

STUDENTS

7:192 Behavioral Interventions

I. Purpose

The purpose of this policy is to establish and incorporate procedures and methods consistent with generally accepted practice in the field of behavioral interventions. Procedures are designed so that behavioral interventions are used in consideration of the student's physical freedom, social interaction, and are administered in a manner that respects human dignity and personal privacy. Behavioral intervention procedures are designed to provide a safe environment conducive for all individuals in the educational environment. Positive behavioral intervention procedures will be given the highest priority and will accompany the use of restrictive behavioral intervention procedures when they are necessary for more serious behavioral concerns.

Restrictive behavioral interventions are designed for students who exhibit behavioral problems of serious nature. Restrictive behavior intervention procedures will not be employed until there have been sufficient determination that the use of less restrictive procedures were or would be ineffective or harmful to the student. The use of restrictive procedures should be considered temporary in most cases and approached with utmost caution and restraint. When restrictive procedures are necessary, there will be assessment, increased planning, documentation, and supervision in order to maintain professional and ethical standards of intervention.

II. Parent-Teacher Advisory Committee

1. The P.A.E.C. Governing Board will establish and maintain an Advisory Committee to develop, implement, and monitor procedures on the use of behavioral interventions for students with disabilities.
2. The membership of the committee shall be comprised of parents of students with disabilities, other parents, teachers, administrators, advocates for persons with disabilities, and individuals with knowledge and expertise in the development and implementation of behavioral interventions for persons with disabilities.
3. The committee shall review the State Board of Education's guidelines on the use of behavioral interventions and use them as a non-binding reference.

III. Information to Parents/Guardians

P.A.E.C. will furnish a copy of this Policy and the behavioral intervention procedures to parents/guardians of all students with individual education plans (IEP's) within 15 days after their adoption or amendment by, or presentation to, the Governing Board or at the time an IEP is first implemented for a student; all students shall be informed annually of the existence of this Policy and the procedures. At the annual IEP review, a copy of this Policy shall be given to the parents/guardians. The Policy and procedures shall be explained. A copy of the procedures shall be available, upon request of the parents/guardians.

Use of Isolated Time Out and Physical Restraint as Behavioral Interventions

P.A.E.C. retains the power to use reasonable force as needed to maintain safety of students, school personnel, or other persons or for the defense of property. P.A.E.C. acknowledges that there may be instances in which a student with disabilities requires the use of isolated time out and/or physical restraint as behavioral interventions to ensure the safety of the student or others.

I. Definitions

For purposes of this Policy, the terms isolated time out and physical restraint are defined as follows:

- A. Isolated time out means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.
- B. Physical restraint means holding a student or otherwise restricting his or her movements. Physical restraint includes only the use of specific planned techniques and 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.

II. Circumstances under Which Isolated Time Out or Physical Restraint May Be Applied

Isolated time out and physical restraint, as defined herein, are permitted only as behavioral interventions as a means of maintaining a safe and orderly environment for learning and only to the extent that their use is necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used to administer discipline to (i.e., punish) individual students. Both isolated time out and physical restraint are considered restrictive interventions and should only be used in emergency situations or when less restrictive interventions have been attempted and failed.

Isolated time out and physical restraint will only be used as behavioral interventions with a student with disabilities in an emergency situation or pursuant to a behavioral intervention plan (BIP) that is part of his/her IEP. Any BIP that includes the use of isolated time out and physical restraint must be developed by the student's IEP team, including the student's parent(s), at a duly convened IEP meeting and in accordance with the needs of the student.

This Policy does not apply to the restriction of a student's movement when that restriction is for a purpose other than the maintenance of a safe and orderly environment, such as the appropriate use of a safety belt in motor vehicles.

III. Training Requirements

- A. Orientation regarding the use of isolated time out, including, but not limited to the written procedures required by this Policy and procedures, shall be provided to staff members.
- B. Physical restraint shall be applied only by staff members who have received systematic training that complies with 23 Ill.Admin.Code §1.285(h)(2)(B) and has been provided and/or approved by P.A.E.C. and who have received a certificate of completion or other evidence of participation.
- C. A staff member who applies physical restraint shall only use techniques in which he/she has received the training described in subsection B, above within the preceding two years, as indicated by the written evidence of participation.
- D. A staff member may provide training to others in a particular method of physical restraint only if he/she has received written evidence of completing training in that technique that meets the requirements in subsection B, above within the preceding one year.

LEGAL REF.: Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1412, 1413, and 1415.

Gun-Free Schools Act, 20 U.S.C. §3351 et seq.

34 C.F.R. §§300.101, 300.530-300.536.

105 ILCS 5/10-22.6, 5/14-8.05, 5/24-24.

23 Ill.Admin.Code §1.280, §1.285, and §226.400.

Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.:2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:15 (Student and Family Privacy Rights), 7:192-AP1 (Behavioral Intervention Procedures)

ADOPTED:October 11, 2011

Proviso Area for Exceptional Children (P.A.E.C.)
