

BEHAVIORAL INTERVENTION PROCEDURES

I. INTRODUCTION

These Behavioral Intervention Procedures have been developed in accordance with the requirements of the District's Behavioral Intervention Policy (GCMS No. 7:232, PBL No. 6.125).

II. BEHAVIORAL INTERVENTION COMMITTEE

A Behavioral Intervention Committee shall be established and maintained to develop, implement and monitor behavioral intervention policies and procedures utilized by the District. Members of the District's Behavioral Intervention Committee shall consist of at least the following:

- Two (2) parents of disabled students
- Other parent(s)
- A regular education teacher
- A special education teacher
- The District's director of special education
- An administrator responsible for student discipline
- Advocate for persons with disabilities
- The District's Behavioral Intervention Consultant [optional]
- Other individuals with knowledge or expertise in the development and implementation of behavioral interventions for persons with disabilities.

The Behavioral Intervention Committee shall review and use the behavioral intervention guidelines of the Illinois State Board of Education for development, implementation and monitoring of the District's behavioral intervention policies and procedures.

The Behavioral Intervention Committee shall meet at least annually.

III. BEHAVIORAL INTERVENTION CONSULTANT

The District shall designate at least one staff member or Ford County Special Education Cooperative staff member with knowledge and/or expertise in the development and implementation of behavioral interventions for persons with disabilities as the District's Behavioral Intervention Consultant. The Behavioral Intervention Consultant shall assist District staff in developing behavior management plans for those students requiring such plans, shall consult with teachers and other staff on the proper use of behavioral interventions, and shall monitor and assist with the implementation of students' behavior management plans and the District's behavioral intervention policy and procedures.

IV. BEHAVIOR MANAGEMENT PLAN

Each student receiving special education services whose IEP team determines may require the use of a restrictive behavioral intervention should have a written behavioral management plan developed by the IEP team and included in the student's IEP. For students whose behaviors warrant a behavior management plan, the following components are to be included as part of the plan:

1. a description of the target behavior, including data on the intensity, frequency, and duration of the behavior;
2. a description of the settings in which the behaviors occur and an analysis of antecedents to and consequences of the behavior;

3. a description of other environmental factors that may affect the student's behavior (i.e. medications, medical conditions, sleep, diet, schedule);
4. a description of behavior intervention and environmental modifications previously attempted;
5. a detailed description of interventions to be used to address target behavior in all environments;
6. a detailed description of restrictive interventions to be used;
7. a list of measurable behavior changes expected in methods and evaluation schedule;
8. a list of personnel involved and their respective roles; and
9. a description of coordinating intervention efforts with parents/guardians.

V. USE OF RESTRICTIVE BEHAVIORAL INTERVENTIONS

Restrictive interventions include aversive and deprivation procedures that are associated with a high risk of negative side effects. Any restrictive behavioral interventions utilized by District staff shall be implemented appropriately and in a humane fashion. Restrictive interventions shall be used for the minimal amount of time necessary to control the individual student's behavior and shall be used in conjunction with possible interventions designed to strengthen appropriate behavior. Corporal punishment and expulsion for misconduct related to a student's disability shall not be used.

If District staff is confronted with an emergency situation requiring immediate intervention to protect the disabled student from him/herself or others, school personnel may use an intervention that has not been delineated in the student's Behavior Management Plan. When an emergency intervention has been used with a student, the parent(s)/guardian(s) should be notified and the details related to the incident should be documented.

VI. NOTICE OF ISBE GUIDELINES

These procedures have been developed based upon a review of the Illinois State Board of Education's guidelines included in Memorandum #94-25M. The guidelines are maintained in a document entitled "Behavior Interventions in Schools: Guidelines for Development of District Policies for Students With Disabilities." A copy of these guidelines may be requested from the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001.

VII. NOTICE OF THE DISTRICT'S BEHAVIORAL INTERVENTION POLICY AND PROCEDURES

A. Notice to Parent(s)/Guardian(s) of Students with IEPs

The District's Behavioral Intervention Policy and Procedures shall be furnished to the parent(s)/guardian(s) of all students with individualized education plans (IEPs)(or the student if the student is 18 years of age or older) within 15 days after adoption of the District's policy and these procedures by the Board of Education or at the time an individualized education plan is first implemented for the student. A copy shall also be provided to all special education eligible students at the beginning of each school year thereafter.

B. Notice to All Students

All students shall be informed annually of the existence of this policy and the District's behavior intervention procedures. This may be achieved by providing notice in the school district's handbook, which is disseminated to students at the beginning of each school year.

