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FORWARD

The following procedures and policies were developed as mandated by Public Act 87-1103. These procedures and policies were based on the set of guidelines provided by the Illinois State Board of Education and its consultants. **The Illinois School for the Visually Impaired will follow the guidelines as stated in Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities.**

Public Act 87-1103 was enacted into law on September 15, 1992 and addresses the use of behavioral interventions for students with disabilities. The intent in passing this law was "that when behavioral interventions are used, they are used in consideration of the pupil's freedom and social interaction and be administered in a manner that respects human dignity and personal privacy and that ensures a pupil's right to placement in the least restrictive environment." The basic premise of Public Act 87-1103 is that principals, teachers, and other staff who work with students with disabilities need training and guidance in using behavioral interventions. The provisions of P.A. 87-1103 also require the Illinois State Board of Education to establish a set of guidelines regarding behavioral interventions for students with disabilities and to distribute these guidelines to school districts.

A fundamental principle of these guidelines is to use non-aversive or positive interventions to the maximum extent possible and to give positive interventions the highest priority. Positive interventions should also accompany the more restrictive procedures, which are to be used only when necessary. The use of more restrictive procedures should be considered temporary and follow the guidelines set forth in the State Board's manual.

When implementing behavior interventions, all the procedural safeguards available to students with disabilities and their parents/guardians under the Individuals with Disabilities Education Act (IDEA) must be observed. These include notice and consent, opportunity for participation in meetings, and the right to appeal. Parents, guardians, and the student may request a due process hearing regarding any aspect of the student's Individualized Educational Program (IEP), including a behavior management plan.

BEHAVIORAL INTERVENTIONS BY LEVELS OF RESTRICTIVENESS

The following is a non-exhaustive list of behavioral interventions, classified by four levels of restrictiveness: nonrestrictive, restrictive, highly restrictive, and prohibited.

NONRESTRICTIVE INTERVENTIONS

Nonrestrictive interventions are preferred, when appropriate. These interventions may be used without the development of a written behavioral management plan or inclusion in the student's Individual Education Plan (IEP).

- Allowing student to escape task
- Calling/Notifying parent(s)
- Detention (after school) This is non-restrictive when used infrequently.
- Differential reinforcement
- Direct Instruction
- Environmental/activity modification
- Food Delay – SEE GLOSSARY for definition
- Ignoring a behavior
- Instructional assignment
- Modeling
- Peer Involvement
- Positive reinforcement (individual or group) such as:
 - Certificates of Achievement
 - Pizza Party
 - Small rewards
 - Stickers
 - Verbal Praise
- Prompting
- Proximity control
- Punishment writing
- Redirecting student (verbal, nonverbal, sign)
- Self-management
- Shaping
- Teaching alternative behaviors
- Teaching self-reinforcement
- Verbal feedback

RESTRICTIVE INTERVENTIONS

Restrictive interventions may be appropriate during emergency situations or when less restrictive interventions prove to be unsuccessful. **NOTE: Continued restrictive interventions should only be used after a functional analysis of behavior has been completed and documented, a behavioral management plan has been written, and appropriate modification of the student's IEP has been completed.** Restrictive interventions should be used for the least amount of time needed to change the student's behavior, then replaced by less restrictive interventions.

Contingent exercise

- Detention (after school) This is restrictive when used frequently and when it significantly impacts educational programming.
- Exclusion from extracurricular activities
- Positive practice (over correction)
- Forced physical guidance
- Negative Practice
- Response Cost
- Satiation

Suspension (In-house)

- Suspension (out-of-school)
- Time Out
 - Observational
 - Exclusionary
 - Seclusion
- Token Economy

HIGHLY RESTRICTIVE INTERVENTIONS

Highly restrictive interventions are inappropriate in most circumstances.

Aversive mists, aromatics, tastes

Denial or restriction of access to regularly used equipment/devices that facilitate educational functioning, especially when such equipment is at risk of damage

Mechanical restraints (excludes restraints prescribed by a physician or used as a safety procedure for transportation)

Expulsion with continuing education program

PROHIBITED INTERVENTIONS

Interventions listed as prohibited are illegal.

Corporal punishment (P.A. 88-346)

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.

(See glossary for definitions.)

BEHAVIORAL MANAGEMENT

STUDENT BEHAVIOR ASSISTANCE TEAM

The Student Behavior Assistance Team will review behavior management plans and interventions developed at the Illinois School for the Visually Impaired and recommend the plans to an IEP committee for incorporation into the IEP prior to implementation in the school or the dorm setting. The

committee will consist of a minimum of three (3) members who have training in the use of behavioral interventions, including the School Psychologist and members from both residential and educational settings.

The duties of the SBAT Team include, but not be limited to:

- assisting the IEP teams in the development of behavioral intervention plans,
- consulting with teachers and other staff members on the proper use of behavioral interventions,
- supervising the implementation of intervention plan procedures, and
- ensuring that restrictive behavioral interventions are implemented appropriately and in a humane manner.

In addition, the committee will also:

- review and monitor incidents involving the emergency use of restrictive behavioral interventions,
- develop, review and monitor behavioral interventions involving the use of restrictive procedures,
- advise the school regarding staff development in the use of behavioral interventions,
- advise the school on issues arising from the use of restrictive behavioral interventions, and
- identify qualified behavioral intervention consultants.

STEPS IN DEVELOPING A BEHAVIOR PLAN

1. Problem Behavior: observed, defined, measured
2. Behavioral Team Established
3. Functional Analysis and Baseline Data
4. Interview Student
5. Behavioral Plan Development
6. Implement Plan (if approved)
7. Evaluation and Review

1. PROBLEM BEHAVIOR

A student presents a specific behavior that is having a negative effect on his/her functioning. This behavior can be observed, defined, and measured.

Examples of such behaviors are characterized below as observable, easy to define, and measurable or observable, but difficult to define, and not measurable:

Observable/Easy to Define/Measurable

Hits

Non-compliant

Curses

Late most of the time

Observable/Difficult to Define/Not Measurable

Doesn't get along with others

Has a negative attitude

Doesn't try

Doesn't cooperate

Every effort should be made to clearly define the behavior and its effects on the education of the student.

2. BEHAVIOR TEAM ESTABLISHED

If a staff person feels that a student has a behavior that is affecting the student's progress at ISVI, they will notify their supervisor. The supervisor calls a team meeting, which should include the student's social worker, any personal care attendant working with this student, the school principal, the student's teacher(s), the dorm supervisor, an RCW (residential care worker) familiar with the student, and any others who work with the student.

At this meeting, the team should consider and discuss the following questions:

1. What is the behavior and its effect on educational progress?
2. Can we observe, define, and measure it?
3. How long has the behavior been occurring?
4. Where is it occurring?
5. When is it occurring?
6. How severe is it?
7. Is it a normal behavior for the student's age and sex?
8. Does the student have any history of behavior problems?
9. Have the parents seen this behavior at home?
10. What strategies are being used now to deal with the behavior?

Based on the reported findings, the team will determine if a behavior problem exists. If a behavioral problem is identified, the team must decide if it can be addressed with positive non-restrictive interventions or if a formal behavioral management plan needs to be developed? In all cases where a formal behavioral plan must be developed, the development process will follow IEP guidelines and procedures and be approved at a IEP meeting. Development of the plan requires permission to re-evaluate/evaluate and a Functional Analysis be completed.

3. FUNCTIONAL ANALYSIS and BASELINE DATA

If a behavioral plan is thought to be needed by the behavior team, the first step in the process is to have permission to re-evaluate/evaluate the student. With permission, a functional analysis will be completed on the student.

Baseline data provides the foundation upon which the behavior change process is developed and with which its effectiveness can be measured.

This baseline data also tells us where the level of reinforcement should be set at the onset of implementation. The reinforcement schedule should be started at a level just below the baseline data:

1. The student is observed and the target behavior is counted, using frequency, duration, and time sampling.
2. The observer charts the behavior.

4. INTERVIEW STUDENT

The student should be interviewed about his/her behavior in a positive, non-threatening way. The inappropriateness of his/her behavior and the manner in which it bothers other students should be explained to him/her. The implementation of a special program to help the student improve should also be explained.

During the interview the student should be asked about his/her likes and interests and about special privileges he/she would like to earn. If the student is too young or for some reason cannot express his/her interests, it is wise to observe the student during play at free time. Watch what he/she plays with; look for a favorite toy or activity. Ask parents, dorm staff, and teachers if they know of something that is very motivating to the student.

From the information gleaned from the interview/observation, a reinforcer or reinforcement menu can be decided. There are important things to remember when choosing a reinforcer. This reinforcer will only be effective if the student finds it highly motivating. The reinforcer, or at the very least positive recognition, should be given to the student immediately. It is very important to be consistent in reinforcing the student's behavior each time it is presented. Remember to also pair social reinforcers with any tangible ones in the student's reinforcement menu.

See Appendix 1 for "Observation Report". A daily log may also be generated.
See Appendix 2 for "Ideas for Possible Reinforcers"

5. BEHAVIOR PLAN DEVELOPMENT

The team members meet once again and discuss information that has been collected from the functional analysis/behavioral assessment, the data collection, and the student interview/observation. Possible reinforcers are discussed. An intervention technique is selected and the behavior plan is suggested at this meeting. The draft plan will be sent to the Behavior Review Committee for review - approved and forwarded to the IEP team for consideration or disapproved and returned to the Behavior Team.

Rules exist about choosing an intervention technique:

1. The intervention technique must match the behavior.

Note: Some interventions are used to increase behaviors, such as making one's bed, getting up on time, etc. Some interventions are used to decrease behaviors, such as having tantrums, throwing pencils, etc.

2. Start with a positive technique if possible.
3. Identify the opposite behavior. If the target behavior, for example, is using inappropriate language, the opposite positive behavior is using appropriate language.

See Appendix 3 for "Functional Behavioral Assessment"

See Appendix 4 for "Behavior Intervention Plan"

6. IMPLEMENT PLAN

Once the formal behavioral plan is approved and part of the IEP, the team begins to implement the plan. Be prepared to be consistent and to be fully committed to the plan. In most cases, it takes weeks and sometimes months before behavior changes. Remember that it is very normal for the behavior to become worse for a short time after the plan is initiated. Record the data each day and communicate any "bugs" in the plan immediately to the supervisor.

7. EVALUATION AND REVIEW

At the end of each week, look at the data and be sure that the behavior is decreasing or increasing, as desired. If, after two or three weeks, the behavior has not improved, the team should meet again and consider the following questions:

1. Are we asking for too much change at one time? Perhaps the behavior needs to be broken down into smaller parts.
2. Is the reinforcer ineffective? Consider talking to the student again and selecting another reinforcer.
3. Is the reinforcer given too frequently and has the student lost interest in it?
4. Are we reinforcing soon enough? The longer the time between the behavior and the reinforcer, the less effective the reinforcer becomes.
5. Is the program too complicated?
6. Is the program not being implemented correctly?
7. Has anyone taken away reinforcers which were earned? This can negate the program.
8. Are we reinforcing often enough? Have we chosen a behavior which doesn't have the

opportunity to occur often enough to be reinforced on a regular basis? There should be at least one opportunity daily for reinforcement.

At this point, the team will decide if the program is working. If so, the program will continue and evaluated weekly. If the program is proving ineffective, the team will suggest changes and discuss them with the behavior management review committee. When changes need to occur, the IEP process will be followed and parental and student notification will take place as proscribed by regulation.

EMERGENCY USE OF RESTRICTIVE INTERVENTIONS

During emergency situations, staff may have to use restrictive physical interventions to protect the student, other persons, and the physical environment from damage. An emergency situation is defined as a situation (not addressed in a behavior management plan) in which immediate restrictive physical intervention is needed to protect:

- student and others from physical injury,
- other persons from severe emotional abuse due to verbal and nonverbal threats and gestures,
- physical environment from severe property damage, or
- serious and continuous disruption of the classroom or dormitory environment.

Staff will try to avoid emergency situations by the utilization of the preventative techniques as taught in the Crisis Prevention and Intervention program (C.P.I.). If an emergency restrictive intervention is used more than twice in a thirty day period, a Behavioral Team must convene and develop a draft behavior management plan for an IEP team to consider. Within thirty (30) days of the second incident, the IEP team must meet and decide if a behavior plan is necessary and if a plan is necessary, develop and include it with the students current IEP.

Parents/guardians will be notified by phone immediately when an emergency restrictive physical intervention is used and will receive a written report, which will be completed within twenty-four (24) hours of the incident.

Emergency intervention will be documented by using these forms:

1. Summary of Parent Conference Form (via telephone) – Appendix 5
2. Report of an Infraction by A Student (IL 488-1555) – Appendix 6

The forms will be forwarded to the Behavioral Specialist and the Student Records (student temporary records) for disposition as per routing instructions. All documentation will be on file for the Behavioral Review Committee to review.

PROTECTION AND DUE PROCESS RIGHTS

NOTIFICATION AND PARENTAL INVOLVEMENT

For any behavioral management plan that includes restrictive procedures, the parents/guardians will be actively involved in the development of the plan. The student's parents/guardians will be informed of the rationale, procedures, and possible outcomes of a behavior management plan developed at the IEP meeting. The parents will also receive a copy of this plan, as part of the IEP.

DOCUMENTATION IN THE IEP

The use of behavior management plans must be documented in the student's IEP and a copy of the plan, along with the goals and objectives, must be attached to the IEP. A behavior management plan may not be implemented without its inclusion in the student's IEP. For a student who already has an IEP in place, an IEP meeting will be reconvened for the purpose of adding the behavior management plan.

APPEAL AND DUE PROCESS PROCEDURES

All procedural safeguards, including rights to conflict resolution, mediation, and an impartial due process hearing, as required through the Individuals with Disabilities Education Act and the School Code, are applicable to the resolution of disputes involving behavior management plans.

If the parents/guardians disagree with a proposed restrictive behavioral intervention or any aspect of its implementation, the school will work with the parents/guardians in an attempt to resolve the dispute. The parents/guardians may request a Level I due process hearing, as provided by Sections 226.605 and 226.615 of 23 Illinois Administrative Code.

The Illinois School for the Visually Impaired will ensure that parents/guardians are fully informed of their due process rights.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

The school will develop a plan to ensure ongoing professional training in the use of behavioral interventions. Training of school personnel, who have the most contact with students that require behavioral interventions, will be emphasized. All training activities will be documented.

Training activities may include in-services given by consultants, workshops conducted by a variety of service providers, professional conferences, and university training and/or course work.

SUGGESTED CONSEQUENCES FOR INFRACTIONS BY STUDENTS AT THE ILLINOIS SCHOOL FOR THE VISUALLY IMPAIRED

Supervisors at the Illinois School for the Visually Impaired are to use the suggested consequences for infractions by students which appear on the next several pages. Note that in many cases consequences vary upon the first, second, or third occurrence of an infraction. Note, also, that extenuating circumstances may affect the consequences actually chosen by the supervising authority. In the event that actual consequences vary from the suggested course of action, the supervisor must document the nature of the difference(s) between suggested and actual consequences in any particular instance and explain the reason for this difference(s). A form will be developed for this purpose.

CONSEQUENCES FOR DISCIPLINARY ACTION The following level systems are to be followed at the discretion of the administration. In such an event the student exceeds the allotted number of offenses (3) the administrator needs to call the Behavioral Review Committee to develop/review a behavioral management plan. Consequences are for guidance only. Discretion in disciplinary action is encouraged. For clarification of the different types of detention, see page 65 in the handbook on: Rights, Responsibilities, procedures for the Department of Human Services Schools.

NOTE: A total accumulation of 10 days suspension for any cause will result in an MDC/IEP to determine if the Department of Human Services/Office of Rehabilitation Services school remains the appropriate placement.

CONSEQUENCES/DEFINITIONS FOR DISCIPLINARY ACTION

The principal will be notified of all disciplinary infractions during the school day, and the dorm supervisor will be notified of all disciplinary infractions after school hours. Parents are notified in writing of all disciplinary actions.

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
1. Tardiness	Being late to a scheduled activity one is required to attend (TAR).	Counseling or verbal warning	Counseling or verbal reprimand	1 day detention
2. Littering	Discarding trash or other materials on the floor, grounds or other inappropriate places (LIT).	15-30 minutes clean-up duty	One hour clean-up duty on campus	Two hour clean-up duty
3. Possession of tobacco products on school grounds for students under 18.	Possessing tobacco products (PTP).	Counseling or verbal warning and phone parents	1 day detention or dorm restriction and counseling and phone parents	3 day detention or dorm restriction and counseling and phone parents
4. Failure to complete assignments.	Failing to completely follow through on an assignment or duty given by a staff member (FAI).	Counseling or verbal reprimand or 1 day detention	2 day detention and dorm restriction	3 day detention and dorm restriction
5. Loitering	Remaining in an area of the school or dorm for no apparent reason after being asked by staff to leave (LOI).	1 day detention or dorm restriction and verbal reprimand	2 day detention or dorm restriction	3 day detention or dorm restriction
6. Unauthorized area	Being in an area without permission from staff (UAA).	Counseling or verbal warning	1 day detention or dorm restriction	2-3 day detention or dorm restriction and phone parents
7. Abusive language or profanity	Using language which is inappropriate for use with the group or individual to which it is addressed, such as name calling, profanity, obscenity, or derogatory comments (ABU).	1 day detention or dorm restriction and counseling or verbal reprimand	2 day detention or dorm restriction	3 day detention or dorm restriction and contract
8. Cheating or lying	Being intentionally dishonest, untruthful, or deceptive (CHE).	1 day detention and counseling or verbal reprimand	2 day detention and dorm restriction	3 day detention and dorm restriction and withdrawal of privileges (town, trips, etc.)
9. Bus or public transportation misconduct	Improper conduct while riding the bus, such as smoking, annoying others, refusing to obey the bus driver or other staff, or endangering the health and safety of bus passengers (BUS).	Assigned seat on next trip	Suspension from bus privileges on next trip and phone parents	Bus suspension for remainder of school year and phone parents
10. Insolence	Being disrespectful in speech or action (INS).	Counseling or verbal reprimand or 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction
11. Disruptive Conduct	Inappropriate behavior or disruption of an academic, recreational, therapeutic or planned dorm activity (DIS).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction	3 day detention or dorm restriction

Level 1	Definition	1st Offense	2nd Offense	3rd Offense
12. Unauthorized petition	A student passes a petition around school or dorm without permission from authorized, administrative personnel (UNP).	1 day detention or dorm restriction and inform parents and verbal reprimand	2 day detention or dorm restriction and inform parents	3 day detention or dorm restriction and inform parents
13. Possession and/or viewing inappropriate materials	Holding of any material that is statutorily illegal (ILL).	Confiscate material, notify parents and 1-3 day OCR or dorm restriction depending on rating	Confiscate and notify parents, notify LEA, 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
14. Non-staff possession or use of laser pointers.	A student has or uses a laser pointer (PLP).	Counseling or verbal reprimand Laser is confiscated.	2 day detention or room restriction Laser is confiscated.	1-3 day OCR Laser is confiscated.
15. Unauthorized or inappropriate computer use	Unacceptable use of computers, E-mail or Internet privileges, as outlined in the <i>Student Use Agreement</i> (COM)	Reference <i>Student Use Agreement: Unacceptable Use and Consequence</i> form.		
16. Unauthorized or inappropriate use of cellular phone, pager, Sidekick, tape recorder, BlackBerry, camera, etc.	Use of school or personal equipment without staff permission. (PAG)	To principal or 1 day detention and contact parents	Cellular phone, pager, tape recorder, camera, BlackBerry, Sidekick, etc. confiscated and given to parents in person.	Cellular phone, pager, tape recorder, camera, BlackBerry, Sidekick, etc. confiscated for remainder of school year.
17. Aggressive behavior - verbal	Verbal inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGV).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4 th offense, will be documented as EXCESSIVE VIOLATIONS #41 EXV.
18. Aggressive behavior - physical	Physical inappropriate and unacceptable behaviors toward another student or staff member; socially unacceptable behavior that may endanger the student, people within the surrounding environment, or the environment itself (AGP).	1 day detention or dorm restriction and counseling	2 day detention or dorm restriction and counseling	3 day detention or dorm restriction and counseling Upon 4 th offense, will be documented as EXCESSIVE VIOLATIONS #41 EXV.
19. Public Display of Affection	Socially unacceptable and/or inappropriate physical contact during the school day and at other school and dormitory social functions (example: extended hugging, kissing) (PDA)	Counseling or verbal reprimand	Counseling or verbal reprimand and 1 day detention or dorm restriction	Counseling or verbal reprimand and 1-3 day detention or dorm restriction

20. Sexual Misconduct (Level 1)	Sexually unacceptable and/or inappropriate sexual physical contact with another person (example: playing doctor, grabbing, touching) (SXI)	Counseling or verbal reprimand and 1 day detention or dorm restriction, phone parent, contact social worker	Counseling or verbal reprimand and 2 day detention or dorm restriction, phone parent, and contact social worker	Counseling and 3 day dorm restriction or 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and phone parent, contact social worker
21. Sexual Harassment	Words, signs, body movements, vocalization, inappropriate touching, and or gestures that make someone feel nervous or uncomfortable (SXH)	Counseling or verbal reprimand and 1 day detention or dorm restriction, contact social worker, write apology letter and phone parents	7 day dorm restriction and no on-campus privileges, counseling, contact social worker, write apology letter and phone parents	Phone parents and 3-day OCR or suspension, contact social worker, write apology letter and 2 weeks minimum in Behavior Transition in the dormitory
22. Bullying (Level 1)	Any of the four types of bullying: physical - hitting, kicking and taking belongings; verbal or signing - name-calling; insulting and racist remarks; indirect - spreading nasty stories and excluding from groups; and cyber name-calling, insulting and racial remarks, spreading nasty rumors, threatening, etc. via the Internet or other communication technology. (BUL)	1 day detention and dorm restriction and bullying counseling.	Lunch detention and bullying article and homework and 3 day dorm restriction	Meet with police officer and call parents and 5 day dorm restriction
23. Other (OT1)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 1 infractions The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT1).	*Consequences decided upon severity of offense		

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
24. Use of tobacco products on school grounds	Tobacco use is prohibited on school grounds (see smoke-free environment policy) (SMI).	1 day detention or dorm restriction	3 day detention or dorm restriction with NO use of tobacco products and phone parents	7 day detention or dorm restriction with NO use of tobacco products and phone parents
25. Use of tobacco products for students under 18.	Tobacco use is prohibited for students under 18 (SMU)	1 day detention or dorm restriction; no use of tobacco products	3 day detention or dorm restriction and phone parents; no use of tobacco products	7 day detention or dorm restriction and phone parents; no use of tobacco products
26. Cutting class	Being absent from class without authorization (CUT).	Extra work and 1 day detention	Extra work and 2 day detention and phone parents	Extra work and 3 day detention and phone parents
27. On or off campus without permission	Being on or off campus without proper authorization or notification to staff (PER).	Revoke on-campus and off-campus privileges for up to 2 weeks and phone parents	Revoke on-campus and off-campus privileges for up to 1 month and phone parents	Revoke on-campus and off-campus privileges for up to 1 semester and phone parents
28. Unauthorized distribution of printed materials videos and video games	The sharing of inappropriate and unacceptable computer, hard-copy, video, or any other commercially produced materials with other students and/or staff members (UND).	Counseling or verbal reprimand and 1 day detention or dorm restriction	2 day detention or dorm restriction and phone parents	Phone parents and dorm restriction and possible 1 day OCR-S/OCR-D or suspension
29. Disrespect or insubordination	Failing to follow directions given by a staff member; being disrespectful to a staff member or another student (DIN).	Counseling or verbal reprimand and 1 day detention or dorm restriction or possible 1 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention or dorm restriction and phone parents or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents or dorm restriction or possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
30. Intimidation or threats to others	Verbal or physical action which may result in physical and/or emotional harm to others (INT).	1 day detention, dorm restriction, phone parents/police and counseling or possible 1 day OCR-S/OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory	2 day detention and dorm restriction and phone parents and police or possible 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and police and possible 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory
31. Threat to self	Verbal or physical action which may result in physical harm (TTS).	Threats to self will follow "Emergency Psychiatric Services"		
32. Fighting	Engaging in a physical struggle or conflict between two or more individuals with the malicious intent of causing pain or injury (FIG).	1-2 day detention or dorm restriction and counseling or possible 1-3 day OCR or 2 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	3-5 day detention or 3-5 day dorm restriction and phone parents or 1-3 day OCR or 3 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory	Phone parents and dorm restriction or 2-3 day OCR or 5 day suspension and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
33. Sexual misconduct (Level 2)	Knowingly behaving in such a way that is in violation of school and social rules, policies and norms concerning sexual behavior whether or not the individuals involved consent to the act (SXM).	7 day dorm restriction and no on-campus privileges, counseling and phone parents and police may be notified	7 day room restriction and counseling and no on-campus privileges and phone parents and police may be notified	Phone parents and 3-10 day suspension from school and police may be notified and 2 weeks minimum in Behavior Transition in the dormitory
34. Theft under \$100	Taking someone else's property without that person's permission -- for the purpose of this code, stealing is limited to items valued under \$100 (THF).	Notify police and parents and restitution and counseling and 1-5 day detention or dorm restriction	Notify police and parents and restitution and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and restitution and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
35. Trespassing	Entering the land, property, or dormitory room of another person after receiving notice not to enter or when the person is not present (TRE).	3 day detention or dorm restriction and counseling	Phone parents and possible police intervention and 1 day OCR-S/OCR-D or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
36. Gambling	Betting or taking part in a game of chance or skill for money or material gain (GAM).	Notify police and parents and 1 week detention or dorm restriction and counseling	Notify police and parents and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling
37. Criminal damage to property (under \$100)	Destroying or damaging public or private property in a willful manner -- for the purpose of this code, property damage is limited to damage under \$100 (VAN).	Restitution and notify police and parents and counseling and 3 day dorm restriction or detention	Restitution and notify police and parents and counseling and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Restitution and notify police and parents and counseling and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
38. Criminal damage to property (over \$100)	The willful destroying or damage of public or private property valued over \$100 (CRI).	Restitution and notify police and parents and counseling and 1-3 day OCR or 2 day suspension	Restitution and notify police and parents and counseling and 3 day OCR or 3 day suspension	Restitution and notify police and parents and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory

Level 2	Definition	1st Offense	2nd Offense	3rd Offense
39. Unlawful assembly	Forming or participating in a group of three or more persons to cause violence, to do unlawful acts, or to disturb others (UNL).	2 day detention or dorm restriction	Notify parents and 3 day detention or dorm restriction	Notify parents and 5 day detention or 5 day dorm restriction or possible 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory
40. Forgery	Forging any document or using a forged document (FOR).	1-3 day detention or dorm restriction, phone parents and notify police	1-3 day detention or dorm restriction, phone parents and notify police	Detention or dorm restriction or possible 1 day OCR-S/OCR-D or possible suspension and 2 weeks minimum in Behavior Transition in the dormitory, phone parents and notify police
41. Bullying (Level 2)	Any of the four types of bullying: physical - hitting, kicking and taking belongings; verbal or signing - name-calling; insulting and racist remarks; indirect - spreading nasty stories and excluding from groups; and cyber name-calling, insulting and racial remarks, spreading nasty rumors, threatening, etc. via the Internet or other communication technology. (BU2)	View videotape, do bullying homework and call parents and 3 days dorm restriction and 2 weeks minimum in Behavior Transition in the dormitory	Community service (empathetic discipline) and call parents or 5 days dorm restriction and 2 weeks minimum in Behavior Transition in the dormitory	Visit jail and/or prison with police officer and social worker and call parents or 1 day OCR-S/OCR-D and 2 weeks minimum in Behavior Transition in the dormitory
42. Other (OT2)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 2 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an effect on incidents (OT2).	*Consequences decided upon severity of offense		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
A manifestation determination will be completed on all level 3 offenses at an IEP meeting.				
43. Excessive violations	Students with multiple discipline code infractions (EXV).	Parent conference and contact LEA and 1-2 day OCR	1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
44. Absent from school without authorization	Absent from school without a valid excuse (AWA).	Phone parents and contact LEA and 1-5 day detention or dorm restriction and counseling	Phone parents and contact LEA and possible 1-3 day OCR or suspension 1-10 days and 2 weeks minimum in Behavior Transition in the dormitory	
45. Truancy	See Illinois School Code 5/26-3d through 5/26-15 (TRU)			
46. Gangs and secret societies	Recruitment for gang or cult membership; possession, display or use of gang or cult emblems, symbols, language inciting other students to intimidate, threaten or act with physical violence upon any other person (GSS)	Notify police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and possible expulsion	Notify police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and possible expulsion	
47. Possession of illegal materials	Holding of any material that is statutorily illegal (ILL).	Confiscate and notify police and parents and 1-3 day OCR or 3 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	Notify police and parents and contact LEA and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	
48. Threat to use dangerous weapon	Any written or verbal threat to use a dangerous weapon to inflict harm on others (TEA).	Notify police and parents and immediate suspension pending convening IEP		
49. Possession or use or transfer of a dangerous weapon	Possession or use or transfer of any item that is used with the intent of causing bodily harm (WEA).	Confiscate weapon, notify police, phone parents, contact LEA and Manifestation determination		
NOTE: The Gun-Free Schools Act of 1994 require that the student be expelled from school for a period of not less than one year. If a student is determined to have brought a weapon to school under the jurisdiction of the agency (DHS), then such policy shall be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and may allow the chief administering officer of the agency, after a multi-disciplinary team has determined whether a relationship exists between the conduct and the disability, to modify such expulsion requirement for a student with multiple disabilities on a case-by-case basis. School personnel may order a change of placement up to 45 days if the student carries a weapon to school or to a school function.				

WEAPON - As defined by the Illinois School Code - Expulsion period. The Board (DHS Secretary or Designee) may expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by- case basis.

Mandatory expulsion. A student who is determined to have brought a weapon to school, any school sponsored activity or event, or any activity or event which bears a reasonable relationship to school shall be expelled for a period of not less than one year, except that the expulsion period may be modified by the board on a case-by-case basis. For purposes of this Section, the term "weapon" means possession, use, control or transfer of any object which may be used to cause bodily harm, including but not limited to a weapon as defined by Section 921 of Title 18, United States Code, including BB guns and firearm as defined in Section 1.1 of the Firearm Owners Identification Act, use of weapon as defined in Section 24-1 of the Criminal Code, knives, guns, firearms, rifles, shotguns, brass knuckles, billy clubs, or "look-alikes" thereof. Such items as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm.

Reference: 105ILCS-5/10-22.6

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
50. Hazing	Any activity, tradition or amusement engaged in by students for the purpose of embarrassing or hurting another student (HAZ).	Notify police and parents, contact LEA and 1-3 day OCR or 5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory, counseling and IEP-ER	Notify police and parents, contact LEA and 3 day OCR or 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and IEP-ER	Manifestation determination
51. Possession and/or use of over the counter medications or drugs	Any student possessing and/or using legal medications (OCM).	Phone parents and 1-2 day OCR or suspension and counseling	Phone parents, notify police and 3 day OCR or 1-10 day suspension and contact LEA	
52. Possession and/or use of drug paraphernalia	Any students possessing material(s) that can be used to ingest illegal drugs (PDP).	Notify police and parents and 1-2 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents, contact LEA and 3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory	
53. Possession and/or use of alcohol	Possession and/or use of alcohol (POA)	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling	Notify police and parents, contact LEA and 1-3 day OCR or 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and agreement to attend drug or alcohol abuse classes or counseling or contract	

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
54. Possession and/or use of drugs	Possession and or use of illegal drugs or look-alikes, is strictly prohibited. (DRU)	Phone police/parents/ contact LEA/ 1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in the Transition Wing of the dormitory/counseling. School personnel may order a change of placement for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.	Phone police/parents/ contact LEA/1-3 day on campus reassignment or 1-10 day suspension/2 weeks minimum in Behavior Transition in the dormitory/ agreement to attend drug or alcohol abuse classes/counseling/ contract. School personnel may order a change of educational placement or attendance in a treatment program in or outside of the school year for up to 45 days if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance when on school property or at a school function.	
<p>There are no second or third consequences for #53-65 because the incidents are serious enough that they do not warrant additional chances. Instead, an automatic IEP conference will be convened before permission to return to classes and dormitory. Attendance is required by student, parent(s) or legal guardian(s), and LEA.</p> <p>Note 1: Student will be suspended until the IEP can be held.</p> <p>Note 2: Intervention strategies such as counseling and behavioral management plan will be used when appropriate.</p> <p>Note 3: The police will be called only after permission from the Executive Duty Officer unless the student is a danger to self or to others (i.e.: assault or battery)</p>				
55. Distribution or sale of drugs or alcohol	Selling or providing illegal drugs or alcohol including look-alikes, is strictly prohibited (SAL).	Notify police, parents, and contact LEA and 7-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and ER/IEP conference and counseling or expulsion. Manifestation determination		
56. Extortion	Obtaining sex, drugs, money, or other valuables from another person through the use of force or coercion (EXT).	Restitution and notify police and parents and contact LEA and 1-3 day OCR or 3-5 day suspension and 2 weeks minimum in Behavior Transition in the dormitory. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
57. Robbery	Taking the property of another by force or threat of force totaling \$100-300 (ROB).	Notify police and parents and contact LEA and 5-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and restitution and IEP/ER and possible expulsion. Manifestation determination		
58. Arson	Intentionally setting fires when there is the probability they will cause property damage, bodily injury, or anxiety (ARS).	Notify police and parents and contact LEA and 7-10 day suspension, IEP/ER and counseling or expulsion. Manifestation determination		
59. Theft (over \$100)	Obtaining another person's property illegally-- for the purpose of this code, theft applies to property valued at \$100 or more (LAR).	Notify police and parents and contact LEA and 3 day OCR and 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP and restitution. Manifestation determination		
60. Bomb threat	Falsely telling someone that a bomb exists, or stating the intent to obtain or use a bomb (BOM).	Notify police and parents and contact LEA and immediate suspension pending convening ER/IEP. Manifestation determination		
61. Assault or battery	Inflicting physical pain or injury, or beating another person in a violent manner (BAT).	Notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
62. Possession or sale of stolen property	Having or selling property belonging to another person or the State without the consent of that person or the State (STP).	Restitution and notify police and parents and DCFS and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling and ER/IEP. Manifestation determination		
63. Break-in or forced entry	Breaking a lock, window, etc. or using force to get into a building, room, or vehicle with intent to steal or harm property or person (BRE).	Restitution and notify police and parents and contact LEA and 3 day OCR or 5-7 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion and counseling and ER/IEP. Manifestation determination		
64. False fire alarm	Intentionally activating a fire alarm with the knowledge that no fire or other reason to use the alarm exists (FFA).	Notify police and parents and contact LEA and 1-3 day OCR or suspension and 2 weeks minimum in Behavior Transition in the dormitory and counseling. Manifestation determination		
65. Sexual abuse	Knowingly behaving in such a way that is in violation of school and social rules, policies, and norms concerning sexual behavior (SXA).	Notify DCFS and police and parents and contact LEA and 1-10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Manifestation determination		
66. Sexual assault	An act of sexual penetration by use of force or threat of force (SXB).	Notify DCFS, police, parents and contact LEA and 10 day suspension and 2 weeks minimum in Behavior Transition in the dormitory or possible expulsion. Manifestation determination		

Level 3	Definition	1st Offense	2nd Offense	3rd Offense
67. Other (level 3)	Staff of the DRS' schools reserve the right to use professional discretion to classify infractions not listed above as level 3 infractions. The schools recognize that factors such as mitigating circumstances and new situations can have an impact on incidents (OT3).	*Consequence decided upon severity of offense. Manifestation determination		

***The school is broadly defined to mean any time students are under supervision of the school.**

OFF CAMPUS/OUT OF SCHOOL CONDUCT

When student are traveling off campus and are involved in out-of-school activities, they are held to the same expected behavior standards as when on campus. Disciplinary action shall be administered for offenses occurring off campus in the same manner as for offenses on campus.

APPENDIX 1 - OBSERVATION REPORT

Date: ___ / ___ / ___ Comments:
Time: ___:___ AM/PM
Place:

Date: ___ / ___ / ___ Comments:
Time: ___:___ AM/PM
Place:

Date: ___ / ___ / ___ Comments:
Time: ___:___ AM/PM
Place:

STUDENT INTERVIEW

Include student's likes, dislikes, and any insight student has about his/her problem behavior.

APPENDIX 2 - IDEAS FOR POSSIBLE REINFORCERS

Reinforcing Activities

Reading books, magazines, comic books
Writing and drawing activities
Doing self-directed activities
Making craft projects
Making bead jewelry
Finger painting
Being the leader or team captain
Bringing a pet or favorite things to school
Helping, tutoring younger children
Eating in a restaurant
Decorating a room
Taking a field trip
Taking a walk
Watching a movie
Roller skating
Extending bed time
Using a computer
Reading a newspaper
Going to the library
Doing a science experiment
Working on model cars, etc.
Swimming
Preparing snacks and cooking
Having a popcorn party
Shopping
Going to the teen center
Playing computer games
Playing Nintendo/Sega games
Getting tickets to sporting events, games, movies
Receiving personal grooming supplies
Getting special materials, such as marker, stencils, etc.

Job Reinforcers

Passing out materials
Running errands
Helping the teacher or dorm staff
Helping in the dining room
Helping the housekeeper
Watering the plants
Picking up litter on the school grounds
Stapling papers together
Washing someone's car
Raising or lowering the flag
Emptying the wastebaskets
Operating the VCR
Sharpening all the pencils

Social Reinforcers

Praise

Pictures of student on task for display

Personal time with staff person

Display work and projects

Demonstration of a special talent or skill

Applause from other classmates when successful

Becoming the leader or organizer of an event

Receiving a hug, handshake, or pat on the back

Sitting with a special friend or the teacher at lunch

Playing a game with a person of choice

Food Reinforcers

This can be any food that the student likes but does not have an opportunity to eat very often.

Token Reinforcers

Check marks and points

Happy faces and stars

Behavior and achievement charts

Individual behavior cards and bankbooks

Rubber stamp marks of various designs

Trading stamps

Good citizen tags and certificates

Plastic chips

Coupons

Real tickets

APPENDIX 3 - FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. When used in developing a Behavioral Intervention Plan, the Functional Behavioral Assessment must be reviewed at an IEP meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Participant/Title	Participant/Title
_____	_____
_____	_____
_____	_____

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

Operational Definition of Target Behavior – Include a description of the frequency, duration and intensity of the behavior.

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

Antecedents – Include a description of the relevant events that preceded the target behavior.

Consequences – Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?)

Environmental Variables – Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

Hypothesis of Behavioral Function - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

APPENDIX 4 - BEHAVIOR INTERVENTION PLAN

Complete when the team has determined a Behavioral Intervention Plan is needed.

Student's Strengths – Describe student's behavioral strengths

Target Behavior

Is this behavior a Skill Deficit or a Performance Deficit

Skill Deficit: The student does not know how to perform the desired behavior.

Performance Deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Hypothesis of Behavioral Function – Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to **get**? OR What undesired thing(s) is the student trying to **avoid**?

Summary of Previous Interventions Attempted – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

Replacement Behaviors – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Behavioral Intervention Strategies and Supports

Environment – How can the environment or circumstances that trigger the target behavior be adjusted?

Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?

Positive Supports – Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

Motivators and/or Rewards – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.

Data Collection Procedures and Methods – Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

Provisions For Coordination with Caregivers – Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.

APPENDIX 5 – SUMMARY OF PARENT CONFERENCE (BEHAVIOR)

State of Illinois
Department of Human Services
Office of Rehabilitation Services

ILLINOIS SCHOOL FOR THE VISUALLY IMPAIRED
Jacksonville, Illinois 62650

SUMMARY OF PARENT CONFERENCE (BEHAVIOR)

Name of Student: _____ Writer: _____

Date of Report: ____/____/____

Participants attending conference:

Check one: School Conference _____

Telephone Conference _____

I. Purpose of Conference:

II. Specific Points Covered:

III. Pertinent Information Obtained:

IV. Conclusions, Recommendations, and Decisions Made:

Staff Person's Signature/Title

cc: Student Temporary Record
Dorm _____
School _____

APPENDIX 6 – SIR FORM

APPENDIX 7 – REPORT OF AN INFRACTION BY A STUDENT

REPORT OF AN INFRACTION BY A STUDENT and the DISCIPLINARY ACTION TAKEN

School: _____ Date of Infraction: _____ Time of Infraction: _____
 Student's Name: _____ Age: _____ Grade: _____ Sex: _____
 Building Location: _____ Staff Signature: _____

Check Infraction Being Reported:

LEVEL 1

- 1 tardiness (TAR)
- 2 littering (LIT)
- 3 possession of tobacco products for students under 18 (PTP)
- 4 failure to complete assignments (FAI)
- 5 loitering (LOI)
- 6 unauthorized area (UAA)
- 7 abusive language/profanity (ABU)
- 8 cheating/lying (CHE)
- 9 bus/public transportation misconduct (BUS)
- 10 insolence (INS)
- 11 disruptive conduct (DIS)
- 12 unauthorized petition (UNP)
- 13 possession and/or viewing inappropriate materials
- 14 non-staff possession/use of laser pointers (PLP)
- 15 unauthorized/inappropriate computer use (COM)
- 16 unauthorized/inappropriate use of cell phone, pager, Sidekick, tape recorder, BlackBerry, camera, etc. (PAG)
- 17 aggressive behavior - verbal (AGV)
- 18 aggressive behavior - physical (AGP)
- 19 public display of affection (PDA)
- 20 sexual misconduct (SXI)
- 21 sexual harassment (SXH)
- 22 bullying (BUL)
- 23 other (level 1)

LEVEL 2

- 24 use of tobacco products on school grounds (SMI)
- 25 use of tobacco products for students under 18 (SMU)
- 26 cutting class (CUT)
- 27 on/off campus without permission (PER)
- 28 unauthorized distribution of printed material (UND)
- 29 disrespect/insubordination (DIN)
- 30 intimidation/threats to others (INT)
- 31 threat to self (TTS)
- 32 fighting (FIG)
- 33 sexual misconduct (Level 2) (SXM)
- 34 theft under \$100 (THF)
- 35 trespassing (TRE)
- 36 gambling (GAM)
- 37 criminal damage to property (under \$100) (VAN)
- 38 criminal damage to property (over \$100) (CRI)
- 39 unlawful assembly (UNL)
- 40 forgery (FOR)
- 41 Bullying (BU2)
- 42 other (level 2) (OT2)

LEVEL 3

- 43 excessive violations (EXV)
- 44 absent from school without authorization (AWA)
- 45 truancy (TRU)
- 46 gangs and secret societies (GSS)
- 47 possession of illegal materials (ILL)
- 48 threat to use dangerous weapon (TEA)
- 49 possession/use/transfer of a dangerous weapon (WEA)
- 50 hazing (HAZ)
- 51 possession of over the counter medications/drugs (OCM)
- 52 possession and or use of drug paraphernalia (PDP)
- 53 possession &/or use of alcohol (POA)
- 54 possession &/or use of drugs (DRU)
- 55 distribution/sale of drugs or alcohol (SAL)
- 56 extortion (EXT)
- 57 robbery (ROB)
- 58 arson (ARS)
- 59 theft (over \$100) (LAR)
- 60 bomb threat (BOM)
- 61 assault/battery (BAT)
- 62 possession/sale of stolen property (STP)
- 63 break-in or forced entry (BRE)
- 64 false fire alarm (FFA)
- 65 sexual abuse (SXA)
- 66 sexual assault (SXB)
- 67 other (level 3) (OT3)

Brief Description of Infraction: (Add additional pages if more space is needed.) _____

Did student admit guilt? _____

DISCIPLINARY ACTION TAKEN:

- counseling (COU)
- verbal/written reprimand (REP)
- special assignment of duties (SAD)
- referred to principal's office (PRI)
- time out (TIM)
- detention (DET)
- dorm restriction (DOR)
- Restricted to dorm room (DRR)
- Behavior transition – dorm (BTD)
- withdrawal of on-campus privileges (WOP)
- withdrawal from off-campus privileges (WOT)
- contract (CON)
- financial restitution (FIN)
- parent conference (PCF)
- restriction to campus ___# of days (CAM)
- on campus reassignment - school (OCS)
- on campus reassignment - dorm (OCD)
- on campus reassignment for ___ # of days (OCR)
- suspension from dorm ___# of days (SUD)*
- suspension from school ___# of days (SUS)*
- expulsion from dorm not school (EXD)*
- expulsion from school (EXP)*
- other (OTH)

*Superintendent/DHS Administrator of Operations must be notified immediately

Name/title of person who prepared this report:
The disciplinary action recommended:

Date this report was sent to supervisor: ___ / ___ /

Name/title of person who authorized the disciplinary action:
The disciplinary action recommended:

Date he/she notified the person who prepared the report of the authorized disciplinary action: ___ / ___ /

Comments:

Copies to:	School Unit Dormitory Temporary File Social Worker Parent LEA	<u>ROUTE TO:</u>	Superintendent ' Assistant Superintendent ' Student Life Office (file) ' DHS' Administrator of Operations ' (if appropriate) Reporter of Incident '
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GLOSSARY OF SELECTED TERMS

Allow student to escape task - allow student to avoid task or situation (e.g., leave area, excuse from participation).

Aversive mists, aromatics, tastes - use of a spray or substance with an unpleasant taste, noxious odor, or aversive physical sensation in order to terminate or control an undesired behavior.

Aversive stimulus - an unpleasant or punishing stimulus, such as an object, event, or situation, that occurs immediately after a specified behavior in order to suppress that behavior. It is a stimulus the individual will actively work to avoid.

Behavioral intervention - an intervention which is based on the methods and empirical findings of behavioral science designed to influence the behavior of one or more individuals.

Behavioral management plan - a written behavioral plan developed as part of the IEP to address a serious behavioral problem. It is based on a functional analysis of the student's behavior, describes the interventions to be used, methods of evaluation, and provisions for coordinating with the home.

Call/notify parent - contact parent to inform of student's performance (e.g., notify parent of student's completion of lack of completion of in-class assignments/goals.) NOTE: This intervention does not include requiring parent to remove student from class or school. If parent is required to remove student from school, this then becomes a suspension (refer to definition of suspension).

Contingent exercise - requiring student to engage in physical exercise contingent on performance or nonperformance of a target behavior (e.g., requiring student to do push-ups because of misbehavior). With extensive use or negative student reaction, this procedure should be viewed as corporal punishment and, therefore, is prohibited.

Detention (before/after school; weekend) - the student is required to attend school outside of normal class hours as a form of punishment (does not include extra instruction for academic purposes)

Differential reinforcement - reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (e.g., positively reinforce on-task behavior while ignoring off-task behavior).

Direct instruction - a sequenced and structured teaching approach that is academically focused and marked by activities where goals are clear, allocated instructional time is sufficient, performance of students is monitored closely, teacher questions are designed to produce many correct responses, and feedback to students is immediate and academically oriented. The goal of this approach is to move students through a sequenced set of materials or tasks.

Environmental modification - changing the environment in order to influence a target behavior (e.g., alter seating, change task, modify curriculum).

Exclusion from extracurricular activities - the student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

Expulsion - removal of the student from school for; not to extend beyond, the balance of the current school year. Expulsion which constitutes a change in placement requires a revision to the IEP. Expulsion is a prohibited intervention when there is a cessation of services.

Faradic skin shock - the use of electrical shock to control behavior or as punishment.

Food delay - food is contingently delayed for a specified period of time (e.g., detain student from lunch break for 15 minutes). Note: Food is never withheld from students as part of a behavior plan at ISVI.

Forced physical guidance - physical guidance or redirection of any body part of the student (e.g., student refuses to pick-up item; he/she is manually guided to pick up object with hand over hand prompts).

Functional analysis - an assessment process for gathering information that is used in the development of behavioral interventions. The objective of functional analysis is to understand the structure and function of a target

behavior in order to develop and strengthen more appropriate alternative behaviors. Through the use of functional analysis, a detailed description of the target behavior is developed, antecedents and consequences of the behavior are noted, controlling variables are identified, and the communicative and functional intent of the behavior is determined. A functional analysis may include a wide array of procedures including interviews with teachers, parents, student, direct observation across times and settings, environmental modification, and completion of behavioral ratings and other psychological instruments.

Highly restrictive interventions - interventions that are intrusive to an individual, produce a negative physical response such as pain or severe discomfort, and carry a high probability of negative side effects. Highly restrictive interventions are deemed inappropriate under most circumstances.

Inhibiting devices - devices that do not restrain physical movement but inhibit specific actions (e.g., a baseball cap to inhibit head scratching).

Instructional assignment - creation or modification of instructional assignment to increase the student's motivation, attention, success, etc.

Manual restraint - use of the minimum amount of physical force necessary to hold or restrain an individual (e.g., an individual holds a physically aggressive student in order to protect the student or others from injury).

Mechanical restraint - a device that physically restrains movement of the individual (e.g., harness restraint). Mechanical restraints prescribed by a physician or used as a safety procedure for transportation (e.g., seat belt) are not considered behavioral interventions.

Modeling - a process in which one person learns by observing the behavior, attitudes, or affective responses of another person (e.g., student observes others engaging in cooperative turn-taking).

Negative practice - repetitive practice of inappropriate behavior to the point of satiation (e.g., student who tears up assignment must tear up 50 pages).

Nonaversive/positive stimulus approach - a positive, pleasant non-punishing stimulus, such as an object, event, or situation that occurs immediately after a specified behavior to increase that behavior. It is a stimulus used to support the learning of more effective and acceptable ways of behaving. A nonaversive or positive behavior intervention approach is designed to support people with challenging behaviors in learning more effective and acceptable ways of behaving. This approach encompasses three fundamental elements: a) the use of educative or "positive" behavior change procedures, which include identifying the functions of behavior before treating it, teaching the use of more appropriate alternate behaviors to replace inappropriate behavior, changing or controlling events which either precede or follow misbehavior, and distinguishing between emergency procedures and proactive programming; b) selection of interventions based on the impact of an intervention on the student's physical freedom, social interaction, personal dignity, privacy, as well as clinical utility; and c) prohibition or significant restriction of the use of procedures viewed as excessively aversive to or disrespectful of the individual

Nonrestrictive interventions - interventions that carry a low risk of negative side effects. With extensive use, these interventions may become restrictive in nature. If an intervention classified as "nonrestrictive" adversely affects student learning or extreme negative behaviors occur in response to the intervention, it should be considered a restrictive intervention.

Peer involvement - the use of a student's peers to influence behavior (e.g., cooperative group, peer modeling, peer tutoring).

Planned ignoring - a type of extinction procedure in which the teacher ignores (i.e., withdraws attention) a target inappropriate behavior.

Positive practice overcorrection - repetitive practice appropriate behavior which is incompatible with problem behavior.

Positive reinforcement - providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response in order to increase the frequency of the response (e.g., praising student for cooperative turn taking).

Prohibited interventions - prohibited by law.

Prompting - a cue (visual, auditory, physical) is presented in order to facilitate a given response (e.g., teacher uses hand signal to remind student to remain on-task).

Proximity control - the use of physical proximity to control behavior (e.g., standing near student, eye contact).

Punishment writing - an aversive stimulus in which the student is required to write a specified amount or for a specified period of time.

Redirect student (physically) - Physically redirect the student from an inappropriate behavior/activity (e.g., with hand on student's elbow, teacher walks student away from one activity to another).

Redirect student (verbal, nonverbal signal) - Either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher gives student hand signal when student should redirect himself/herself).

Response-cost - withdrawal of specified amounts of a reinforcer (e.g., tokens) in response to a target in appropriate behavior (e.g., teacher takes away points for fighting).

Restitutive overcorrection - student is required to overcorrect or improve on the original state of affairs (e.g., student who litters is asked to sweep entire floor).

Restraint - the restriction by mechanical means, physical holding, or otherwise restricting the movement of a student's limbs, head or body.

Restrictive interventions - aversive and deprivation procedures which carry a high risk of negative side effects. Greater planning, supervision, documentation, and caution must be exercised in their use.

Satiation - a procedure in which large amounts of a reinforcer are given so that its effectiveness is diminished and the behavior that is associated with it ceases to occur (e.g., student that steals gym towel is given so many towels that he/she begins to give them back).

Selective isolation - the student is placed in a separate environment with one-on-one supervision. They will receive their education.

Self-management - a collection of strategies designed to increase a student's management and control of his/her own behavior. These strategies include training the student in self-monitoring, self-evaluation, and self-reinforcement.

Serious behavioral problem - behavior which is self-injurious, assaultive, causes damage or is grossly inappropriate to the school setting. These include severe behavior problems that are pervasive and maladaptive, which require a systematic and frequent application of behavioral intervention procedures.

Shaping - a procedure through which new behaviors are developed by systemically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get 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).

Suspension - removal from school programs by administrative action for gross disobedience or misconduct for more than one (1) full class period and not exceeding 10 school days. An out-of-school suspension is served off school grounds: an in-school suspension is served on school premises. Suspension from transportation resulting in the student's inability to attend his/her ordinary school program is a suspension from school. A student is not suspended when the nature and quality of the educational program and services provided during an in-school suspension are comparable to the nature and quality of the educational program and services required and otherwise provided to the student in the current placement. A suspension which constitutes a change in placement requires a revision to the IEP.

Teach alternative behaviors - teaching the student appropriate behaviors that are functionally equivalent to the undesired target behavior (e.g., teach student to make appropriate requests of peers to compete with grabbing behavior).

Teach self-reinforcement - teaching the student to self-monitor, self-evaluate, and provide himself/herself positive reinforcement for the performance of desired target behaviors (e.g., teach student to self-evaluate his/her level of on-task behavior during a given period and choose appropriate desired activity as positive reinforcement).

Time-Out (Exclusionary/Physical) -contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g., to the hallway, etc.).

Time-Out (Isolation/Quiet Room) - contingent withdrawal of reinforcing stimuli by removing the student from the classroom to a time-out room from which egress is restricted. The locking mechanism(s) on a time-out room must be constructed so that it engages only when a key or handle is being held by a person. When that person takes his/her hand off the handle or key, the door unlocks and the student is able to easily and readily open the door from the inside. That is the door to such a room may not be one which remains closed when unattended.

Time-Out (Nonexclusionary/Observational) - contingent withdrawal of reinforcing stimuli, while the student remains in the classroom (e.g., student is seated away from group while remaining in the classroom).

Token economy - 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).

Verbal feedback - providing student evaluate information about his/her performance (e.g., informing the student that he/she is working well on a given task).

Verbal reprimand - chastising a student for inappropriate behavior.