic behavior, then such review and monitoring is necessary to address whether interventions have been implemented consistently across settings with fidelity, and, if so, why they have not been effective.

## **SECTION 6: TIME OUT, ISOLATED TIME OUT, AND PHYSICAL RESTRAINTS**

The use of time out shall be subject to the following requirements for physical space, per 23 IAC 1.2856(a):

- Any enclosure used for isolated time out or time out shall meet the requirements listed in 105 ILCS 5/10-20.33 and 23 IL Administrative Code 1.285.
- Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being placed in isolated time out or time out, but also, if applicable, other individuals who are required to accompany this student
- The room must be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb the wall
- If an enclosure used for isolated time out or time out is fitted with a door, the door shall not be locked at any time during the timeout.
- For a time-out, a trained adult (trained in de-escalation, restorative practices, and behavior management) who is responsible for supervising the student must remain in the same room as the student at all times during the time-out.
- For an isolated time out, an adult who is responsible for supervising the student must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress.
- A student placed in isolated time-out must have reasonable access to food, water, medications, and toileting facilities. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have his or her clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.

If, during a time out, a student is physically aggressive toward a staff member or engages in self-injurious behavior, then school personnel may utilize other appropriate interventions to preserve safety, including isolated time out, physical restraint, contact with law enforcement, or interventions included in the student's IEP or BIP, as applicable.

A student should not be kept in isolated time out or time out for longer than is therapeutically necessary. No less than once every 15 minutes, the trained adult must assess whether the student has ceased presenting the specific behavior for which the isolated time out or time out was imposed.

Many students need additional time to deescalate and process after they are no longer displaying the behavior that necessitated the time-out, and if that is the case, they may deescalate in the same location. The isolated time out or time out immediately ends when the student is no longer an imminent danger of serious physical harm to self or others.

The use of physical restraints is prohibited except when:

- The student poses an imminent danger of serious physical harm to himself, herself, or others; A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat. The use of any device other than personal physical force to restrict the limbs, head, or body shall not be used.
- Other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- There is no medical contradiction to its use; and
- The staff person(s) applying physical restraint has been trained in its safe application.
- Isolated Timeouts/Physical Restraints may not be used when administering discipline to students.

For this purpose, “restraint” does not include momentary physical restriction or physical escort 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.

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 on the Documentation of Behavior Form. The parent/guardian shall be informed/notified of the use of physical restraint/isolated time-out/or time-out. Completion of both the Documentation of Behavior Form and ISBE Time Out/Restraint Form must be completed and given to the designated school official by the end of the day on which the incident occurred and must be sent to ISBE within two school days. Case managers are required to send a copy of the ISBE Time Out/Restraint forms as required by law to the student’s guardian within one business day of the occurrence of either an isolated time out, time out or physical restraint, but shall also make reasonable efforts to inform the parent on the same day as the restraint/time out. It should be noted that there is a separate complaint process related to the use of restraint and time-out. Information about restraint/timeout complaints can be found on the [ISBE Physical Restraint, Time Out, and Isolated Time Out Webpage](#).

Following each incident of isolated time out, time out, or physical restraint, but no later than 2 school days after the incident, the principal or another designated administrator shall notify the student's parent or guardian that he or she may request a meeting with appropriate school personnel to discuss the incident. This meeting shall be held separate and apart from meetings held in accordance with the student's individualized education program or from meetings held in accordance with the student's plan for services under Section 504 of the federal Rehabilitation Act of 1973. If a parent or guardian requests a meeting, the meeting shall be convened within 2 school days after the request, provided that the 2-school-day limitation shall be extended if requested by the parent or guardian. The parent or guardian may also request that the meeting be convened via telephone or video conference.

The meeting shall include the student, if appropriate, at least one school staff member involved in the incident of isolated time out, time out, or physical restraint, the student's parent or guardian, and at least one appropriate school staff member not involved in the incident of isolated time out, time out, or physical restraint, such as a social worker, psychologist, nurse, or behavioral specialist. During the meeting, the school staff member or members involved in the incident of isolated time out, time out, or physical restraint, the student, and the student's parent or guardian, if applicable, shall be provided opportunity to describe (i) the events that



occurred prior to the incident of isolated time out, time out, or physical restraint and any actions that were taken by school personnel or the student leading up to the incident; (ii) the incident of isolated time out, time out, or physical restraint; and (iii) the events that occurred or the actions that were taken following the incident of isolated time out, time out, or physical restraint and whether the student returned to regular school activities and, if not, how the student spent the remainder of the school day. All parties present at the meeting shall have the opportunity to discuss what school personnel could have done differently to avoid the incident of isolated time out, time out, or physical restraint and what alternative courses of action, if any, the school can take to support the student and to avoid the future use of isolated time out, time out, or physical restraint. At no point may a student be excluded from school solely because a meeting has not occurred.

A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and shall become part of the student's school record. A copy of the documents shall be provided to the student's parent or guardian. If a parent or guardian does not request a meeting within 10 school days after the school has provided the documents to the parent or guardian, or if a parent or guardian fails to attend a requested meeting, that fact shall be documented as part of the student's school record.

Isolated time-outs that exceed 30 minutes, physical restraints that 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 the restroom, or the need for alternate strategies. The written evaluation should be documented on the Documentation of Behavior Form and shall be placed in the student's temporary student record, and a copy given to the designated school official. After three such episodes in a 30-day period, school personnel shall review the effectiveness of the student's behavior intervention 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. The review shall also consider the student's potential need for an alternative program or for a change in program. A parent may provide the district with a written waiver of this requirement of notification; however, a meeting will still be held to review the effectiveness of the Behavior Intervention Plan.

## **SECTION 7: FUNCTIONAL BEHAVIOR ASSESSMENT/BEHAVIOR INTERVENTION PLAN**

### **Functional Behavior Assessment**

A Functional Behavioral Assessment (FBA) aims to analyze problematic behavior and identify situations where such behavior is most likely to occur. An FBA is designed to help teams develop a Behavioral Intervention Plan (BIP) that includes evidence-based positive interventions expected to effectively address behavior's function, thus leading to more appropriate replacement behavior. The assessment consists of direct and indirect data collection to determine where, when, and why specific behaviors are occurring. Direct observations of a student should occur across various settings in different situations that tend to result in the target behavior(s). Informal means of assessments should be utilized, such as rating scales and parent/teacher/student reports, and interviews, when appropriate. An FBA should identify prior interventions that have been utilized, and it should document success rates of the interventions across settings, in detail.

A functional behavioral assessment should include the following components:

- A description of the student's strengths, including their appropriate behavior;
- A detailed description of the target behavior(s) of concern, defined in observable and measurable terms;
- A description of the setting (e.g., classrooms/subject areas, locations within the school) in which the target behavior occurs most and least often, including data regarding the intensity, frequency, and

duration of the behavior, and the conditions and/or individuals involved/present when the behavior occurs the most and least often;

- An analysis of antecedents to –and consequences of –target behavior;
- A description of other environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, weather, social factors); obtain information from various sources (interviews with teachers, bus drivers, paraprofessionals, lunchroom, and custodial staff, clerks, etc.);
- Examination and hypotheses of any known communicative nature of the behavior and the functional or practical intent of the behavior;
- A description of any environmental modifications made to shape or change the target behavior; and
- Identification of appropriate behaviors that could serve as functional alternatives to the target behavior.

### **Behavioral Intervention Plan**

IEP teams must properly document a student's need for positive behavioral interventions in the IEP, including a BIP, when appropriate. Prior to the development of any BIP, the IEP team should review the FBA and previous IEPs/BIPs and identify prior or current behavior interventions, including an analysis of the success rate, or lack thereof, of the interventions.

When the IEP team starts to develop a BIP, it should contemplate strategies to:

- Teach and reinforce positive, preferred behavior;
- Decrease future occurrences of the target behavior; and
- Address repeated episodes of the target behavior.

The behavior intervention plan should be included as part of the student's IEP. Components of the plan include:

- A summary of the FBA and findings;
- A summary of previous (or current) interventions attempted and their success rate;
- Identification of the behaviors that will be taught to replace the target behavior and strategies to do so (e.g., modeling, practicing, explicit instruction, feedback, cues, patterns of reinforcement, etc.);
- Documentation of any planned adjustments to the student's environment and/or instruction/curriculum;
- A description of motivators and rewards that will be utilized to shape the student's behavior;
- A description of how behavior will be measured and how data will be collected, including evaluation procedures, timelines, and measurement criteria;
- A specific plan or method of communication with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions; and
- A list of school staff who will be informed of the BIP, who will be provided with a copy of the plan, and how the plan will be communicated/disseminated to relevant school staff.

A BIP also should identify any restrictive disciplinary measures that may be implemented and the conditions in which such measures may be used. However, restrictive measures should only be considered after all possible positive interventions are implemented for an appropriate amount of time. It should be noted that behavior sometimes gets worse before it improves, and aversive techniques are typically ineffective in controlling student behavior.

Finally, the IEP team should include a description of how an emergency situation or behavioral crisis will be handled. A crisis may be defined as a situation that requires immediate intervention, and the BIP should include specific conditions under which a crisis/emergency plan will be utilized. This portion of the BIP must be reviewed to ensure it complies with any district and state policies and procedures regarding the use of behavior intervention strategies. A crisis plan should be carefully and frequently monitored.

Behavior goals in BIPs should be written in specific, positive terms that focus on increasing desired behavior rather than eliminating or reducing undesired behaviors. Goals should facilitate the collection of objective, measurable data.

Additional functional behavior assessments should be conducted if significant modifications or new interventions are necessary. Modifications should be proposed based on these assessments, and parental notification and input should be obtained. If substantial changes to the BIP are deemed necessary, the appropriate procedures should be followed for reconvening, reviewing the IEP/BIP, and making any modifications or revisions.

### **Generalized and Maintenance**

A BIP's long-term impact will be determined substantially by the degree to which it generalizes across settings and is maintained over a period of time. Therefore, when designing behavioral interventions, school personnel should plan for generalization and maintenance. Some of the most common methods for enhancing generalization and maintenance include:

- Teaching new behaviors that are reinforced naturally in the child's everyday environment;
- Involving multiple others in training and reinforcing a new behavior;
- Teaching new behaviors in many different settings;
- Changing the timing of reinforcement (e.g., from continuous to intermittent);
- Moving from tangible to social reinforcers;
- Reinforcing the child's spontaneous use of new behavior;
- Phasing out the reinforcement program gradually;
- Developing self-reinforcement skills; and
- Planning periodic follow-up monitoring and "booster" training sessions, as necessary.

### **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 case 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:

- 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;
- Data concerning the frequency, duration, and/or intensity of the behavior(s) of concern after the initiation of the intervention;
- 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 intervention plan is necessary to protect students, other individuals, or school staff from the imminent danger of serious physical 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 student's behavior intervention plan more than twice in a thirty-day calendar period, an IEP meeting should be commenced to review and modify, if necessary, the behavior intervention 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 intervention plan may be developed from the functional analysis of behavior.

The parents or guardians should be notified the same day 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 intervention 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.

### **Proactive Communication**

Positive, proactive communication between schools, families, and community-based partners is essential to build trust, establish clear expectations, and promote student success. Frequent communication about student progress, needs, and interests is critical to establish consistent, effective behavior interventions across their settings. Communication ensures families, educators, and other individuals in the child's community remain informed of the student's behavior and disciplinary expectations. This, in turn, fosters consistently applied interventions, rewards, and behavior modeling to assist students with meaningful, positive behavioral shifts. In addition, regular communication enables educators and families to establish and review shared goals in a mutual decision-making process.

## **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 personnel on the implementation of the procedures in this document. Special education teachers and related services personnel presently employed will receive in-service 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.

At least eight hours of annual professional development in crisis de-escalation techniques, restorative practices, trauma-informed practices, behavior management practices, and identifying signs of distress during restraint/time out will be provided to any staff who would be supervising students in isolated time out, time-out, or restraint.

Il persons or entities who provide training must be trained and certified in the effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others, and safe application of isolated time out, time out, and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective.

The training shall include, but need not be limited to: the dangers associated with the use of isolated time out, time out, and physical restraint and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students; appropriate procedures for preventing the need for isolated time out, time out, or physical restraint, including the de escalation of problematic behavior, relationship-building, and the use of alternatives to restraint; recognizing and responding appropriately to the antecedent of a student's behavior; recognizing contraindications and other conditions and events that increase risk of death; a description and identification of dangerous behaviors on the part of students that may indicate the need for isolated time out, time out, or physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; the simulated experience of administering and receiving a variety of isolated time out, time out, and physical restraint techniques, ranging from minimal physical involvement to very controlling interventions; instruction regarding the effects of isolated time out, time out, and physical restraint on the person in restraint, isolated time out, or time out, including instruction on monitoring physical signs of distress and obtaining medical assistance; instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.

An individual may provide training to others in a particular method of time-out and physical restraint only if he or she has received written evidence of completing training in those techniques that meet the requirements of this subsection (i) within the preceding one-year period.

## **References:**

Illinois State Board of Education, [Emergency Regulations for the Use of Time Out, Isolated Time Out, and Physical Restraint](#)

Illinois State Board of Education, [Guidance Document: Behavioral Interventions in Schools: Guidelines for the Development of District Policies for Students with Disabilities](#)

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.