

These procedures are designed to promote the use and maintenance of the best professional standards and practices for providing students with behavioral interventions.

Specifically, the use of these interventions must respect the dignity and privacy of students while promoting the learning of more appropriate behaviors.



Community Consolidated School District 15

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Guidelines for the use of: Behavioral Interventions for Students with Disabilities



Community Consolidated School District 15

*Serving all or part of:
Palatine
Rolling Meadows
Inverness
Arlington Heights
Hoffman Estates
Schaumburg
South Barrington*

Behavioral Interventions

Specific behavioral interventions are recommended based on the level of restrictiveness that the student needs to improve behavior. For example, self-management is a proactive nonrestrictive intervention, and physical restraint is a highly restrictive intervention. The level of intervention should match the level of behavior.

Proactive Nonrestrictive Interventions

Proactive nonrestrictive interventions are preferred because of the low risk of negative side effects, and the high priority placed on positive behavioral change rather than behavior control. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:

- Contracting
- Decision-making based on schoolwide academic and discipline data
- Direct instruction
- Environmental/activity modification
- Functional assessment of behavior
- Instructional assignment
- Instructional approach to classroom management
- Modeling
- Parent involvement
- Peer involvement
- Point sheets
- Positive practice
- Problem-solving
- Prompting
- Proximity control
- Schoolwide discipline practices and procedures
- Self-management

- Self-reinforcement
- Shaping behavior
- Skill building
- Social skills training
- Structured opportunities for academic success
- Teaching alternative behaviors
- Team-based planning and problem-solving
- Verbal feedback

Reactive Nonrestrictive Interventions

Reactive nonrestrictive interventions assist in controlling behaviors and in preventing escalation of inappropriate behaviors. Examples of these interventions include:

- Allowing student to escape task
- Behavior extinction
- Detention
- Differential reinforcement
- Isolation in school with school work provided
- Parent involvement
- Planned ignoring
- Redirection
- Restitution
- Separation
- Verbal feedback
- Verbal reprimand
- Written explanation of misbehavior

Restrictive Interventions

Restrictive interventions may be appropriate in emergency situations or when less restrictive interventions have failed to change behavior. Restrictive interventions are to be used for the minimum amount of time necessary to control the student's behavior. After three restrictive interventions over a 30-day period, a functional assessment of behavior must be completed, and a behavioral intervention plan developed and documented in the student's IEP.

Examples of these interventions include:

- Inhibiting devices
- Suspension

Highly Restrictive Interventions

Highly restrictive interventions can be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others. They cannot be used in administering discipline to individual students, i.e., as a form of punishment. Examples of these interventions include:

- Isolated time out
- Expulsion (with provision of a free appropriate public education)
- Physical restraint
- Temporary removal from extracurricular activities

Prohibited Interventions

Prohibited interventions are illegal and not to be used:

- Corporal punishment
- Exclusion from extracurricular activities
- Expulsion (without provision of a free appropriate public education)

If there is a pattern of using nonrestrictive or restrictive interventions, a functional assessment of behavior and a behavioral intervention plan must be developed and documented in the student's IEP.

Parents must be involved in the development of behavioral intervention plans. This involvement includes participating in the IEP in which the written behavioral intervention plan is developed and documented.