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**Behavior Intervention Procedures**

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**Behavioral Intervention Procedures (BIP)**

It is the purpose of this document to outline the procedures of the Vermilion Association for Special Education (VASE) related to the use of behavioral interventions with students with disabilities. A fundamental principle of these procedures is that non-aversive or positive interventions designed to develop and strengthen desirable behavior should be used to the maximum extent possible and are preferable to the use of aversive and more restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students’ academic, social, and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student’s dignity and adhere to the professionally accepted treatment practices. All of the procedural protections available to students with disabilities and their parents or guardians under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity for participation in meetings, and right to appeal, must be observed when implementing and/or developing behavioral interventions.

**Parent-Staff Advisory Committee**

As required by the Illinois School Code, this Co-Op shall maintain a committee. It is recommended that this committee be comprised of parents of students with disabilities, other parents, teachers, administrators, advocates for persons with disabilities, and persons with knowledge or expertise in the development and implementation of behavior interventions for persons with disabilities. This committee shall develop, with the governing board, policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral interventions. These policies and procedures will be furnished to the parents or guardians of all students with Individualized Education Plans (IEP’s):

1. Within 15 days after being adopted by the school board or within 15 days after the school board has amended its policies and procedures; or
2. Or at the time an IEP is first implemented for a student

At the annual IEP meeting, the Co-Opt shall 1) explain the local policies and procedures, 2) furnish a copy of the local policies to parents and guardians, and 3) make available – upon request of any parents and guardians – a copy of local procedures. In addition, each school within the Co-Op shall inform its students of the existence of its policy on behavioral interventions annually (105 ILCS 5.14-8.05).

**Behavior Intervention Consultant**

VASE has designated the school social worker, school psychologist, and special education teacher to serve as behavioral intervention consultants. These individuals should have documented training in basic concepts of human learning, methods of measuring human behavior/interpreting data on human behavior, behavioral intervention, assessment, methods of determining effectiveness of behavioral interventions, and legal and ethical issues. Behavioral intervention consultants may be any appropriately trained certified staff member including but not limited to: a resource specialist, school psychologist, or teacher. The behavioral intervention consultants shall assist IEP teams in the development of behavioral intervention plans, consult with teachers and other staff on the proper use of behavioral interventions and ensure that restrictive behavioral interventions are implemented appropriately and in a humane fashion. The supervision of the implementation of intervention plan procedures shall also be the responsibility of the case manager.

**Parent & Staff Training & Professional Development**

VASE shall develop a plan to ensure ongoing professional training in the use of behavioral interventions. Because students with special needs are included in regular education classes, training efforts must be available to all teachers and staff. Training of school personnel who have the most contact with students who exhibit behavioral intervention needs should be particularly emphasized. Continued competency in the areas of behavioral assessment and interventions requires ongoing professional development and the provision of such training activities should be documented.

Training activities may include in-services given by external consultants, workshops conducted by VASE personnel, professional conferences, and university training and coursework. VASE should ensure that training activities are conducted by qualified individuals who have expertise in relevant areas of behavioral assessment and intervention.

**Suspension and Expulsion**

The following procedures shall be used when a student with disabilities is alleged to have engaged in disobedience or misconduct that violates the student code of conduct.

1. Suspension for a cumulative period not to exceed 10 days in any school year
	1. The Co-Ops’s regular suspensions procedures shall be used to suspend a student with disabilities for a cumulative period not to exceed 10 days in any school year.
2. Suspension beyond 10 days or expulsion
3. The Co-Op’s shall notify the student’s guardian(s) of the disobedience or misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy shall apply to this notice. This information shall be confirmed in writing and guardian(s) shall be advised as follows:
4. That an IEP meeting must be convened as soon as possible, but no later than 10 school days after the decision to remove the student beyond a total of 10 school days has been made, in order to conduct a manifestation determination review; and
5. That the student’s guardian(s) are requested and expected to attend the IEP team meeting and shall be advised of the time, date, and location of the meeting.
6. Manifestation Determination Review – When conducting an MDR, the IEP team determines if the behavior was caused by or had a direct and substantial relationship to the student’s disability, or if the behavior was the direct result of the Co-Op’s failure to implement the student’s IEP.
	1. If the team determines that either statement is applicable, then the student’s behavior must be considered a manifestation of his/her disability. The IEP team shall conduct a functional behavioral assessment and implement a behavioral intervention plan (if it has not already done so). In the situation where a behavioral intervention plan is in place, the IEP team shall review it and/or modify the plan as necessary to address the behavior. The student must then return to placement from which he/she was removed, unless the parent or guardian and the Co-Op agree to a change of placement.
	2. If it is determined that the student’s behavior was not related to his/her disability, pertinent disciplinary procedures may be applied in the same manner they would be students without disabilities – except that students with disabilities must continue to receive a FAPE if removed for more than 10 school days in that school year. If the board imposes expulsion or other disciplinary measures altering the student’s special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.
7. Expulsion – The board may not expel a disabled student if the IEP team determines that the student’s gross disobedience or misconduct was a manifestation of the child’s disability.
8. Interim Alternate Education Setting - School personnel may remove a student from his/her current educational placement to an interim alternative educational setting without parental/guardian consent if he/she: 1) carries a weapon to school or to a school function; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function; and/or 3) has inflicted serious bodily injury upon another person while at school or at a school function. Removal to an interim alternative educational setting shall not be more than 45 school days without regard to whether the behavior is determined to be a manifestation of his/her disability.

**Designation of Behavioral Interventions by Level of Restrictiveness**

Provided below is a list of behavioral interventions according to four levels of restrictiveness: nonrestrictive, restrictive, highly restrictive, and prohibited. Definitions of these interventions are included in Appendix A.

**Nonrestrictive Interventions**

|  |  |
| --- | --- |
| * Allowing students to escape task \*
 | * Prompting
 |
| * Calling/notifying parents
 | * Proximity control\*
 |
| * Contingent exercise
 | * Punishment writing \*
 |
| * Detentions (before/after school, and/or on weekends) \*
 | * Redirecting student (physically) \*
 |
| * Differential reinforcement
 | * Redirecting student (verbally or with nonverbal signals)
 |
| * Direction Instruction
 | * Response-cost\*
 |
| * Environmental modification
 | * Restitutional over-correction \*
 |
| * Extinction
 | * School based contract
 |
| * Exclusion from extra-curricular activities \*
 | * Shaping
 |
| * Home base contract
 | * Teaching alternative behavior
 |
| * Instructional assistant
 | * Teaching self-reinforcement
 |
| * Modeling
 | * Time out (non-exclusionary)\*
 |
| * Peer involvement
 | * Token economy
 |
| * Planned ignoring
 | * Verbal feedback
 |
| * Positive practice
 | * Verbal reprimand\*
 |
| * Positive reinforcement
 |  |

\*Depending on the student’s needs, these interventions may be restrictive in nature. With extensive use, these interventions may become restrictive. Additionally, if these interventions adversely affect student learning or extreme negative behaviors occur in response to them, then they should be considered restrictive interventions.

**Restrictive Interventions**

|  |
| --- |
| * Food delays (not more than 30 minutes)
 |
| * Inhibiting devices
 |
| * Physical Restraint
 |
| * Negative practice
 |
| * Satiation
 |
| * Stop time
 |
| * Suspension (out of school)
 |
| * Isolated Time Out
* Time Out
 |

Interventions listed as restrictive interventions may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions include aversive and deprivation procedures that are associated with a higher risk of negative side effects. Restrictive interventions shall be used for the minimal amount of time necessary to control an individual’s behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors.

**Prohibited Interventions**

|  |
| --- |
|  |
| * Corporal punishment
 |
| * Expulsion with cessation of services
 |
| * Faradic skin shock
 |
| * Mechanical restraints (excludes restraints 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, Section 504 plan, or other plan of care; provide a supplementary aide or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students).
* Chemical Restraints
* Prone Physical Restraint
 |

Prohibited interventions are illegal and shall not be used.

**Behavioral Intervention Plan (See Appendix B)**

Each student receiving special education services who requires the use of restrictive behavioral interventions may have a written behavioral intervention plan developed by the IEP team and included in the student’s IEP. The following components are to be included as part of the plan:

1. A description of the target behavior of concern including data on the intensity, frequency, and duration of the behavior;
2. A description of the settings in which the behaviors occur and an analysis of antecedents to and consequences of the behavior;
3. A description of other emotional and/or environmental factors that may affect the behavior (i.e. medication, medical conditions, sleep, diet, schedule)
4. A description of the environmental modifications and behavioral interventions previously attempted (either nonrestrictive or restrictive);
5. A description of the interventions planned to develop or strengthen more appropriate behaviors;
6. A description of any restrictive interventions to be used;
7. A list of measurable behavior changes expected, method(s) of evaluation, and a schedule for review of intervention effectiveness.

**Isolated Time Out, Time Out, and Physical Restraint – See Appendix C**

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.

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 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. 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 the student or others.

If 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, then the following shall occur:

1. 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, as applicable, shall evaluate the situation.
2. 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).
3. The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to a designated staff member.

When a student experiences instances of isolated time out, time out, or physical restraint on 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 student 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.

1. The Co-Op or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location.
2. 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.

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. Within one business day after any use of isolated time out, time out, or physical restraint, the Co-Op or other entity serving the student shall send a form documenting the following to the student’s parent or guardian:

1. the student's name;
2. the date of the incident;
3. the beginning and ending times of the incident;
4. a description of any relevant events leading up to the incident;
5. a description of any interventions used prior to the implementation of isolated time out, time out, or physical restraint;
6. a description of the incident or student behavior that resulted in isolated time out, time out, or physical restraint, including the specific imminent danger of serious physical harm to the student or others;
7. for isolated time out, a description of the rationale of why the needs of the student cannot be met by a lesser restrictive intervention and why an adult could not be present in the time out room;
8. a log of the student's behavior in isolated time out, time out, or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
9. a description of any injuries (whether to students, staff, or others) or property damage;
10. a description of any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of isolated time out, time out, or physical restraint;
11. a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint; and
12. the date on which parental or guardian notification took place.

No later than two (2) school days after any use of isolated time out, time out, or physical restraint, the Co-Op or other entity serving the student shall, in a form and manner prescribed by the State Superintendent, submit the information required above.

**Protection and Due Process Rights**

Parents and/or guardians have the right to be actively involved in the development of any behavioral management plan utilizing restrictive interventions. Such involvement includes participation in the design, implementation, and evaluation of the interventions. Parents and guardians should be provided with a copy of the behavioral intervention plan developed for their child. Under no circumstances shall a behavioral intervention plan be implemented without its inclusion in the student’s IEP. For a student who already has an established IEP, an IEP meeting will need to be reconvened if the student’s behavioral intervention plan needs to be developed or modified. Every behavioral intervention plan will be reviewed and updated at each annual review.

**Illinois State Board of Education (ISBE) Guidelines**

In the development of this intervention policy, VASE reviewed and considered the ISBE Guidelines. The address of the Illinois State Board of Education so that copies of the ISBE Guidelines may be requested, is:

Illinois State Board of Education

100 N. First Street

Springfield, IL 62777-0001

**Appendix A – Behavioral Interventions**

Allow student to escape task – allow student to avoid a task or a situation (i.e. leave area).

Call/notify parent – contact parent to inform them of student’s performance.

Contingent exercise – requiring a student to engage in a physical exercise based on his/her behavior (i.e. requiring student to do push-ups because of misbehavior). With extensive use or negative student reaction, this procedure should be viewed as corporal punishment, and therefore is prohibited.

Detention (before/after school; weekend) – the student is required to attended school outside of normal class hours as a form of punishment.

Differential reinforcement – reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (i.e. positively reinforcing on-task behavior while ignoring off-task behavior).

Direct instruction – a sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented.

Environmental modification – changing the student’s learning environment in order to influence a target behavior (i.e. alter seating to modifying curriculum).

Exclusion from extracurricular activities – the student is prohibited from participation in extracurricular activities as a form of punishment

Expulsion – removal of the student from school for a period of time not to exceed two school years (Expulsion is a prohibited intervention when there is a cessation of services.)

Faradic skin shock – the use of electrical shock to control behavior or as a punishment. (Faradic skin shock is a prohibited intervention.)

Food delay – food is contingently displayed for a specified purpose.

Forced physical guidance – physical guidance or redirection of any body part of the student (i.e. student refuses to pick up an object with hand over hand prompts).

Home based contract – a student receives an identified reinforcement in the home setting as a result of demonstrating a school-based behavior defined by an individual contract.

Inhibiting device – devices that do not restrain physical movement but inhibit specific actions (i.e. baseball cap to inhibit head scratching).

Instructional assignment – create or modify an instructional assignment to increase the student’s motivation, attention, success.

Isolated time out – 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.

Mechanical restraint – a device or equipment to limit a student’s movement or hold a student immobile. Mechanical restraint is prohibited. 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, Section 504 plan, or other plan of care; provide a supplementary aide or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students.

Modeling – a process in which one person learns by observing the behavior, attitudes, or affective responses or another person.

Negative practice – repetitive practice of inappropriate behavior to the point of satiation (i.e student who tears up assignment must tear 50 pages).

Peer involvement – the use of the student’s peers to influence behavior (i.e. cooperative groups).

Physical restraint – holding a student or otherwise restricting a student's movements. Physical restraint includes only the use of specific, planned techniques.

Planned ignoring – type of extinction in which the teacher ignores a target behavior (i.e. ignores student’s loud noises).

Positive practice – repetitive practice of appropriate behavior which is incompatible with problem behavior.

Positive reinforcement – providing a reinforce contingent upon a target response in order to increase the frequency of the response (i.e praising a student for cooperative turn-taking).

Prompting – a cue is presented to facilitate a given response (i.e. teacher uses hand signal to remind student to stay on-task).

Proximity control – the use of physical proximity to control behavior (i.e. standing near student).

Punishment writing – student is required to write a specified amount for a specified period of time.

Redirect student (physically) – physically redirect student from an inappropriate behavior to appropriate behavior activity (i.e. with hand on student’s elbow, teacher walks student away from one activity to another).

Redirect student (verbal/nonverbal signal) – either by verbal or nonverbal signal, redirect the student from an inappropriate to an appropriate behavior/activity (i.e. teacher gives student hand signal when student should redirect herself/himself).

Response cost – withdrawal of specified amounts of a reinforce in response to an inappropriate behavior (i.e. teacher takes away points for fighting).

Restitutional over-correction – student is required to improve on the original state of affairs (i.e. student who litters is asked to sweep entire floor).

Time out – 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.

**Appendix B - Research-based Support for Behavior Interventions**

● Crisis Prevention Intervention

● Responsive Classroom Techniques

● Trauma Informed Practices

● Positive Behavior Interventions and Supports

**Appendix C - Continuum of School-Wide System of Behavioral**

**Supports**

Vermilion Association For Special Education (VASE) is strongly committed to the use of positive behavioral supports and interventions.

These procedures are consistent with Illinois State Board of Education School Board (105ILCS 5-10-20.14) Subpart B: School Governance Sections 1.280 and 1.285.

**VASE Continuum of Behavior Intervention Procedures**

**PRIMARY PREVENTION** - Planned interventions that are implemented prior to the onset of problem behaviors and to prevent the behaviors from reoccurring

*Examples:*

● Develop positive teacher-student relationships and rapport

● Defined positive behavior expectations across educational settings

● Planned ignoring

● Positive reinforcement for desired behaviors or progress toward desired behavior

● Teaching prosocial and expected behaviors

● Nonverbal prompting hierarchy

● Structured or scheduled verbal and nonverbal praise

● Environmental/Curricular Modifications

● Planned response to behavior in response to unexpected behaviors

● Check for understanding

● Crisis Prevention de-escalation techniques

● Tier 1 - Social Emotional Learning

● Student and Staff circles

**SECONDARY PREVENTION** - Specialized systems for at-risk students

*Examples* :

● Structured Breaks

● Small group social skills instruction

● Token economy

● Behavior contracts

● Peer and Staff mentoring

● Check-in/Check-out systems

● Visual support systems: schedules, routines, behavioral expectation cue cards

● Loss of privilege

● CPI Nonviolent Physical Crisis Intervention techniques

**TERTIARY PREVENTION** (Individualized specialized systems for high-risk students)

*Examples:*

● Formal or Informal functional behavior assessment and behavior intervention plans

● Time-out procedures

● Threat assessment procedures

● CPI Nonviolent Physical Crisis Intervention

● Manifestation Determination Meeting

● IEP meeting

● Suspension (In school or out of school)