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Park Ridge-Niles School District 64

Behavioral Intervention Procedures

These procedures are based upon Sections 1.280 (Discipline) and 1.285 (Requirements for the Use of Isolated Time Out, Time Out, and Physical Restraint) of the Illinois Administrative Code.

I. Behavior Intervention Plan

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

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

- A. A description of the target behavior, including data on the intensity, frequency, and duration of the behavior;
- B. A description of the settings in which the behaviors occur and an analysis of antecedents to and consequences of the behavior;
- C. A description of other environmental factors that may affect the student's behavior (i.e., medications, medical conditions, sleep, diet, schedule, social factors);
- D. A description of behavior intervention and environmental modifications previously attempted;
- E. A detailed description of positive and non-restrictive interventions to be used to address target behavior in all environments;
- F. A detailed description of restrictive interventions to be used;
- G. The method used to evaluate the plan;
- H. A list of personnel involved in the implementation and monitoring of the plan;
- I. A description of coordinating intervention efforts, if any, with parent(s)/guardian(s)

II. Selection of Intervention Strategies

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

A. Nonrestrictive Interventions and Positive Behavioral Supports

Nonrestrictive interventions are the preferred interventions because of emphasis on positive behavior change. These interventions may be used without the development of a written Behavior Intervention Plan as a part of the student's IEP. Such interventions include, but are not limited to:

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|----------------------------|-------------------------------|
| Continuous Reinforcement | Verbal Redirection |
| Contingency Management | Planned Ignoring (Extinction) |
| Intermittent Reinforcement | Proximity Control |

Calling and Notifying Parent
Physical Redirection
Differential Reinforcement
Redirection (Verbal or Nonverbal)
Direct Instruction
Written Contract
Environmental or Activity
Modification
Teaching an Alternative Behavior
Self-Management
Shaping Successive
Approximations

Instructional Assignment
Delayed Reinforcement
Modeling
Counseling/Therapy
Peer Involvement
Teaching Self Control
Withdrawal of Reinforcement
Token Economy
Positive Practice
Verbal Feedback
Positive Reinforcement (Individual or Group)
Verbal Reprimand Prompting

B. Restrictive Interventions

Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted and have not been successful. Restrictive interventions should only be used after an FBA has been completed and documented and the team has developed a BIP. Restrictive interventions shall only be used in the following situations:

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

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

- Detention (before and/or after school, weekend)
- Response cost
- Exclusion from extracurricular activities
- Suspension (in school)
- Suspension (out of school)

C. Highly Restrictive Interventions

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

- Isolated time out in accordance with state regulations and these procedures
- Time out in accordance with state regulations and these procedures
- Physical restraint in accordance with state regulations and these procedures
- Expulsion in accordance with state/federal regulations

D. Prohibited Interventions

Prohibited interventions are either **illegal** or **not acceptable** and cannot be used under any circumstances. The following interventions are prohibited:

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

III. Monitoring the Use of Restrictive Behavior Interventions

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

IV. Isolated Time Out, Time Out, and Physical Restraint.

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.

Although the use of isolated time out and time out is permitted by Illinois law and regulations, at this time, D64 does not utilize isolated time out or time out as a form of restrictive behavior intervention with students.

A. **“Isolated time out”** means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances. Isolated time out may be used only when the adult in the time out room or enclosure is in imminent danger of physical harm because the student is unable to cease actively engaging in physical aggression. Currently, D64 does not have or utilize isolated time out or time out rooms.

B. **“Time out”** means a behavior management technique for the purpose of calming or de-escalating that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting. Currently, D64 does not have or utilize isolated time out or time out rooms.

NOTE: *“Isolated time out” or “time out” does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student’s brief removal to the hallway or similar environment.*

- 1) 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 in the time out room or enclosure must not be locked or held to block egress. A student in isolated time out must not be supervised using cameras, audio recording, or any other electronic monitoring device.
- 2) For time out, a trained adult who is responsible for supervising the student must remain in the same room as the student at all times during the time out.
- 3) A student placed in isolated time out or time out must have reasonable access to food, water, medication, 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.

C. **“Physical restraint”** means holding a student or otherwise restricting his or her movements. “Physical restraint” includes only the use of specific, planned techniques (e.g., “team control”).

NOTE: *“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 designed to: 1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or 2) remove a disruptive student who is unwilling to leave the area voluntarily.”*

- 1) The use of physical restraint may only be employed when:
 - a) the student poses a physical risk to himself, herself, or others,
 - b) there is no medical contraindication to its use, and

c) the staff applying the restraint have been trained in its safe application (e.g., CPI certified).

2) Physical restraint must end immediately when the threat of imminent danger of serious physical harms ends or the student indicated that he or she cannot breathe or staff supervising the student recognizes that the student may be in respiratory distress.

3) Staff involved in physically restraining a student must periodically halt the restraint to evaluate if the imminent danger of serious physical harm continues to exist. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint.

4) A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.

5) **"Prone physical restraint"** means a physical restraint in which a student is held face down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position. **"Supine physical restraint"** means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. Until July 1, 2021, prone and supine physical is prohibited, unless all of the following criteria are met. **Currently, physical restraint techniques used in D64 do not include the use of prone or supine physical restraints.**

- a) Before using a prone or supine physical restraint, school district shall review and determine if there are any known medical or psychological limitations that contraindicate the use of a prone or supine physical restraint.
- b) The school district deems the situation an emergency (defined as a situation in which immediate intervention is needed to protect a student or other individual from imminent danger of serious physical harm to himself, herself, or others and less restrictive and intrusive interventions have been tried and proven ineffective in stopping the imminent danger).
- c) Prone or supine physical restraint is used in a manner that does not restrict or impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's primary mode of communication.
- d) Prone or supine physical restraint is used only by personnel who have completed required training.
- e) Prone or supine physical restraint is used only if those interventions are the least restrictive and intrusive interventions to address the emergency and stop the imminent danger of serious physical harm to the student or others. During each incident, one school staff person trained in identifying the signs of distress must be assigned to observe and monitor the student during the entire incident. That staff person may not be involved in the physical holding of the student. The number of staff involved in physically restraining the student may not exceed the number necessary to safely hold the student. Staff involved in the restraint must use the least amount of force and the fewest points of contact necessary and must afford the student maximum freedom of movement while maintaining safety.
- f) The prone or supine physical restraint ends immediately when the threat of imminent danger of serious physical harm ends, but in no event shall prone or supine physical restraint last longer than 30 minutes. If after 30 minutes the emergency has not resolved, or if an additional emergency arises the same school day, a school administrator, in consultation with a psychologist, social worker, nurse, or behavior specialist, may authorize the continuation of the restraint or an additional prone or supine physical restraint. No restraint may be continued, nor may additional restraints be applied, unless continuation is authorized by a school administrator.
- g) If the student is restrained in a prone or supine physical restraint in at least 2 separate instances within a 30-school day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a Restraint Review, which is a review of the effectiveness of the procedures used. If the personnel involved in the restraints do not include a psychologist, social worker, nurse, or behavior specialist, at least one of those staff members shall be included in the Restraint Review. The Restraint Review must include, but is not limited to:

- i. conducting or reviewing a functional behavioral analysis, reviewing data, considering the development of additional or revised positive behavioral interventions and supports, considering actions to reduce the use of restrictive procedures, or, if applicable, modifying the student's individualized educational program, federal Section 504 plan, behavior intervention plan, or other plan of care, as appropriate; and
- ii. reviewing any known medical or psychological limitations that contraindicate the use of a restrictive procedure, considering whether to prohibit that restrictive procedure, and, if applicable, documenting any prohibitions in the student's IEP, 504 plan, BIP, or other plan of care.

6) Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves 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

7) Mechanical or chemical restraint shall not be employed.

- a) **“Chemical restraint”** means the use of medication to control a student’s behavior or restrict a student’s freedom of movement. Chemical restraint does not include medication that is legally prescribed and administered as part of a student’s regular medical regimen to manage behavioral symptoms and treat medical symptoms.
- b) **“Mechanical restraint”** means the use of any device or equipment to limit a student’s movement or hold a student immobile. Mechanical restraint does not include any restraint used to treat a student’s medical needs; protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness; position a student with physical disabilities in a manner specified in the student’s IEP, 504 plan, or other plan of care; provide a supplementary aid or service or an accommodation (e.g., assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students.

8) Medically prescribed restraint procedures employed for the treatment of a physical disorder or for the immobilization of a person in connection with a medical or surgical procedure shall not be used as means of physical restraint for purposes of maintaining discipline.

9) Any application of physical restraint shall take into consideration the safety and security of the student. Physical restraint shall not rely upon pain as an intentional method of control.

10) In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult shall consider the potential for injury to the student, the student’s need for privacy, and the educational and emotional well-being of other students in the vicinity.

C. Time Limits

1) A student shall be released from isolated time out or time out immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to himself, herself, or others. No less than once every 15 minutes, a trained adult must assess whether the student has ceased presenting the specific behavior for which the time out was imposed.

2) A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to himself, herself, or others.

D. Documentation and Evaluation of Isolated Time-Out, Time Out, and Physical Restraint

A written record of each episode of isolated time out, time out, or physical restraint shall be maintained in the student’s temporary record.

- 1) Notify the Building Administrator of the episode as soon as possible on the day of the incident.

2) Complete the ISBE “Physical Restraint and Time Out” form for each episode. **I**

- a) This record must be completed immediately following the episode and given to the Building Administrator.
- b) A copy of the form must be sent to the parents within one (1) business day of the episode.
- c) A copy of the form must be sent to the State Superintendent within two (2) school days of the episode.
- d) A copy of the form must be sent to the Director of Student Services’ office for insertion into the student’s temporary record.

3) Whenever an episode of isolated time out or time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period, the following must occur:

- a) A licensed educator or licensed clinical practitioner knowledgeable about the use of isolated time out or time out or trained in the use of physical restraint must evaluate the situation (e.g., a teacher, SW, or psychologist).
- b) The evaluation shall consider the appropriateness of continuing the procedure in use, including the student’s potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
- c) The result of the evaluation shall be committed to writing and copies of the documentation shall be placed into the student’s temporary student record and provided to the Building Administrator.

4) When a student experiences instances of isolated time out, time out, or physical restraint on three (3) days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used and prepare an individual behavior plan for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan shall be placed into the student’s temporary school record. The review shall also consider the student’s potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.

- a) The district or other entity serving the student shall invite the student’s parents or guardians to participate in this review and shall provide ten (10) days’ notice of its date, time, and location.
- b) The notification shall inform the parents or guardians that the student’s potential need for special education, an alternative program, or, for students already eligible for special education, the student’s potential need for a change in program, will be considered and that the results of the review will be entered into the temporary student record.

E. Notification to Parents/Guardians and State Superintendent

1) All parents and guardians must be provided a copy of the District 64 Behavioral Guidelines upon enrollment in the District, initial eligibility for Special Education services, and annually thereafter.

2) If a student is subject to isolated time out, time out, or physical restraint, the school must make a reasonable attempt to notify the student’s parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed.

3) Within one (1) business day after any use of isolated time out, time out, or physical restraint, the school shall send the ISBE “Physical Restraint and Time Out” form to the student’s parents or guardians.

4) No later than two (2) school days after any use of isolated time out, time out, or physical restraint, the school shall submit the ISBE “Physical Restraint and Time Out” form to the State Superintendent.

F. Requirements for Training

1) Any adult who is supervising a student in isolated time out or time out, or who is involved in a physical restraint, shall

receive at least eight (8) hours of developmental appropriate training annually in the following areas: crisis de-escalation, restorative practices, identifying signs of distress during physical restraint and time out; trauma-informed practices, and behavior management practices.

2) All adults trained must be provided a copy of the District 64 Behavioral Guidelines.

3) Isolated time out, time out, or physical restraint shall be applied only by individuals who have received annual systematic training on less restrictive and intrusive strategies and techniques to reduce the use of isolated time out, time out, and physical restraint based on best practices and how to safely use time out and physical restraint when those alternative strategies and techniques have been tried and proven ineffective. This training must result in the receipt of a certificate of completion or other written evidence of participation. No individual may use isolated time out, time out or physical restraint before receiving the required training and certificate. An individual who applies isolated time out, time out or physical restraint shall use only techniques in which he or she has received prior annual training, as indicated by written evidence of participation.

4) District 64 shall provide training with respect to isolated time out, time out or physical restraint according to state regulations.

5) 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 within the preceding one-year period.

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