



# PARK RIDGE-NILES SCHOOL DISTRICT 64

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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 and Physical Restraint) of Title 23 of the Illinois Administrative Code.

### **I. Behavior Intervention Plan**

**A Behavior Intervention Plan (BIP) must be developed by the IEP team for students whose behaviors impact their learning and who require the use of systemic and restrictive interventions. Components of the plan 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 whether the behavior is a skill deficit or a performance deficit, and data on the intensity, frequency, and duration of the behavior;
- B. A description of the student's behavioral strengths;
- C. A hypothesis of the function of the student's behavior;
- D. A description of behavior intervention and environmental modifications previously attempted;
- E. A description of the replacement behaviors desired;
- F. A description of the settings in which the behaviors occur and an analysis of antecedents to and consequences of the behavior;
- G. A description of other environmental factors that may affect the student's behavior (i.e., medications, medical conditions, sleep, diet, schedule, social factors);
- H. A description of the instruction/and or curriculum that will be used to address the student's behaviors;
- I. A detailed description of positive and non-restrictive interventions and motivators and/or rewards to be used to address target behavior in all environments;
- J. A detailed description of restrictive interventions to be used;
- K. A description of the crisis place to be used in emergency situation;
- L. A description of the data collection procedures and methods;

- M. The method used to evaluate the plan;
- N. A list of personnel involved in the implementation and monitoring of the plan;
- O. 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 FBA. 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:

- |                                   |  |
|-----------------------------------|--|
| Continuous Reinforcement          | Self-Management                              |
| Contingency Management            | Shaping Successive                           |
| Intermittent Reinforcement        | Approximations                               |
| Verbal Redirection                | Instructional Assignment                     |
| Planned Ignoring (Extinction)     | Delayed Reinforcement                        |
| Proximity Control                 | Modeling                                     |
| Calling and Notifying Parent      | Counseling/Therapy                           |
| Physical Redirection              | Peer Involvement                             |
| Differential Reinforcement        | Teaching Self Control                        |
| Redirection (Verbal or Nonverbal) | Withdrawal of Reinforcement                  |
| Direct Instruction                | Token Economy                                |
| Written Contract                  | Positive Practice                            |
| Environmental or Activity         | Verbal Feedback                              |
| Modification                      | Positive Reinforcement (Individual or Group) |
| Teaching an Alternative Behavior  | 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, a BIP written, and the IEP amended or in the case of an emergency. Restrictive interventions shall only be used in the following situations:

1. In emergencies;
2. After non-restrictive interventions have been attempted and failed; or
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)
- Isolated time-out
- Suspension (out-of-school)
- Physical restraint in accordance with state regulations and these procedures

*Note: Physical 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 prevent a student from completing an act which would result in potential physical harm to him/herself or property.” In addition, if it is determined that a student requires the frequent use of physical restraint in order to be maintained within the class setting, consideration should be given to the possibility that the child needs a more restrictive setting.*

### 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
- 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:

- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Intentional infliction of bodily harm
- Physical manipulation or 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 and Physical Restraint

**Isolated 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, other less restrictive and intrusive measures have been tried and proven 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 members or members applying the intervention have been trained in its safe application. 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.**

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. Isolated time out is allowed only under limited circumstances. If all other requirements are met, isolated time out may be used only when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression. **Isolated time out will not be used in District 64 facilities.**

B. **“Time out”** means a behavior management technique for the purpose of calming or de-escalation 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.

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 a 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.

**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").

- 1) "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. **Prone physical restraint will not be used in District 64 facilities.** Prone physical restraint is prohibited except in special education nonpublic facilities when all of the following conditions are met:
  - a) The student's Behavior Intervention Plan specifically allows for prone restraint of the student;
  - b) The student's Behavior Intervention Plan was put into place before January 1, 2021;
  - c) The student's Behavior Intervention Plan has been approved by the IEP team;
  - d) The school staff member or staff members applying the use of prone restraint on a student have been trained on its safe application;
  - e) The special education nonpublic facility must be able to document and demonstrate to the IEP team that the use of other de-escalation techniques provided for in the student's Behavior Intervention Plan were ineffective; and
  - f) The use of prone restraint occurs in the 2021-2022 school year.
- 2) "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. **Supine physical restraint will not be used in District 64 facilities.** Supine physical restraint is prohibited unless all of the following criteria are met:
  - a) Before using a supine physical restraint, the District or other entity serving the student shall review and determine if there are any known medical or psychological limitations that contraindicate the use of a supine physical restraint.
  - b) The District or other entity serving the student 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) Supine physical restraint is used in a manner that does not restrict or impair a student's ability to breathe or communicate normally, apply pressure to a student's neck, obstruct a student's airway, or interfere with a student's primary mode of communication.
  - d) Supine physical restraint is used only by personnel who have completed required training.
  - e) 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 supine physical restraint ends immediately when the threat of imminent danger of serious physical harm ends, but in no event shall 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 that meets the standards, a school administrator, in consultation with a psychologist, social worker, nurse, or behavior specialist, may authorize the continuation of the restraint or an additional 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 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 State Superintendent may request the school district or entity provide documentation from 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 behavior interventions and supports, considering actions to reduce the use of restrictive procedures, or, if applicable, modifying the student's individualized education 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 restrictive procedures, considering whether to prohibit that restrictive procedure, and, if applicable, documenting any prohibitions in the student's individualized education program, federal Section 504 plan, behavior intervention plan, or other plan of care.

*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 prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property.*

- 1) Physical restraint may only be used when: a student poses a physical risk to himself, herself, or 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 medical contraindication to its use; and the staff applying the restraint have been trained in its safe application.
- 2) Physical restraint must end immediately when the threat of imminent danger of serious physical harm ends or the student indicates that he or she cannot breathe or staff supervising the student recognizes that the student may be in respiratory distress.
- 3) The 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) 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.
- 5) Mechanical or chemical restraint (i.e., the use of any device other than personal physical force to restrict the limbs, head, or body) shall not be employed.
- 6) 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.
- 7) Any application of physical restraint shall take into consideration the safety and security of the student. Further, physical restraint shall not rely upon pain as an intentional method of control.

- 8) In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the student's need for privacy, and the educational and emotional wellbeing of other students in the vicinity.
- 9) 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.

### **C. Time Limits**

- 1) A student shall be released from isolated time out or time out immediately upon a determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student 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 physical harm to himself, herself, or others.

### **D. Documentation and Evaluation of Isolated Time Out and Physical Restraint**

A written record of each episode of isolated 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) Make reasonable attempts to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed.
- 3) Complete the ISBE Form "Physical Restraint and Time Out."
  - 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 business day of the episode, along with the following information: a copy of the standards for when isolated time out, time out, and physical restraint can be used; information about the rights of parents, guardians, and students; information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other information to assist the parent or guardian in navigating the complaint process; a description of the State complaint, mediation, and due process procedures for students who are eligible to receive special education services.
  - c) No later than two school days after each incident of isolated time out, time out, or physical restraint, 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 programs 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 must be convened within two school days after the request, provided that the two 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. 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 ten school days after the school has provided the documents to parent or guardian or if a parent or guardian fails to attend the requested meeting, that fact shall be documented as part of the student's school record.

d) A copy of the form must be sent to the Director of Student Services' office for insertion into the student's temporary record.

e) A copy of the form must be maintained in a file kept by the Building Administrator.

f) No later than two school days after any use of isolated time out, time out, or physical restraint, the school district must submit the information to the Illinois State Board of Education in the manner proscribed by the Illinois State Board of Education.

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

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 shall 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.

5) When a student experiences instances of isolated time out, time out, or physical restraint on any three days within a thirty-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review meeting of the effectiveness of the procedures used, review the student's functional behavioral assessment, 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 meeting 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 meeting and shall provide ten (10) days' notice of its date, time, and location. If a student has an individualized education program (IEP), an IEP meeting may satisfy the meeting requirement.

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 meeting will be entered into the temporary student record.

#### **E. Notification to Parents**

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 business day after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall send the ISBE Physical Restraint and Time Out Form to the student's parents or guardians and the following information: a copy of the standards for when isolated time out, time out, and physical restraint can be used; information about the rights of parents, guardians, and students; information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other

information to assist the parent or guardian in navigating the complaint process; a description of the State complaint, mediation, and due process procedures for students who are eligible to receive special education services.

#### **F. Requirements for Training**

All District 64 staff shall be trained on this written procedure and provided a copy of the District 64 policies on isolated time out, time out, and physical restraint.

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 hours of developmentally appropriate training annually. Except for training on physical restraint, online training may be utilized for all training areas. Training is required 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

Isolated time out, time out, and 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 include training on crisis de-escalation, restorative practices, identifying signs of distress during physical restraint and time out, trauma-informed practices, and behavior management practices and 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 training and certificate.

Updated 06/2022  
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