



Glencoe School District 35

Behavior Intervention Guidelines for Students with Disabilities

A Parent Resource

Behavioral interventions shall be used in consideration of the student's physical freedom and social interaction. Behavioral interventions shall be implemented in a manner that respects dignity and personal privacy, ensuring the right to placement in the least restrictive environment.

Proactive strategies are designed to promote and strengthen desirable, adaptive student behaviors while reducing identified target behaviors. Proactive strategies are used to the maximum extent possible, and preferred to reactive strategies. While proactive strategies alone may not always succeed in managing disruptive behaviors, the use of reactive strategies is temporary.

The use of proactive and reactive behavior interventions is based upon assessment, planning, supervision, documentation, and protective measures. The use of interventions is consistent with the educational goals of enhancing the student's academic, social, and emotional growth.

The use of corporal punishment, mechanical or chemical restraints, or any procedure that causes pain are prohibited.

District 35 will implement behavior interventions for special education students in accordance with the:

- IEP
- Procedures stated in the school parent/student handbook
- NVC (Non Violent Crisis Intervention)

Procedures

Parents/guardians will be notified following implementation of a reactive intervention. Events resulting in use of a reactive intervention will be documented including details of the behavior incident, interventions used, description of any injuries or property damage, and recommendations for student support.

In emergency situations, public safety will be called to support de-escalation.

Proactive Interventions

Proactive interventions are used to promote and strengthen desirable behaviors while reducing target behaviors. Interventions are implemented based upon individual student need.

Examples of of proactive intrventions include:

- Call/notify parents
- Sensory Diet
- Teaching self reinforcement
- Token economy
- Direct instruction
- Proximity control
- Environmental or activity modification
- Positive practice
- Positive reinforcement of desired behavior
- Prompting
- Provide breaks
- Redirection with verbal or visual prompting/supports

Behavior Intervention Plan (BIP)

A student receiving special education services, who requires use of reactive behavior interventions may have a written behavior intervention plan, developed by the IEP team. As parents/guardians are on the IEP team, they are included in the development of the BIP.

A BIP is constructed following a Functional Behavior Analysis (FBA), which identifies antecedents/triggers, target behaviors, and functional consequences. BIPs can be part of the IEP, and are supported with data collection. The BIP represents interventions intended to enhance access to the educational setting.

Reactive Interventions

Reactive interventions may be appropriate when proactive interventions are unsuccessful. Reactive interventions should be used for the minimum amount of time necessary to redirect the student behavior, and in conjunction with positive interventions designed to strengthen appropriate behaviors.

- Denial of access to regularly used equipment/devices
- Detention
- Exclusion from extracurricular activities
- NVC (Non Violent Crisis Intervention)
- Physical prompt/guidance
- Response cost
- Schedule delay

NVC is intended to de-escalate situations, and only used during emergency situations when danger of injury to self or others is imminent. Interventions are used for the minimum amount of time necessary to control the student's behavior.

Behavior Intervention Committee

Glencoe School District 35 has established a behavior interventions committee to monitor the implementation of the policy and procedures governing the use of behavior interventions for students found eligible for special education.

The committee:

- Meets, minimally, annually to review school procedures and policies for the use of behavior interventions for students receiving special education programming
- Advises District Administration regarding issues arising from the use of behavior interventions
- Serves as the review committee to ensure high professional standards and best practices
- May include teachers, social workers, school psychologists, parents, building and district administrator
- Chaired by the Director and Assistant Director of Pupil Services

Professional Development

Each of the Glencoe Schools has building teams trained in Nonviolent Crisis Intervention (NVC). NVC focuses on proactively identifying behaviors that may escalate. Through the use of nonverbal and verbal techniques, staff are enabled to effectively diffuse behaviors at the earliest possible stage. If physical interventions are necessary, NVC strategies are used.

Definitions:

Sensory Diet -- Specific, individualized, group of activities that are scheduled into a student's day to assist with attention, arousal, and regulation responses.

Proximity Control -- Behavior management strategy where the teacher makes a purposeful effort to be physically near a target student or activity.

Token economy -- System of behavior management based on the systematic reinforcement of a target behavior. A reinforce, or token, is given to the student upon a desired behavior.

Prompting -- Cue or hint to support a student to perform a desired behavior

Redirection -- Direction given to a student to refocus him/her to the desired behavior/activity

Positive Practice -- Immediate following a mistake, the teacher stops the activity to provide an example of the correct/appropriate response and supports the student in a repetition of the desired response

Response Cost -- Removing reinforcement when an undesired response/behavior is demonstrated

