



Behavioral Intervention Procedures

These procedures are based on 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 and Sections 2-3.130 and 10-20.33 of the Illinois *School 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. A BIP shall be based on a current Functional Behavior Assessment (FBA) that is updated at the student's reevaluation meeting occurring every three years. An FBA is an assessment process for gathering information regarding a student's target behavior, its antecedents, and consequences, controlling variables, the student's strengths, and the communicative and functional intent of the behavior for use in developing behavior interventions.

For students whose behaviors warrant a BIP, 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., medication, 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)/guardians.

- J. Aligned to an annual goal on the student's active IEP (if applicable) with ongoing progress monitoring and data reported to parents/guardians at identified marking periods.

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: (1) non-restrictive interventions and positive behavioral supports; (2) restrictive interventions; (3) highly restrictive interventions; 4) prohibited interventions.

III. Monitoring the Use of Restrictive Behavior Interventions

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

IV. Non-Restrictive Interventions and Positive Behavioral Supports

Non-restrictive interventions are preferred because of low risk of negative side effects and high priority placed on positive behavioral change. These interventions may be used without the development of a BIP as part of the student's IEP. Below is a non-exhaustive list of non-restrictive interventions.

- Continuous reinforcement
- Calling/notifying parent
- Community/school service
- Contingency management
- Counseling/therapy
- Delayed reinforcement
- Differential reinforcement
- Direct instruction
- Environmental/activity modification
- Instructional assignment
- Intermittent reinforcement
- Modeling
- Physical redirection
- Peer involvement
- Planned ignoring/extinction
- Positive reinforcement
- Prompting
- Proximity control
- Verbal redirection

- Response-cost
- Self-management
- Shaping successive approximations
- Teaching alternative behaviors
- Teaching self-reinforcement
- Time pay-back
- Token economy
- Verbal redirection
- Verbal feedback
- Verbal reprimand
- Written contract
- Withdrawal of reinforcement

V. **Restrictive Interventions**

Restrictive interventions may be used in emergency situations or when less restrictive interventions have been attempted but have not been successful. Restrictive interventions should only be used after an FBA has been completed and the team has developed a BIP. Restrictive interventions should only be used in the following situations: in emergencies, after non-restrictive interventions have been attempted and failed, or 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
- Response cost
- Exclusion from extracurricular activities
- In-school suspension
- Out-of-school suspension

VI. **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 and federal regulations

Please see the section below on Isolated Time Out, Time Out, and Physical Restraint.

VII. **Prohibited Interventions**

Prohibited interventions cannot be used under any circumstances. The following interventions are prohibited:

- Chemical restraint
- Mechanical restraint
- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Aversive mists
- Physical manipulation or procedures that cause pain and/or tissue damage when used as an aversive procedure

VIII. **Isolated Time Out, Time Out, and Physical Restraint**

Isolated time out, time out, and physical restraint, other than prone physical restraint, may be used only if (i) the student’s behavior presents an imminent danger of serious physical harm to the student or to others; (ii) other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm; (iii) there is no known medical contraindication to its use on the students; and (iv) the school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application, as established by rule by the State Board of Education.

A. **Definitions**

- a. **Isolated Time Out** means the involuntary confinement of a student alone in a time out room or other enclosure outside of the classroom without a supervising adult in the time out room or enclosure. Isolated time out may only be used if 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 or time out does not include a student-initiated or student-requested break, a student-initiated sensory break or a teacher-initiated sensory break that may include 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 the student’s brief removal to the hallway or similar environment.
- 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 an unlocked setting.
- c. **Physical Restraint** means holding a student or otherwise restricting a student’s movements. “Physical restraint” or “restraint” does not include momentary periods of physical restriction by direct person to person contact,

without the aid of material or mechanical devices, that are accomplished with limited force and that are 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.

i. **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 a prone position. CUSD 303 utilizes the Non-Violent Crisis Intervention technique developed by the Crisis Prevention Institute; this protocol does not permit the use of prone restraints. Prone restraint is prohibited except when all of the following conditions are satisfied:

1. The student's Behavior Intervention Plan specifically allows for prone restraint of the student.
2. The Behavior Intervention Plan was put into place before January 1, 2021.
3. The student's Behavior Intervention Plan has been approved by the IEP team.
4. The school staff member or staff members applying the use of prone restraint on a student have been trained in its safe application as established by rule by the State Board of Education.
5. The school 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.
6. The use of prone restraint occurs within the 2021-2022 school year.

ii. **Mechanical Restraint** means the use of any device or equipment to limit a student's movement or to hold a student immobile. "Mechanical restraint" does not include any restraint used to (i) treat a student's medical needs; (ii) protect a student who is known to be at risk of injury resulting from a lack of coordination or frequent loss of consciousness; (iii) position a student with physical disabilities in a manner specified in the student's individualized education program, federal Section 504 plan, or other plan of care; (iv) provide a supplementary aid, service, or accommodation, including, but not limited to, assistive technology that provides proprioceptive input or

aids in self-regulation; or (v) promote student safety in vehicles used to transport students. **Mechanical restraint is prohibited.**

- iii. **Chemical Restraint** means the use of medication to control a student's behavior or to 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. **Chemical restraint is prohibited.**

B. Time Limits

- a. 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.
- b. 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.

C. Documentation and Evaluation

- a. The District shall designate a school official who will be informed of incidents and maintain the required documentation when isolated time out, time out, or physical restraint is used.
- b. Whenever isolated time out, time out, or physical restraint is used, school personnel shall fully document and report to the State Board of Education the incident, including the events leading up to the incident, what alternative measures are less restrictive and intrusive were used prior to the use of isolated time out, time out, or physical restraint, why those measures were ineffective or deemed inappropriate, the type of restraint, isolated time out, or time out that was used, the length of time the student was in isolated time out or was restrained, and the staff involved. The parents or guardian of a student and the State Superintendent of Education shall be informed whenever isolated time out, time out, or physical restraint is used.
- c. The school shall provide parents and guardians with the following information, to be developed by the State Board and which may be incorporated into the State Board's prescribed physical restraint and time out form at the discretion of the State Board, after each incident in which isolated

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.

- c. 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 an 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, 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.
- d. 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 the 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.

E. Requirements for Training

- a. Any adult who is supervising a student in isolated time out or time out, or who is involved in a physical restraint, shall receive a least 8 hours of developmentally appropriate training annually inclusive of the below topics. Except from training on physical restraint, online training may be utilized for all training. Training is required in the following areas:
 - i. Crisis de-escalation.
 - ii. Restorative practices.
 - iii. Identifying signs of distress during physical restraint and time out.
 - iv. Trauma-informed practices.

v. Behavior management practices.

- b. All adults trained must be provided with a copy of the district's policies on isolated time out, time out, and physical restraint.
- c. 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 include all the elements described above 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 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.
- d. The training required with respect to isolated time out, time out, or physical restraint may be provided either by the employer or by an external entity.
 - i. All persons or entities who provide training must be trained and certified in the:
 - 1. Effective use of less restrictive and intrusive alternatives to prevent imminent danger of serious physical harm to the student or others; and
 - 2. Safe application of isolated time out, time out, and physical restraint when less restrictive and intrusive alternatives have been tried and proven ineffective.
 - ii. The training shall include, but need not be limited to:
 - 1. 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;
 - 2. 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;

3. Recognizing and responding appropriately to the antecedent of a student's behavior;
 4. Recognizing contraindications and other conditions and events that increase risk of death;
 5. 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;
 6. 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;
 7. 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;
 8. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 9. Demonstration by participants of proficiency in administering isolated time out, time out, and physical restraint.
- e. 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 these requirements within the preceding one year period.

F. Complaint Procedures

- a. Any parent or guardian, individual, organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated the statute and rules concerning isolated time out, time out, or physical restraint. The complaint shall include all of the following:
 - i. The facts on which the complaint is based;
 - ii. The signature and contact information for the complainant;

