**Zion-Benton Township High School District No. 126**

**Behavioral Interventions for Students with Disabilities**

**SECTION 1: PURPOSE**

These procedures establish Zion-Benton Township High School District No. 126’s (“District”) use of behavioral interventions for students with disabilities who require interventions in compliance with applicable laws.

**SECTION 2: DEVELOPMENT AND REVIEW**

The District developed these policies and procedures in compliance with applicable laws and regulations, as well as with Illinois State Board of Education guidance and with the advice of parents with students with disabilities and other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities.

The District maintains a committee to develop policies and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention.

**SECTION 3: USE OF BEHAVIORAL INTERVENTIONS**

Behavioral interventions for a student with disabilities will incorporate procedures and methods consistent with generally accepted practices in the field of behavioral intervention and emphasize positive interventions that are designed to develop and strengthen desirable behaviors.

All students may receive behavioral interventions regardless of their status as a student with or without a disability. The District will properly document the need for and use of behavioral interventions in the process of developing individualized education plans for students with disabilities. A behavioral intervention plan for a student with disabilities may be developed when the IEP team determines that it is appropriate given student behavior, impact on learning and/or any change in placement over 10 school days in one school year.

Behavioral interventions shall be used in consideration of a student’s physical freedom and social interaction and be administered in a manner that respects human dignity and personal privacy and that ensures a student’s right to placement in the least restrictive educational environment.

The District will use proactive strategies to the maximum extent possible, and preferred to reactive strategies. Proactive strategies are designed to promote and strengthen desirable, adaptive student behaviors while reducing identified target behaviors. Additionally, nonrestrictive interventions have a lower risk of negative side effects and place a high priority on behavioral modification and will also be preferred as appropriate.

When appropriate, restrictive behavior interventions will be used, but when used restrictive behavior interventions will be temporary and implemented consistent with these procedures and applicable laws.

The District will monitor the use of restrictive behavioral interventions through the legally required documentation and consistent with Board Policy including notice to parents/guardians and when appliable to the Board of Education for student suspensions and expulsions. The District will also monitor the use of emergency restrictive interventions through the legally required documentation and consistent with Board Policy and procedure including notice to the State Board of Education and parents/guardians. Whenever isolated time out, time out, or physical restraint is used notice to the State Board of Education will include events leading up to the incident, what alternative measures that 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 time out or was restrained, and the staff involved.

The use of corporal punishment, mechanical or chemical restraints are prohibited.

The District will implement behavior interventions for special education students in accordance with applicable laws and:

● Student IEPs and RtI plans

● District policy and procedure

● The District’s crisis intervention programming and training

**SECTION 4: INTERVENTION STRATEGIES**

Behavioral interventions can be categorized into four levels: 1) nonrestrictive; 2) restrictive; 3) emergency restrictive; and 4) prohibited. Behavioral interventions should be implemented beginning from least restrictive options. Situations, however, may occur which warrant implementation of more restrictive measures without prior exhaustion of less restrictive measures.

***Nonrestrictive Interventions***

Nonrestrictive interventions are preferred because of the low risk of negative impact and the emphasis on positive behavior change. These interventions may be used without the development of a written behavior management plan as part of the student's IEP.

Examples of non-restrictive interventions include, but are not limited to:

|  |  |
| --- | --- |
| * Continuous reinforcement
 | * Breaks
 |
| * Intermittent reinforcement
 | * Verbal redirection
 |
| * Planned ignoring (extinction)
 | * Proximity control
 |
| * Direct instruction
 | * Environmental modification
 |
| * Redirection (verbal or non-verbal)
 | * Written contract
 |
| * Peer or adult modeling
 | * Shaping
 |
| * Counseling/therapy
 | * Token economy
 |
| * Video modeling
* Lunch/advisory detention
* After-school detention
 | * Positive practice
* Closed study hall
* In-school suspension
 |

***Restrictive Interventions***

Restrictive interventions may be used in cases of gross misconduct or disobedience or when less restrictive interventions have been attempted and failed, and the student’s continued presence at school poses either a threat to school safety, a disruption to other students’ learning, or substantially disrupts, impedes or interferes with the operation of the school. More information on the District’s procedures and policies with regard to these interventions can be found in Board Policies 7:190, *Student Behavior*; 7:200, *Suspension Procedures*; 7:210, *Expulsion Procedures*; and 7:220, *Bus Conduct*.

Examples of restrictive interventions may include, but are not limited to:

* Out-of-school suspension
* Bus suspension
* Expulsion (with special education and related services for students with disabilities)

***Emergency Restrictive Interventions***

The following emergency restrictive interventions are considered highly restrictive and deemed only appropriate when the student's behavior presents an imminent danger of serious physical harm to the student or others; where other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm; where there is no known medical contraindication to the student; and the school staff members applying the intervention has been trained in its safe application, as established by rule by the State Board of Education:

* 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 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. The use of Isolated Time Out is reserved for students placed in out of District educational placements.
* 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. 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.
* Physical Restraint: holding a student or otherwise restricting a student's movements, only through the use of specific, planned techniques. A physical restraint shall not impair a student’s ability to breathe or communicate normally, obstruct a student’s airway, or interfere with a student’s ability to speak. Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

Emergency restrictive interventions cannot be used for the following purposes:

* Discipline or punishment;
* Convenience for staff;
* Retaliation;
* A substitute for appropriate educational or behavioral support;
* A routine safety matter; or
* To prevent property damage.

District 126 utilizes emergency restrictive interventions pursuant to State law and regulations; including implementation of interventions, documentation, notice, meeting requirements, and staff training. For more information, please see 23 Illinois Administrative Code Sect. 1.285.

***Prohibited Interventions***

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

* Chemical restraint, as defined by State regulations
* Mechanical restraint, as defined by State regulations
* Corporal punishment
* Expulsion with cessation of services for students with disabilities.
* Faradic skin shock
* Intentional infliction of bodily harm
* Physical manipulation of procedures 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/guardian to medicate the student

**SECTION 5: BEHAVIOR INTERVENTION PLANS**

A student with behavioral needs may require a written behavior intervention plan. Any student may have a behavior plan, regardless of eligibility for special education.

***Non-Disabled Students***

The development of a behavior intervention plan is a team-based process and should be considered for students who benefit from behavioral supports. This plan may be developed in consultation with the general education teacher, school social worker, school psychologist and other building or district professionals and/or the family.

* The plan must include a data collection procedure and follow all District RtI/MTSS procedures for drafting, as well as involving and communicating with the parent/guardian.
* A plan will be developed by a team, consisting of individuals with knowledge of the student.
* Progress data shall be periodically reviewed to determine the success of the interventions or need to revise.
* Consideration for a special education evaluation shall be given if it is suspected that the student has a disability that is contributing to the behaviors and interfering with learning.

***Students Eligible for Special Education***

A behavior intervention plan (“BIP”) is developed by the IEP team for students with disabilities. The following factors may be considered regarding the appropriateness of a BIP: The behavior is:

* Related to the student’s disability(ies), but not involuntary eg drooling as a result of a stroke or seizure as a result of a seizure disorder;
* Impedes the student’s learning or that of others;
* Severe and/or significant over a period of time; and
* Not responsive to less restrictive measures.

Prior to drafting a BIP, a functional behavior assessment (FBA) must be conducted. An FBA requires parent/guardian consent. Results of the FBA and any additional evaluation will be shared with parents and guardians three days prior to an IEP meeting to consider the results and draft a behavior intervention plan. The BIP will be included in the student’s IEP. Parents/guardians of students with disabilities should be actively involved in the development of a behavior intervention plan. Such involvement includes, but is not limited to, participation in the design, implementation, and evaluation of interventions as part of the IEP team.

An FBA must be done if the manifestation determination team decides that the student’s behavior is caused by his/her disability, or the student is removed from school for more than 10 school days in a row; or the student has been removed from school for more than 10 school days throughout the school year.

**SECTION 6: DISTRIBUTION**

The District will inform its students of the existence of its policies and procedures regarding students with disabilities and behavioral interventions annually.

The District will furnish a copy of its local policies and procedures to parents/guardians of all students with individualized education plans at the time of a student’s initial drafting of an individualized education. Additionally, at the student’s annual individualized education plan review, the District shall explain to parents/guardians be the local policies and procedures, provide 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.

The State Board of Education maintains behavioral intervention guidelines and will provide them upon request. The address for the State Board of Education is as follow.

[Agency Information](https://www.isbe.net/Pages/Agency-and-Board-Information.aspx)

100 N. 1st Street • Springfield, IL 62777 • [Directions to Springfield location](https://www.google.com/maps/place/100%2BN%2B1st%2BSt%2C%2BSpringfield%2C%2BIL%2B62702/%4039.801828%2C-89.6570136%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x887539cf15f4afbb%3A0x75379bde12610942%218m2%213d39.8018239%214d-89.6548249)• [SpringfieldOffice Information](https://www.isbe.net/Documents/ISBE-Springfield-Office-Info.pdf)• Agency Call Center: (866) 262-6663 or (217) 782-4321

555 West Monroe Street, Suite 900 • Chicago, IL 60661 • [Directions to Chicago location](https://www.google.com/maps/place/555%2BW%2BMonroe%2BSt%2C%2BChicago%2C%2BIL%2B60661/%4041.8802583%2C-87.6445057%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x880e2cc136997de5%3A0x82e568b522f25091%218m2%213d41.8802543%214d-87.6423117)• [ChicagoOffice Information](https://www.isbe.net/Documents/ISBE-Chicago-Office-Information.pdf)• Front Desk: (312) 814-2220

For questions regarding Educator Licensure, [contact your local ROE/ISC for faster service](https://www.isbe.net/Pages/contact-licensure.aspx)or call (217) 557-ISBE (4723).

(217) 782-1900 TTY/TDD

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