Behavioral Interventions for Students with Disabilities

General

Elgin Math and Science Academy ("District") is committed to providing supports and services that allow all children with disabilities to achieve academically, develop socially and emotionally, and become independent, life-long learners. However, District staff will intervene when necessary with students whose behavior is not consistent with this goal. The District will comply with federal and state law and regulations when disciplining students with disabilities.

These procedures on the use of behavioral interventions for students with disabilities were developed after review and consideration of the guidelines of the Illinois State Board of Education. A written behavior management plan should be developed by the IEP team for students with disabilities who significant behavioral and/or emotional needs and for such students who required the use of restrictive interventions. The behavior management plan will be included as part of the student's IEP.

Behavioral supports and interventions will be used by school personnel to promote and strengthen desirable adaptive behaviors in all students. School personnel will design positive, non-aversive interventions that promote desirable student behaviors. However, in some cases more restrictive interventions may be necessary. In accordance with this policy, positive interventions will be given the highest priority, and District staff will utilize more restrictive interventions as needed on a progressive basis to maintain safety and security for students, school staff, and property.

Levels of Restrictiveness of Interventions

Behavioral interventions are categorized into four levels of restrictiveness:
1. Non-restrictive;
2. Restrictive;
3. Highly restrictive; and,
4. Prohibited.

Components of Behavior Management Plan

A form to be used for the development of a behavior management plan is show in Appendix "A"'.

Behavior Intervention Consultant

The Principal or designee may designate at least one staff member to serve as a behavior intervention consultant.

Designation of Behavioral Interventions of Level of Restrictiveness

Depending on a student's needs and IEP, some interventions may be placed into different levels of restrictiveness. In general, behavioral interventions are categorized into four levels of restrictiveness: 1) nonrestrictive, 2) restrictive, 3) highly restrictive, and 4) prohibited. (See Appendix "B")

Nonrestrictive Interventions

Nonrestrictive interventions are the preferred interventions, when appropriate, because of the low risk of negative side effects and the emphasis placed on positive behavior change rather than behavioral control. Nonrestrictive, positive behavioral interventions should always be considered and used first when appropriate. When conducting a functional behavioral assessment and when developing a behavioral intervention plan in a student's IEP, these interventions should be documented. Examples of these types of interventions include but are not limited to:

- allowing student to escape task
- calling and notifying parents
- counseling
- different reinforcement
- direct instruction
- environmental or activity modification
- extinction
- instructional assignment
- modeling
- peer involvement
- planned ignoring
- positive practice/overcorrection
- positive reinforcement (individual or group)
- prompting

- proximity control
- redirection (verbal or nonverbal)
- redirecting student physically
- response cost
- self-management
- shaping
- teaching alternative behaviors
- teaching self-reinforcement
- token economy
- verbal feedback
- verbal reprimand
- safe place
- intermittent reinforcement
- instructional assignment
- continuous reinforcement
- written contract
- delayed reinforcement

Restrictive Interventions

Restrictive interventions may be used in emergency situations, in cases of gross misconduct or disobedience or when less restrictive interventions have been attempted and failed.

Restrictive interventions should only be used after functional analysis of behavior has been completed and documented, a behavioral management plan written and the IEP amended to include the behavior management plan. Types of restrictive interventions include but are not limited to:

- exclusions from extracurricular activities
- food delay
- physical guidance
- manual restraint

- negative practice
- suspension (in-school)
- suspension (out-of-school)
- response cost

Highly Restrictive Interventions

Highly restrictive interventions are deemed inappropriate for use in most circumstances.

- Isolated time out room from which egress is restricted (in accordance to state regulations)
- Denial or restriction of access to regularly used equipment/devices that facilitate the student's education functioning, except when such equipment/devices present a danger to others or a risk of damage
- Physical restraint (in accordance to state regulations)
- Expulsion (in accordance to state/federal regulations)

Prohibited Interventions

Prohibited interventions are illegal and cannot be used under any circumstances.
- Corporal punishment
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure
- Expulsion with cessation of services
- Threats, intimidation, and/or bullying of students

Data Collection

Data collection is an integral and necessary component to monitoring any behavioral intervention management program. A functional behavioral analysis and a behavioral intervention plan require systematic and consistent data collection. Components are as follows:

- Description of the target behavior
- purpose/function of target behavior
- Antecedent event
- Selection of intervention
- Crisis plan
- Evaluation, monitoring, and achievement/progress schedule

- Location, time, other proximal factors
- Frequency, duration, and/or intensity of the target behavior
- Pertinent environmental conditions
- Method for coordination with parents

Criteria for Determining When a Student with Disabilities May Require a Behavioral Intervention Plan

Based on functional analysis of a student's behavior, each student receiving special education services who is found not capable of following school rules of conduct or otherwise refraining from disruptive behavior in the most appropriate educational placement on an independent basis without the use of restrictive behavioral interventions shall have a written behavioral management plan developed.

All other students receiving special education services may be subject to discipline in accordance with school rules of conduct without the development of written behavioral management plan. Such discipline may include restrictive behavioral interventions consistent with school rules.

Selection and Implementation of Intervention Strategies

The selection of an intervention shall be based on the individual needs of the student. As reach student will respond differently to various interventions, behavioral intervention plans will be individualized to meet the needs of the student. The functional behavioral assessment and data collected will be analyzed to assist in determining the least restrictive intervention to produce the desired behavioral change from the continuum of strategies.

The IEP Case Manager, with the advice of the case coordinator or behavior intervention consultant, is responsible for conducting the functional analysis of behavior and behavior management plan in accordance with these guidelines.

Evaluation of Restrictive Interventions

The effectiveness of intervention strategies will be determined by the evaluation data. Evaluation data should include: An analysis of baseline data from the functional analysis concerning frequency, duration, and intensity of the target behavior prior to initiation of the intervention; data concerning the frequency, duration, and intensity of the target behavior after the initiation of the intervention; and observational data from the teacher, parents, and other individuals involved with the behavior interventions at planned intervals.

If changes or new interventions are required, the behavior management plan should be modified by reconvening the IEP.

Procedures for Using Highly Restrictive Interventions

In accordance with Title 23 of the Illinois Administrative Code, Section 1.285, isolated time out and/or physical restraint will only be used when other measures have failed, or under emergency circumstances. Neither isolated time out nor physical restraint will be used in administering discipline to individual students, i.e. as a form of punishment. Staff will be trained annually in the implementation of physical restraint procedures. Written documentation of the use of highly restricted interventions will be completed in a timely manner for each incident and will include the following information:

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 or physical restraint;
6. A description of the incident and/or student behavior that resulted in isolated time out or physical restraint;
7. A log of the student's behavior in isolated time out or during physical restraint, including a description of the restraint technique(s) used and any other intervention between the student and staff;
8. A description of any injuries (whether to students, staff, or others) or property damage;
9. A description of any planned approach to dealing with the student's behavior in the future;
10. A list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out or physical restraint;
11. The date on which parental notification took place as required by Section 1.285(g) of Title 23 of the Illinois Administrative Code

In addition, the parents or guardians will be notified in writing within 24 hours when a restrictive measure such as isolated time out or physical restraint is used unless the parent has provided the district with a written waiver of the requirement for notification. The notification will include the student's name, the date of the incident, a description of the intervention used, and the name of a contact person with a telephone number to be called for further information. An IEP meeting may be convened to conduct further functional behavioral assessments and/or amend the student's behavioral intervention plan if a student is experiencing continuing instances of isolated time out or physical restraint.

Emergency Use of Restrictive Interventions

When confronted with an emergency, school personnel will utilize interventions that are the least intrusive as possible to reasonably respond to the situation. "Emergency" refers to a situation which immediate restrictive interventions are necessary to protect students, other individuals, or the physical site form:

a. physical injury (to self or others)
b. significant verbal or nonverbal threats and gestures with a demonstrated means or intent to carry out such a threat;
c. severe property damage;
d. serious disruption to the school/classroom environment; and/or
e. other acts involving harm when not contemplated by the student's behavior management plan or IEP.

If such an emergency indicates a need to alter the behavior management plan, an IEP meeting should be commenced to review and modify, if necessary, the behavior management plan. The IEP team should meet not later than ten days after the emergency procedure commenced. A functional analysis of the student's behavior which caused the implementation of the emergency procedures may be completed. A new behavioral management plan may be developed from the functional analysis of behavior.

The parents or guardians should be notified within twenty-four hours when a restrictive procedure is used in an emergency situation. Additionally, the use of an emergency intervention should be documented used form in Appendix "C".

Provisions for Parent Involvement

Parents and/or guardians of students with disabilities should be actively involved in the development of a behavior management plan using restrictive interventions. Such involvement

includes, but is not limited to, participation in the design, implementation, and evaluation of interventions as part of the IEP. Under no circumstances shall a behavior management plan be implemented for a student with a disability without it being developed as part of the IEP.

Provisions for Training and Professional Development

The district will develop and implement a training and professional development program for staff members.

Appendix A

Behavior Management Plan

Functional Behavioral Assessment (As Appropriate)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. When used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment <u>must be reviewed at an IEP meeting</u> and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Participant/Title	Participant/Title

Student's Strengths - Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

Operational Definition of Target Behavior - Include a description of the frequency, duration, and intensity of behavior.

Setting - Include a description of the setting in which the behavior occurs (e.g. physical setting, time of day, persons involved.)

Antecedents - Include a description of the relevant events that preceded the target behavior.

Consequences - Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?

Environmental Variables - Include a description of any environmental variables that may affect the behavior (e.g. medication, weather, diet, sleep, social factors.)

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

Behavioral Intervention Plan (As Appropriate)

Complete when team has determined a Behavioral Intervention Plan is needed.

Student's Strengths - Describe student's behavioral strengths

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Target Behavior

Is this behavior a ☐ Skill Deficit or a ☐ Performance Deficit?

Skill Deficit: The student does not know how to perform the desired behavior.
Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Hypothesis of Behavioral Function - Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to **get**? OR What desired thing(s) is the student trying to **avoid**?

Summary of Previous Interventions Attempted - Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

Replacement Behaviors - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include how these behaviors/skills will be taught.

Behavioral Intervention Plan (As Appropriate)

Behavioral Intervention Strategies and Supports
Environment - How can the environment or circumstances that trigger the target behavior be adjusted?
Instruction and/or Curriculum - What changes in instructional strategies or curriculum would be helpful?
Positive Supports - Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

Motivators and/or Rewards - Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures - Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

Crisis Plan - Describe how an emergency situation or behavior crisis will be handled.

Data Collection Procedures and Methods - Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

Provisions For Coordination with Caregivers - Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often the communication will take place.

Appendix B

Interventions and Definitions

Definitions of Interventions

Nonrestrictive Interventions

1. Allow Students to be Excused from Task

    Allow the students to avoid the task or situation by going to designated area, excusing the student from participation, or by directing the student to counseling services.

2. Call/Notify Parent

    Contact the parent(s) to inform them of student's performance (e.g. notify the parent of student's completion or lack of completion of in-class assignments/goals.) Note: This intervention does not include requiring the parent to remove a student from class or school.

3. Contingent Exercise

    Requiring student to engage in physical exercise contingent upon performance or nonperformance of a target behavior (e.g. 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.

4. Counseling

    Providing an opportunity for the student to discuss the problem behavior and feelings about the behavior. The use of alternative behaviors might be included in this discussion.

5. Differential Reinforcement

    The reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (e.g. positively reinforce on-task behavior while ignoring off-task behavior).

6. Direct Instruction

    A sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instruction time is sufficient, performance of students is closely monitored, teacher questions are designed to produce many correct answers, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

7. Environmental Modification

Changing the environment in order to influence a target behavior (e.g. alter seating, change task, modify curriculum).

8. Extinction

Withholding reinforcement of a previously reinforced behavior (e.g. ignoring humorous but inappropriate comments).

9. Instructional Assignment

Creation or modification of an instructional assignment to increase the student's motivation, attention, success, etc.

10. Modeling

A process in which one person learns by observing the behavior, attitude, or affective responses of another person (e.g. student observes others engaging in cooperative turn taking).

11. Peer Involvement

The use of a student's peers to influence behaviors (e.g. cooperative group, peer modeling, peer tutoring).

12. Planned Ignoring

A type of extinction procedure in which the teacher ignores (i.e. withdraws attention) a target inappropriate behavior.

13. Positive Reinforcement

Providing a reinforce (e.g. praise, points, tokens) contingent upon a target response in order to increase the frequency of the response (e.g. praising the student for cooperative turn-taking).

14. Prompting

A cue (visual, auditory, physical) is presented in order to facilitate a given response (e.g. teacher uses hand signal to remind student to remain on-task).

15. Proximity Control

The use of physical proximity to control behavior (e.g. standing near student, eye contact)

16. Redirect Student (verbal/nonverbal signal)

Either by verbal or nonverbal signal redirects the student from an inappropriate to appropriate behavior/activity (e.g. teacher gives the student a hand signal when the student should redirect himself/herself; student is directed to sit away from the group while remaining in the classroom).

17. Positive Practice Overcorrection

Repetitive practice of appropriate behavior which is compatible with problem behavior.

18. Response-Cost

The withdrawal of specified amounts of a reinforcer (e.g. tokens) in response to target inappropriate behavior (e.g. teacher takes away points for fighting).

19. Redirect Student (physically)

Physically redirect the student from an inappropriate to appropriate behavior/activity (e.g. with hand on student's elbow, teacher talks student away from one activity to another).

20. Restitutional Overcorrection

Student is required to overcorrect or improve on the original state of affairs (e.g. student who litters is asked to sweep entire floor).

21. Time-Out

Contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g. to the hallway, etc), but does not involve restricted exit.

22. Self-Management

A collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self-reinforcement.

23. Shaping

A procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximation to the behavioral goal (e.g. in order to get the student to remain seated at his/her desk, he/she first is regularly reinforced for entering

classroom then for being near his/her desk, then for touching his/her desk, then for touching his/her chair, then for being seating appropriately.)

24. Teach Alternative Behaviors

Teaching the student appropriate behaviors that functionally equivalent to the undesired target behavior (e.g. teach student to make appropriate requests of peers to complete the grabbing behavior).

25. Teach Self-Reinforcement

Teaching the student to self-monitor, self-evaluate, and provide himself/herself positive reinforcement for the performance of desired target behaviors (e.g. teach student to self-evaluate his/her level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

26. Token Economy

A system of individual reinforcement in which tokens (e.g. chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g. prizes, school supplies).

27. Verbal Feedback

Providing student evaluative information about his/her performance (e.g. informing the student that he/she is working well on a given task).

28. Verbal Reprimand

Reprimanding a student for inappropriate behavior.

Restrictive Interventions

1. Exclusion from Extracurricular Activities

The student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

2. Food Delay

Food contingently delayed for a specific period of time (e.g. detain student from lunch break for 15 minutes).

3. Forced Physical Guidance

   Physical guidance or redirection of any body part of the student (e.g. student refuses to pick-item; he/she is manually guided to pick-up object with hand over hand prompts).

4. Manual Restraint

   Use of the minimum amount of physical force necessary to hold or restrain an individual (e.g. an individual holds a physically aggressive student in order to protect the student or others from injury).

5. Negative Practice

   Repetitive practice of inappropriate behavior to the point of satiation (e.g. student who tears up assignment must tear up 50 pages of paper).

6. Suspension

   Removal from school programs by administrative actions for gross disobedience or misconduct for more than one (1) full class period and not exceeding 10 school days.

   An out-of-school suspension is served off school ground; an in-school suspension is served on school premises. Suspension from transportation resulting in the student's inability to attend his/her ordinary school program is a suspension from school. A student is not suspended when the nature and quality of the educational program and services provided during an in-school suspension are comparable to the nature and quality of the education program and service required and otherwise provided to the student in the current placement. A suspension which constitutes a change in placement requires a revision to the IEP.

Appendix C

Emergency Behavioral Intervention Report

Elgin Math and Science Academy Charter School
Emergency Behavioral Intervention Report

Student Name: Grade/Class:

Teacher: Person Completing Report:

Date/Time of Incident:

Date/Time/Method of Communication to Parent:

1. Describe in detail the incident that requires emergency intervention, including location, events, and participants.

2. Describe the emergency intervention used, including all staff involved.

3. Describe the student's response to the emergency intervention.

4. Describe any injuries and/or property damage.

5. Describe any previous incident(s) leading to the present event, including date/time.

6. Recommendations for avoiding similar incidents in the future.