



## 4.03 / Positive Behavior Intervention and Supports and Emergency Safety Interventions

Policy Owner(s): Residential/ Day School

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### 1. Policy Objective

Heartspring believes the residential/day school environment should ensure the dignity, care, safety and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential crises should be used. A non-aversive effective behavioral system such as Positive Behavior Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic, social, and behavioral outcomes for all students.

### 2. Scope

This policy applies to all Heartspring employees.

### 3. Policy Statement

Heartspring employees will only engage in a more restrictive Emergency Safety Intervention (ESI) if an imminent risk of serious danger or harm, to self or others, is likely to occur - *and* other less restrictive and less intrusive interventions have been attempted first. The use of an approved Emergency Safety Intervention may be used as a last resort.

Heartspring does not utilize seclusion or restraint procedures as an educational or therapeutic intervention tool. These interventions shall occur only in a manner that protects the safety of all students, staff, and other adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth in this policy, which is in accordance with [Kansas State Law for Emergency Safety Interventions](#). If a student's home state law has more restrictive requirements for any section, that state's law will be followed.

Definitions for specific terms can be found at the end of this policy.

#### 3.1 Prohibited Practices

The following are prohibited under all circumstances, including emergency safety situations:

- Prone or supine restraint
- Electrical shock
- Corporal punishment
- The deprivation of basic needs
- Using non-NCI certified staff to assist with physical management procedures
- Mechanical restraint (which does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which prescribed, or medication administered as prescribed by a licensed physician)
- Chemical restraint
- Aversive behavioral interventions
- Punitive based exercise
- Restraint or seclusion as a punishment or consequence of behavior, or convenience of staff
- Using pressure point, pain compliance or joint manipulation techniques
- Securing a student to another student or fixed object
- Dragging or lifting of the student by the hair or clothing

### **3.2 Behavioral Intervention Plan (BIP)/Individualized Treatment Plan (ITP)**

#### **3.2.1 Elements of a Behavioral Intervention Plan (BIP)/Individualized Treatment Plan (ITP)**

Each student receiving special education services will have a written individualized treatment plan developed by the IEP team and documented in the student's IEP.

This plan must include the following:

- A definition of target behaviors
- A description of interventions designed to increase and strengthen replacement behaviors including positive programming, reinforcement strategies and behavioral skills training
- A description of setting events, reactive strategies and a crisis plan to be utilized when interfering behavior occurs
- Personnel responsible for implementing the plan
- Data collection procedures and methods for monitoring the plan
- General recommendations
- A criterion for success, transition, and discharge plan

#### **3.2.2 Guidelines for Implementation of Behavioral Procedures**

When evaluating an intervention for potential use, the impact of the intervention on the student's physical freedom, social interaction, personal dignity, and privacy will be carefully considered. When monitoring the effectiveness of the BIP and ITP, IEP team members will make every effort to plan for generalization and

maintenance of skills across settings. Interventions will be evaluated by Board Certified Behavior Analysts (BCBAs), behavior specialists, teachers, parents, and other stakeholders involved in the intervention on a regular basis, utilizing baseline data and ongoing progress monitoring. Parent input will be solicited, and parents will be notified of any significant changes to the plan.

### **3.2.2(a) Restraints**

- Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe or proactive intervention has been effective. Restraints may not be used for the purpose of convenience, to force compliance, or in place of behavioral interventions including de-escalation strategies. Students shall not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to immediately carry out the threat of serious bodily harm. Serious bodily harm is defined as a bodily injury that involves a substantial risk of injury, extreme physical pain, prolonged and obvious disfigurement, or prolonged loss or impairment of the function of a bodily member, organ, or mental faculty.
- If an employee uses a physical restraint (as a last resort), they must:
  - Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
  - Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern by means of a monitor staff who is not hands-on with the student;
  - Use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control;
  - Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
  - Ensure that his or her appropriate, usual mode of communication, is readily available during the incident and understand their legal obligation to be able to communicate effectively with the student;
  - Conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
  - Complete all reports and document their observations of the student no later than the end of their shift on the day of the incident.

Physical restraint or restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another person or damage to property.

### **3.2.2(b) Mechanical Restraints**

*Mechanical restraints are prohibited for individuals from the state of Illinois, pursuant to ISBE 1.285(d)(7)(8)(11)(12).*

The use of mechanical restraints for the purpose of discipline, punishment, or convenience is not allowed.

Mechanical restraints are only allowed (for non-Illinois students) under the following circumstances:

#### **3.2.2(b)(1) Approval for Safety Gear**

- Safety gear can *only* be used to prevent or reduce damage from self-injurious behavior. Use of safety gear for elopement, aggression or other interfering behaviors is strictly prohibited.
- Any use of safety gear for a student must have approval from the following parties:
  - Parents/legal guardians
  - Heartspring nurse or physician
  - Director of the Applied Behavior Analysis (ABA) Department
- Consent for the use of safety gear will be renewed with the above-listed parties at least annually after being reviewed by the team for appropriateness of continued use.

#### **3.2.2(b)(2) Types of Safety Gear**

The types of safety gear used to protect students engaging in self-injurious behavior include:

- Helmet—Helmets protect the skull, head, and face.
- Arm splints—Arm Splints restrict the bending of the arms at the elbow to prevent a student from hitting him/herself.
- Mitts—Mitts are used to lessen the impact of the hand to other body parts and to restrict the student from removing the arm splints.
- Other safety gear may be considered as appropriate for the student's needs, following the same approval process above.

#### **3.2.2(b)(3) Application of Safety Gear**

- Approval for safety gear use will be written into the student's Individualized Treatment Plan including a detailed plan for each instance of its use.
- Safety gear will be applied only as a last resort when a student is engaging in self-injurious behavior. Other avenues of prevention must be exhausted first.

- Under no circumstance can mechanical restraints be utilized as an emergency intervention for physical aggression or other destructive behaviors.
- Safety gear will be removed when the student is no longer an imminent danger to him/herself.

### **3.2.2(c) Blocking Pads**

Blocking pads are used to provide a protective barrier between physically aggressive behavior and others. The use of a blocking pad, mat, or other device or equipment as a means of restraint is prohibited.

### **3.2.2(d) Seclusion**

*Seclusion is prohibited for individuals from the state of Illinois, pursuant to ISBE 1.285(d)(7)(8)(11)(12).*

#### **3.2.2(d)(1) For Non-Illinois students:**

- Seclusion may be used only when there is an imminent risk of physical harm to others *and* no other safe and proactive intervention has been effective. Seclusion may not be used for the purpose of convenience, to force compliance, or in place of behavioral interventions including de-escalation strategies.
- Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control while maintaining the safety of others.
- Seclusion may only be used in designated seclusion rooms. No alternate spaces can be utilized as seclusion, including the student's bedroom, any other room or area, and placing mats fully around a student blocking them in. Additionally, no items can be placed in the seclusion room with a student including mats or other objects.
- All seclusion rooms meet the Kansas requirements and are equipped with a locking door. The lock automatically disengages when the employee viewing the student walks away from the seclusion room, such as in case of emergency, including fire or severe weather per the Kansas ESI regulations.
- Seclusion shall not be used:
  - For the convenience of staff;
  - As a substitute for an educational program;
  - As a form of discipline/punishment;
  - As a substitute for less restrictive alternatives;
  - As a substitute for inadequate staffing;
  - As a substitute for staff training in positive behavior supports and crisis prevention and intervention;
  - As a means to coerce, retaliate, or in a manner that endangers a student; or
  - Students who engage in self-injurious behaviors that could cause them harm if they were placed in seclusion.

- If an employee uses seclusion; that employee must:
  - Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
  - Continually visually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
  - Use verbal strategies and research-based de-escalation techniques in an effort to help the student regain composure
  - Remove the student from seclusion immediately when the immediate risk of physical harm to self or others has dissipated;
  - A student placed in isolated time out or time out must have reasonable access to food, water, medications, and toileting facilities. The deprivation of necessities needed to sustain the health of a person is prohibited. Except in circumstances in which there is a risk of self-injury or injury to staff or others, a student in isolated time out or time out shall not have clothing removed, including, but not limited to, shoes, shoelaces, boots, or belts.
  - Conduct a debriefing including all involved staff from the student's team to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
  - Complete all reports and document their observations of the student no later than the end of their shift on the day of the incident.

If a student has ten or more instances of restraint and/or seclusion within a 30-day period, the Heartspring team shall conduct a review of the current Individualized Treatment Plan (ITP) and Functional Behavior Assessment (FBA) and make any identified revisions to the areas which are ineffective.

**3.2.2(d)(2) For Illinois Students:**

Heartspring follows the Illinois State Board of Education (ISBE) guidelines for ESIs for all individuals from the state of Illinois that are *more restrictive* than Kansas regulations and Heartspring policy. This includes:

- Isolated time out (seclusion) is prohibited. Heartspring's seclusion rooms do not meet the minimum requirements of Illinois law for seclusion, due to the door being equipped with a locking mechanism (that disengages if not physically held in a locking position).
- Illinois ESI forms are utilized for the documentation of each incident and submitted to ISBE within 48 hours of the incident using ISBE's Student Information System (SIS). Parents are notified of an incident on the same day of the incident in compliance with Kansas and Illinois law, and the full report is sent within one school day.
  - In addition to the full report of the ESI, each notification also must include:

- A copy of the standards for when ESIs can be used, parent and student rights (including the parent/guardian right to request a meeting following the incident and that this meeting must be held within 2 school days of the request, unless extension is requested by the parent/guardian), the right to file a state complaint, the complaint process, and other information to assist parents/guardians with navigating the process, and the procedures for the state complaint, mediation, and due process procedures for IDEA eligible students.
- In documenting any less restrictive and intrusive alternative measures that were used prior to the ESI, an explanation of why those measures were ineffective and deemed inappropriate is required.
- The student's BCBA is responsible for entering Illinois ESIs that occur within the school day into the Student Information System (SIS) for the Illinois State Board of Education within 48 hours of the incident occurring.
- All Heartspring School Administrators are notified of each ESI. These administrators may include: Director of Educational Services, Division Director of Heartspring School, Lead Teacher with Building Administration license, and Special Education Teachers with Building Administration license). One of these individuals also is also required to review the ESI report and sign off upon completion of this review.
- When a student experiences three instances of physical restraint during the school day within a 30-day period, the student's Board Certified Behavior Analyst (BCBA) or Behavior Specialist shall initiate a review of the effectiveness of the procedures used. This is done by scheduling a meeting and providing a 10-day notice to parents/guardians, within 48 hours of the third ESI within a 30-day period.
  - This meeting shall be held with the parents/guardians, school district/ the board of the Local Education Agency, and Heartspring team, including at least one school personnel who initiated, monitored and supervised the incidents to discuss potential necessary changes in programming or placement.
  - Heartspring must invite the student's parents/guardians to a review and provide 10-days' notice of its date, time and location. The notification must also inform the parents/guardians that the student's potential need for a change in program will be considered, and that the results of the review will be entered into the temporary student record per ISBE's 23 IAC 1.285(f)(4)(B).
  - If the parent/guardian waives the meeting or declines their participation, the Heartspring team must still hold the meeting and review the incidents of restraint, as well as review the student's Functional Behavior Assessment (FBA) and ITP for effectiveness.
  - Parents/guardians may agree to waive the requirement that they attend, may agree to waive the requirement for 10-days' notice, or

may agree to waive the meeting altogether. If the parent/guardian agrees to waive the meeting, the student's Individualized Education Program (IEP) team at Heartspring must still conduct their review and complete the required forms for documentation and amending the IEP if necessary.

- If parents/guardians agree to waive the requirement that they attend, this agreement is good for that 30-day period, and any future instances will require a meeting, or waiving the meeting again.
- These meetings do not need to be held for residential ESIs. Residential ESIs will be monitored and addressed through the Heartspring policy process of initiating an internal review after 10 instances of ESI within a 30-day process.
- Mechanical restraint is prohibited, pursuant to ISBE's 1.285(d)(7)(8)(11)(12).
  - Mechanical restraint does not include any restraint used to:
    - Treat a student's medical needs;
    - Protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness;
    - Position a student with physical disabilities in a manner specified in the student's IEP;
    - Provide a supplementary aid or service or an accommodation
    - Promote student safety in vehicles used to transport students
- Safety Check: For any restraint that exceeds 15 minutes, or repeated restraints which have occurred during any three-hour period within the school day, a member of the Safety Check Team (Licensed practitioner including Registered Nurses, ARNP, BCBA, School Psychologist, and other building level administrators) must evaluate the situation.
  - The evaluation must consider the appropriateness of continuing the procedure in use, including whether the student has ceased presenting the specific behavior for which the restraint was imposed, and the need for water, restroom, medication, or other intervention.
  - The results of the evaluation must be committed to writing and copies of this documentation must be included with the Illinois restraint form.
  - The safety check participant must remain for evaluation until the restraint is disengaged.

### **3.2.2(e) Evaluation and Notification of Emergency Safety Interventions Resulting in Student Injury**

- The Heartspring employee completing an ESI form, will also document whether the student was injured, as well as whether medical staff were contacted. If this area of the form is marked as "yes" – the Medical Department is notified.

- Upon receipt of a documented injury, medical personnel provides care instructions to the notifying staff or examines the student for confirmation and extent of the injury.
  - Upon completion of examination by medical personnel, and dependent on confirmation and extent of an injury – parents are notified by either an email or phone call by the end of every shift but no later than 24 hours of the incident occurring by a supervisor.

### **3.2.2(f) Training and Professional Development**

- School and residential personnel shall be trained and certified by Non-Violent Crisis Intervention (NCI) for behavior/physical management, as appropriate, given their position. Recertifications occur in line with NCI requirements.
- School and residential personnel must attend NCI drills one time per month at least 9 out of 11 months of the year to remain certified throughout the year.
- Training will address, at a minimum, the following areas:
  - Appropriate procedures for preventing the need for ESIs, including the de-escalation of interfering behavior, relationship-building, and the use of alternatives to restraint
  - The dangers associated with the use of seclusion and physical restraint, and the need to use interventions that are less restrictive and intrusive to reduce the risk of harm to students
  - Restorative techniques, identifying signs of distress during physical restraint and time out, trauma-informed practices
  - Recognizing and responding appropriately to the antecedent of a student’s behavior
  - Recognizing contraindications and other conditions and events that increase the risk of death
  - A description and identification of dangerous behaviors on the part of students that may indicate the need for seclusion or restraint, and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted
  - The simulated experience of administering and receiving a variety of ESI techniques including both seclusion and restraint, ranging from minimal physical involvement to very controlling interventions
  - Instruction regarding the effects of seclusion and physical restraint on the student involved, including instruction on monitoring physical signs of distress and obtaining medical assistance
  - Trauma-informed practices and positive behavioral intervention strategies.
  - Instruction regarding documentation and reporting requirements and investigation of injuries and complaints

- And demonstration by participants of proficiency in administering seclusion and physical restraint.
- The Training Department will maintain electronic documentation of trainings provided and lists of participants in each NCI training program.
- All student serving staff are required to complete 16-hours of training in Applied Behavior Analysis at the time of hire, as well as complete annual continuous development trainings. This training includes strategies for de-escalation, positive behavioral supports, antecedent and treatment procedures, and other behavior analytic procedures to decrease the likelihood of the need for physical management procedures.
- The ABA Department will maintain documentation of trainings provided and lists of participants in each ABA training.

### **3.2.2(g) Documentation Procedures, and Parent Rights and Notification**

Upon the use of each ESI, Heartspring must notify the parent/guardian and the school district on the same day of the incident. Heartspring will contact the district representative via e-mail, and attempt to contact the parent guardian using at least two methods of contact, one of which is the preferred method of contact designated by the parent/guardian.

- Heartspring provides written documentation of the emergency safety intervention used to the parent/guardian and school district representative no later than the school day following the day on which the emergency safety intervention was used.
- Every ESI report includes the following information:
  - The date and time of the intervention
  - The type of intervention
  - The length of time the intervention was used
  - The school personnel who participated in or supervised the intervention
  - Whether the student had an IEP/Behavior Intervention Plan (BIP) at the time of the incident
  - A detailed description of the events leading up to the incident
  - The student behaviors that necessitated the ESI
  - Instructions to parents/guardians on how to provide feedback or comments to Heartspring regarding the incident
  - A statement that invites and strongly encourages parents/guardians to schedule a meeting to discuss the incident and how to prevent future use of ESIs
  - Email and phone information for the parent/guardian to contact the school to schedule the ESI meeting
  - The Heartspring website link where the policies and procedures can be found.

- Heartspring may group incidents when documenting the items above, if the triggering issue necessitating the ESI is the same, and within a close timeframe (10 minutes or less) on the same school day.

In addition to the above documentation, Heartspring provides the parent/guardian the following information:

- After the first incident in which an ESI is used with a student during the school year, the school shall provide the following information in printed form to the parent/guardian or, upon the parent's written request, via email:
  - A copy of the Kansas state's standards of when ESIs can be used, along with the student's home state standards.
  - A copy of parental rights and procedural safeguards
  - Information on the parent/guardian's right to file a complaint through the local dispute resolution process and the complaint process of the state board of education;
  - And information that will assist the parent/guardian in navigating the complaint process, including contact information for the parent training and information center and protection and advocacy system.
  - After subsequent incidents in which an ESI is used with a student during the school year, Heartspring provides a full and direct website address containing the above information.
- **For Non-Illinois Students:**
  - After each incident, a parent/guardian may request a meeting with the school to discuss and debrief the incident.
    - A parent/guardian may request the meeting verbally, in writing or electronically.
    - Heartspring will hold a meeting requested within 10 days of the date on which the parent/guardian sent the request and the meeting shall include the parent/guardian and the district representative from the student's home school district. The focus of any meeting requested due to an ESI incident shall be to discuss proactive ways to prevent the need for ESIs and to reduce incidents in the future.
  - If the parent/guardian is unavailable to attend within the 10-school day limit, this limit shall be extended.
- **For Illinois Students:**
  - After each incident, a parent/guardian will be notified of their right to:
    - Request a meeting following each incident - This meeting must be held within two school days of the parent/guardian request, unless an extension is requested by the parent/guardian.
    - Request this meeting verbally, in writing or electronically.

- Request that the meeting be convened via telephone or video conference.
- This notification will also include information on a parent's/guardian's right to file a state complaint, the complaint process, and other information to assist parents/guardians with navigating the process, and the procedures for the state complaint, mediation, and due process procedures for IDEA eligible students.

### **3.2.2(h) Dispute Resolution Procedure**

If a parent/guardian believes that an emergency safety intervention has been used in violation of this policy, or in violation of the state regulations, the parent/guardian may file a complaint with the board of the local education agency (LEA). The complaint shall be filed within 30 days of the date on which the parent/guardian was informed of the use of that ESI in the local dispute resolution process of the LEA.

The local dispute resolution process shall be determined by the LEA and may include, but not be limited to a procedure to file a complaint, a complaint investigation procedure, and a dispute resolution final decision. Heartspring shall receive from the LEA a report containing written finding of facts and corrective action if necessary.

If desired, a parent/guardian may file a complaint under the state board of education administrative review process within 30 days from the date a final decision is issued pursuant to the local dispute resolution process.

The parent/guardian may contact the LEA for information regarding the local dispute resolution process.

### **3.2.2(i) Heartspring Reporting of Use of ESI**

All ESI data is collected and reviewed on a monthly basis, and a quarterly report is generated and shared internally with Heartspring.

Heartspring creates a quarterly report of the use of ESIs which includes:

- The total number of incidents in which ESIs were used on students at Heartspring in the previous month
- The total number of students with behavior intervention plans subjected to an ESI
- The number of students physically restrained
- The number of students placed in seclusion
- The maximum and median number of minutes a student was placed in seclusion
- The maximum number of incidents in which ESIs were used on a student

The quarterly report is shared within Heartspring and available to districts and state representatives at their request. An annual summary report is completed each year by the last day of January.

#### **4 Policy Violations**

Any employee found to be in violation of this policy will be subject to disciplinary actions, up to and including termination.

#### **5 Definitions**

##### **Definitions of Emergency Safety Interventions:**

- Aversive Behavioral Interventions – an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing interfering behaviors, including interventions such as: application of noxious, painful, and/or intrusive stimuli including any form of a noxious, painful or intrusive spray, inhalant or tastes.
- Chemical Restraint – a drug or medication used to control a student’s behavior or restrict freedom of movement that is not:
  - Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under state law, for the standard treatment of a student’s medical or psychiatric condition; and
  - Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional’s authority under state law.
- De-Escalation Techniques – are strategically employed verbal or non-verbal interventions used to reduce the intensity of dangerous behavior before a crisis situation occurs.
- Injury—injuries to the head that leave a mark or the potential to leave a mark regardless of the intensity, redness that has not gone away in 20 minutes, cut or abrasion that breaks the skin, swelling, and/or changes in neurological status.
- Individualized Treatment Plan – the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of interfering behavior.
- Mechanical Restraint: –
  - Any method of restricting a student’s freedom of movement, physical activity, or normal use of the student’s body, using an appliance or device manufactured for this purpose; and
  - Does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:
    - Restraints for medical immobilization

- Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
  - Vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
- Positive Behavioral Interventions and Supports (PBIS) –
  - A multi-tiered, schoolwide, behavioral framework developed and implemented for the purpose of improving academic and behavior outcomes and increasing learning for all students.
  - A schoolwide systematic approach to embed evidence-based practices and data-driven decision-making to improve school climate and culture to achieve improved academic and behavior outcomes and increase learning for all students.
  - Encompasses a wide range of systemic and individualized positive strategies to reinforce replacement behaviors and diminish reoccurrences of interfering behaviors.
- Physical Escort – the temporary touching, physical restriction, or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.
- Physical Restraint – the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
  - to break up a fight
  - to knock a weapon away from a student’s possession
  - to calm or comfort
  - to assist a student in completing a task/response if the student does not resist the contact, or
  - to prevent an impulsive behavior that threatens the student’s immediate safety (e.g. running in front of a car).

Physical restraint or restraint does not include momentary periods of physical restriction by direct person-to-person contact without the aid of material or mechanical devices that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another person or damage to property.

- Prone Restraint – physical or mechanical restraint while the student is in the face-down position for any amount of time.
- Seclusion – the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barriers. At Heartspring, seclusion includes the use of a seclusion room whether the door is open or closed.

- Supine – physical or mechanical restraint while the student is in the face-up position for any amount of time.
- Types of Time Out
  - Time Out – a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and managing his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by a physical barrier.
  - Isolated time-out means the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances. If all other requirements specified in Section 1.285 are met, isolated time out may be used only when the adult in the time out room or enclosure is in imminent danger of serious physical harm because the student is unable to cease actively engaging in extreme physical aggression

Time out does not include a student-initiated or student-requested break; a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate; an in-school suspension or detention; or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

#### **Definitions of Positive Behavioral Interventions:**

##### **Nonrestrictive Interventions:**

- Antecedent-based interventions – built on the concept that because behaviors are often influenced by the environment, modifying the environment in which the interfering behavior occurs can then eliminate the interfering behavior.
- Differential Reinforcement – the process of reinforcing a specific response in a particular context and not reinforcing (i.e., extinguishing) other responses. More specifically, differential reinforcement involves providing either positive or negative reinforcement for a targeted response (or targeted member of a response class) and withholding reinforcement from all other responses (or members of a response class).
- Discrete Trial Training – consists of an adult using adult-directed, massed trial instruction, reinforcers, and clear contingencies and repetition to teach a new skill or behavior.
- Environmental Modification – changing the environment to influence a target behavior (e.g., alternate seating, change of task, modified curriculum).
- Errorless Learning – The use of instruction designed to prevent errors or incorrect responses. Typically prompts (artificial cues that aid the learner about the correct response) are presented so that an individual engages in a behavior that is being targeted. Once the individual is engaging in the behavior

appropriately, then

these prompts are faded or removed slowly and systematically so that the correct behavior is made with few or no errors.

- Exercise – can be used to improve the physical fitness of learners. In addition, exercise can be used to increase non-interfering behaviors (time on task, correct responding) and decrease interfering behaviors (aggression, self-injury). Exercise is never used as a punitive measure.
- Extinction – a procedure occurs when reinforcement of a previously reinforced behavior is discontinued; as a result, the frequency of that behavior decreases in the future.
- Functional Communication Training – based on the hypothesis that interfering behaviors are a form of communication. It involves two components: 1) identifying the function or purpose of an individual's interfering behavior (e.g., tantrum) by conducting a functional behavior assessment and, 2) teaching an appropriate communication skill that may serve the same purpose for the individual.
- Incidental Teaching – used to increase communication from a person by waiting for the person to initiate a conversation about a topic and then responding in ways that encourage more language from that person.
- Modeling – arranging a teaching situation in which the learner imitates a target behavior performed by a model for a learner to imitate. The model can be delivered by an actual person in front of the learner (in-vivo model), via filmed video or via audio that demonstrates the behavior to be imitated by the learner.
- Naturalistic Intervention – consists of applying principles of applied behavior analysis during a learner's everyday routines and activities in order to increase a target behavior or decrease an interfering behavior.
- Negative Reinforcement – removal of aversive stimuli (e.g., a non-preferred activity) contingent upon a target response which increases or maintains the frequency of the response.
- Parent Training – parents receive training with the goal of being able to take an active role in their student's intervention and expand upon their student's learning. Training is intended to help parents teach their child in a variety of environments, take advantage of naturally occurring learning opportunities, and encourage their child to be successful and independent in daily life.
- Picture Exchange Communication System – a methodology that uses pictures and other symbols to develop a functional communication system for individuals based upon the principles of applied behavior analysis. In the early stages of training, PECS teaches students to exchange a picture of a desired item for the actual item. The next steps in training include teaching expansion of vocabulary, including attributes (e.g., "big", "red") and commenting (e.g., "I like swinging").
- Positive Reinforcement – describes the relationship between learner behavior and a consequence that follows the behavior. This relationship is reinforcing

only if the consequence increases the likelihood the learner will perform the skill or behavior in the future.

- Precision Teaching – precision teaching and fluency training, the goal is not only for the individual to perform a skill correctly but also to complete it at a high rate.
- Prompting Hierarchy – prompts (assistance increasing the likelihood of correct responses) presented in a specified and systematic order to facilitate a given response (e.g., a teacher uses a hand signal to remind the student to remain on-task).
- Scripting – verbal statements in either written or in an audio format. An individual is taught to repeat the script in appropriate specific social situations (e.g., “At the park I play on the slide.”). As individuals learn to use the scripts, they are faded, typically one word at a time, from end to beginning (e.g., “At the park I play on the \_\_\_\_”).
- Structured Play Group – group activities with a defined area, activity, theme, and roles with typically developing peers and/or an adult scaffolding as needed to support the learner with performance.
- Technology-aided Instruction – instruction presented via technology that contains behavioral objectives (learning goals), results in immediate feedback and high rates of active-student responding and requires that the individual achieve a criterion for mastery before advancing to more complex instruction.
- Self-management – teaches learners to discriminate between non-interfering and interfering behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill.
- Shaping – a procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get a student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).
- Social Narratives/Stories – describe social situations for learners by providing relevant cues, explanation of the feelings and thoughts of others, and descriptions of appropriate behavior expectations.
- Social Skill Training – any adult-directed instruction in which social skills are targeted for improvement.
- Token System – a system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).
- Video Modeling – used to develop and strengthen communication skills, academic performance, and social and self-help skills. The targeted behaviors that the student is to learn are videotaped. Then the student watches the video and is given the chance to memorize, imitate and generalize those behaviors.

**Restrictive Interventions:**

- Response-Cost – preferred tangibles or preferred activities are removed contingent upon the display of an interfering behavior (e.g., a student loses a token on a token board, or a student loses access to iPad or television for a specified duration of time after the display of an interfering behavior).
- Time-out (exclusionary) – contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g., to the hallway), moving the student to a more restrictive area in the classroom. Is not the same as seclusion.
- Restoring the Environment – an individual assists or is assisted with restoring the environment to the state like what existed prior to interfering behavior (e.g., papers or materials that were thrown are asked to be picked up).

**6 Forms or Related Policies**

- Seclusion/Restraint Report for KS and ISBE
- Prohibited Practices
- Abuse and Neglect

**7 Applicable Laws/Regulations**

- [Kansas ESI Law](#)
- [Illinois ESI Law](#)
- [Restraint and Seclusion Resource Document](#)

**REVISION RECORD**

<b>DATE</b>	<b>VERSION</b>	<b>REVISION DESCRIPTION</b>
8/30/2022	v1.1	The following sections were modified: sections 3.1, 3.2.2, 3.2.2(a), 3.2.2(b)(1), 3.2.2(b)(2), 3.2.2(b)(3), 3.2.2(c), 3.2.2(d)(1), 3.2.2(d)(2), 3.2.2(h), 5, 7