

# Discipline Procedures & Guidelines for Students Receiving Special Education

Standard District #47 discipline guidelines and procedures are used for all students including those who require special education services unless an IEP team has determined through the process of a Functional Analysis of Behavior (FBA) and implementation of a Behavioral Intervention Plan (BIP) that additional/different disciplinary consequences and interventions are required. These disciplinary interventions should be thorough explained in the BIP, which would be attached to the child's IEP.

In accordance with Illinois Public Act 87-1103 and the Illinois State Board of Education Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities (June, 1994), behavioral interventions for students receiving special education are considered under four distinct categories.

## 1. Nonrestrictive Interventions

These interventions may be used with any student without the development of a written behavior intervention plan (BIP) and/or inclusion into the student's IEP.

- Allowing student to escape task (i.e. allowing the student to remove themselves from a task for a period of time in order to regain their composure)
- Calling/notifying parent
- Detention (before/after school, weekend)
- Differential reinforcement (i.e. a varying reinforcement schedule that is used to shape appropriate behavior)
- Direct instruction
- Environmental/activity modification (i.e. change the delivery and/or assessment piece of an activity/task in order to tap and/or obtain an assessment of what the student's needs/skills are)
- Modeling (i.e. provide the student with appropriate examples of desirable skills/behavior)
- Peer involvement (i.e. provide peer models and/or interaction to assist with the acquisition of appropriate skills for behavior/task)
- Planned ignoring (i.e. staff/adult ignoring of an appropriate behavior that is not dangerous to the student or others)
- Positive practice/overcorrection\* (i.e. having a student practice repeatedly an appropriate behavior/task)
- Positive reinforcement (individual or group) (i.e. providing positive verbal feedback and/or positive physical cueing/rewards to assist the student in learning an appropriate behavior/skill)
- Prompting (i.e. providing the student a verbal or non-verbal cue to perform/initiate a specific task/skill)
- Proximity control (i.e. using adult physical presence to prompt appropriate and/or discourage inappropriate behaviors/tasks)
- Redirecting student (physically)\* (i.e. direct a student physically through hand over hand assistance and/or blocking of multiple exits to direct the student toward one doorway)
- Redirecting student (verbal, nonverbal signal) (i.e. using verbal statements and/or non-verbal gestures to assist the student in changing their current behavior to a more appropriate behavior)
- Shaping (i.e. using adult modeling to assist a student perform a desired behavior at the point in which the student begins having difficulty in order to teach the necessary skills finish the task/activity)
- Suspension (in-school and/or out-of-school), for an aggregate of ten (10) school days or less per school year
- Teaching alternative behaviors (i.e. teaching behaviors to a student which result in the same desired outcome as the previously targeted behavior)
- Teaching self-reinforcement (i.e. teaching the student ways in which they could provide themselves positive feedback/rewards for performing a desired task/skill)
- Time-out (i.e. using a private, safe place away from a classroom activity to remove a student from a desired activity for a period of time)
- Token economy (i.e. using physical tokens/rewards to reinforce/reward positive behaviors/skills)

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## 2. Restrictive Interventions

These interventions may be appropriate during emergency situations, (a situation where the student poses an immediate danger to himself/herself and/or others), or when less restrictive interventions have been attempted and failed. Restrictive interventions are used only after a functional analysis of behavior (FBA) has been completed and documented, a behavior intervention plan (BIP) written, and appropriate modifications of the student's IEP completed. These interventions are used for a minimum amount of time and in conjunction with positive interventions.

- Exclusion from extracurricular activities
- Food delay
- Forced physical guidance (i.e. using a student's arm to guide them to a safe place to calm down)
- Suspension (in-school and/or out-of-school), for an aggregate of more than ten (10) school days per year
- Time-out (isolation/quiet room)

## 3. Highly Restrictive Interventions

These interventions are deemed inappropriate in most circumstances.

- Aversive mists, aromatics, tastes
- Denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning, except when such equipment is temporarily at risk for damage
- Mechanical restraints (excludes restraints prescribed by physical or used as a safety procedure for transportation)
- Expulsion with continuing education program

## 4. Prohibited Interventions

These interventions are prohibited and are illegal.

- Corporal punishment
- Expulsion with cessation of services
- Faradic skin shock
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

A definition of each behavioral intervention listed, is found in the document, Illinois State Board of Education Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities.