

Dakota Community Unit District No. 201

Dakota, Illinois

Summary of Behavior Interventions Policy for Students with Disabilities

It is the purpose of this document to outline the policy of Dakota Community Unit District 201 relative to the use of behavior interventions with students with disabilities. The fundamental principle of this policy is that nonaversive or positive interventions designed to develop and strengthen desirable behaviors shall be used to the maximum extent possible and are preferable to the use of aversive and restrictive interventions.

The use of positive interventions is consistent with the educational goals of enhancing students' academic, social, and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity and personal privacy and adhere to professionally accepted treatment practices. All of the procedural protection available to students with disabilities and their parents under the Individuals with Disabilities Education Act (IDEA), including notice and consent, opportunity to participation in meetings, and right to appeal, shall be observed when implementing and/or developing behavioral interventions.

It is the intent of Dakota Community Unit District 201 that interventions used with a student with disabilities will incorporate procedures and methods consistent with generally accepted practice in the field of behavioral intervention. Interventions that are considered non-restrictive are preferred because of the low risk of negative side effects and the high priority placed on behavior change rather than behavioral control. These interventions may be used without the development of a written Behavioral Management Plan or inclusion in the student's Individual Education Program (IEP).

Restrictive interventions should only be used when a Behavioral Management Plan has been developed by the IEP team, and included in the student's IEP or emergency situations. Restrictive interventions shall be used for the minimal amount of time necessary to control the individual's behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors. Corporal punishment and expulsion with loss of services are illegal interventions and shall not be used.

When confronted with an emergency situation in which immediate intervention is needed to protect students, other individuals or the physical site from harm, school personnel may use an intervention that has not been delineated in the student's Behavior Management Plan. The emergency intervention selected shall be the least intrusive to reasonably responded to the situation. When an emergency intervention has been used with a student, the parents or guardians of the student will be notified as soon as possible. In addition, details related to the use of the emergency intervention will be documented.

District 201 maintains a Behavioral Intervention Committee to implement the district policy on the use of Behavioral Interventions. In addition, this committee monitors the use of restrictive interventions with students with disabilities.

District 201 has developed and adopted "Policies and Procedures For Use of Behavioral Interventions." A full copy of the policy and procedures is available from each principal's office upon request.