

## Restrictive Procedures

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions prove to be unsuccessful. Restrictive interventions should only be used after a Functional Behavior Assessment and Behavior Intervention Plan is completed, and should be used for the least amount of time needed to change the student's behavior, then replaced by less restrictive interventions.

- Detention, if frequently used and impacting educational programming
- Exclusion from extracurricular activities
- Food delay (maximum of 60 minutes)
- Physical intervention (In Emergency Situations Only)
- Response Cost
- Separation from the natural environment
- Suspension (in-school)
- Suspension (out-of school)
- Time-Out (isolation/quiet room)

The use of mechanical or chemical restraints, corporal punishment, and expulsion with cessation of services are prohibited by Board Policy and shall not be used under any circumstances.

All Indian Springs Dist. 109 staff will receive behavioral intervention training and the safe application of physical interventions in compliance with 105ILCS 20.35 Public Act 92-663.

## Committee/Consultants

*Indian Springs School District 109 has established a RTI Behavior Intervention Advisory Committee, inclusive of Parents, Educators and Stakeholders to insure compliance with 105 ILCS 5/14-8.05; to provide advice regarding this policy and behavioral intervention procedures.*

*The Director of Special Education and building school psychologist provide support for IEP teams in the development of Behavior Intervention Plans, and train staff members on the proper use of behavioral interventions, supervision of the implementation of intervention plans and procedures, and in the data collection and reporting process.*

*District 109 also collaborates with the A.E.R.O. Special Education Cooperative and its member districts in developing effective and appropriate policies and procedures for utilizing positive and effective behavioral interventions and strategies.*

### Legal References:

- 105 ILCS 5/14-8.05
- 105 ILCS 5/10-20.14
- 105 ILCS 5/10-20.33
- 23 ILL. Admin. Code 1.280
- 23 ILL. Admin. Code 1.285
- 23 ILL. Admin. Code 226.230
- 23 ILL. Admin. Code 226.400

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# Parent Pamphlet

## Policy and Procedures

### For the Use of

## Behavioral Interventions



*Responsibly preparing everyone today for a better tomorrow*

**Indian Springs School District 109**

**7540 South 86th Avenue**

**Justice, Illinois 60458**

Parent Pamphlet can be found on the District website:  
[www.isd109.org](http://www.isd109.org)

## Policy

Indian Springs School District 109 and its AE.R.O. Special Education Cooperative, in accordance with Public Act 89-191, have developed the following Behavior Interventions Policy for students receiving special education services within the school district and from A.E.R.O. programs. Behavioral interventions shall be used in consideration of the child's physical freedom, social interaction, and the right to placement in the least restrictive environment and shall be administered in a manner that respects human dignity and personal privacy. A fundamental principal of this policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of aversive or more restrictive interventions.

While positive interventions alone will not always succeed in managing behavior that impedes the child's own learning or the learning of others, the use of more restrictive interventions should always be considered to be temporary and approached with caution and regulation. The use of restrictive interventions should maintain respect for the individual student's dignity, personal privacy and safety, and adhere to professionally accepted practices.

All of the procedural protections available to students with disabilities and their parents/guardians under the Individuals With Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and the Illinois School Code, including notice of consent where required, opportunity for participation in meetings and the right to appeal, will be observed when implementing and/or developing behavioral interventions.

Indian Springs School District 109 will review and consider behavioral guidelines provided by the Illinois State Board of Education within a reasonable time after they become available and consider the revision of this policy and accompanying procedures. The Illinois State Board of Education may be contacted to request behavioral guidelines at 100 North First Street, Springfield, IL 62777-0001. (217) 782-5589, [www.isbe.state.il.us](http://www.isbe.state.il.us).

## Procedures

These procedures are designed to promote the use and maintenance of the best professional standards and practices in the use of behavioral interventions. The use of behavioral interventions should promote the learning of more appropriate, desirable behaviors, while incorporating procedures and methods that are consistent with generally accepted practices in the field of behavioral interventions.

These procedures predominantly apply to those students requiring a Behavior Intervention Plan (BIP) as determined appropriate by the IEP team. Behavioral procedures such as those designed as part of a BIP, represent interventions intended to enhance the benefits the student derives from the educational setting..

**Positive and non-restrictive interventions** are used to promote appropriate behaviors and reduce negative behaviors. They are preferred due to the low risk side effects and the high priority placed on behavior change rather than on behavior control. Positive and non-restrictive interventions may be used without the development of a formally written Behavior Intervention Plan or as prescribed within the Individualized Education Program (IEP).

**Restrictive Interventions** may be appropriate in emergency situations or when less restrictive interventions have been attempted and failed (105 ILCS 5/24-4). For students with a Behavioral Intervention Plan which does not include the use of restrictive interventions, this level of intervention shall only be used after a Functional Analysis of Behavior is completed., the Behavior Intervention Plan is developed/revised and included in the student's IEP.

Restrictive Interventions of Physical Restraint and Isolated Time Out are intended to be used only in emergency situations when danger of bodily injury to self or others is eminent and only for the minimum amount of time necessary to control the student's harmful behavior. Documentation of restrictive interventions must be completed along with debriefing of the incident by all involved parties and parent. Restrictive interventions should be used in conjunction with positive interventions and be replaced by less restrictive procedures as quickly as possible.

## Non-Restrictive Procedures

- Allowing student to escape task
- Contingent exercise
- Differential reinforcement
- Direct instruction
- Environmental/activity modification
- Modeling
- Parent contact
- Peer involvement
- Planned ignoring
- Positive reinforcement
- Prompting
- Proximity control
- Redirect student (verbal, nonverbal signal)
- Response-cost
- Self-management/monitoring
- Shaping
- Teaching alternative behaviors
- Teaching self-reinforcement
- Time out (non-exclusionary)
- Token economy
- Verbal feedback
- Verbal reprimand