

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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Superintendent of Schools
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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 implemented based on a proportionate response to the student's behavior. Depending on a student's needs and individualized education program (IEP), the following behavioral interventions may be used with the student: 1) proactive nonrestrictive, 2) reactive nonrestrictive, 3) restrictive, 4) highly restrictive, and 5) prohibited.

Proactive Nonrestrictive Interventions

Proactive, nonrestrictive interventions emphasize positive behavior change and may be used without the development of a written behavioral intervention plan (BIP) as part of the student's IEP. Examples of these interventions can include:

- Behavioral intervention planning
- Contracting
- Decision-making based on school wide academic and discipline data
- Daily Progress Reports
- Direct instruction
- Environmental/activity modification
- Functional Behavioral Assessment
- Instructional assignment
- Instructional approach to classroom management
- Modeling
- Peer involvement
- Positive practice
- Problem-solving
- Prompting
- Proximity control
- Restorative practices
- School wide discipline practices and procedures
- Self-management
- Self-Monitoring skills
- Shaping of behavior
- Skill building

- Social skills training
- Structured opportunities for academic success
- Teaching alternative behaviors
- Therapeutic supports
- Team-based planning and problem-solving
- Verbal feedback
- Visual reinforcement system

Reactive Nonrestrictive Interventions

Reactive, nonrestrictive interventions may be used to support students who are demonstrating maladaptive behaviors. Examples of these interventions can include:

- Alternative setting (in school with school work provided)
- Differential reinforcement
- Parent involvement
- Planned ignoring
- Redirection
- Restitution
- Student initiated and/or staff directed removal from the situation
- Verbal/Visual feedback
- Written explanation of misbehavior

Restrictive Interventions

Restrictive interventions may be implemented in emergency situations or when less restrictive interventions have failed to change behavior. Restrictive interventions should only be used after a functional behavioral assessment (FBA) has been completed and documented, a BIP written, and the IEP amended to include the BIP. Examples of these interventions can include:

- Detention
- Exclusion from extracurricular activities
- Inhibiting devices
- In-school/Out-of-school Suspension

Highly Restrictive Interventions

Highly restrictive interventions are deemed inappropriate in most circumstances. Examples of these interventions include:

- Isolated time out
- Expulsion (with provision of a free appropriate public education)
- Physical restraint
- Time out

Please note time out, isolated time out, and physical restraint shall only be used when the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of physical harm.

Prohibited Interventions

Prohibited interventions are illegal and not to be used:

- Chemical restraint
- Corporal punishment
- Expulsion (without provision of a free appropriate public education)
- Mechanical restraint
- Prone/supine physical restraint

Based on the results of an FBA, each student receiving special education services whose behavior interferes with their ability to learn shall receive behavioral goals and a BIP. Parents/guardians of students with disabilities should be actively involved in the development of a BIP. Such parental involvement includes, but is not limited to, participation in the development, implementation, and evaluation of behavioral interventions as part of the IEP process.

All other students receiving special education services may be subject to discipline in accordance with school rules of conduct without the development of a BIP.