



Procedures for Supporting Student Behavior in the Ripon Area School District

Approved by the Board of Education

on

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*Adapted from WDPI Directives for the Appropriate Use of Seclusion and Physical Restraint in
Special Ed Programs*

Ripon Area School District

Procedures for Supporting Student Behavior

RASD believes it is important to foster respect and responsibility in our students to maintain a positive school climate, thereby improving learning for all students. When faced with student behavioral concerns, research has shown that the implementation of punishment, including seclusion and restraint, is less effective than reinforcing positive behavior. Teaching, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students is a more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide Positive Behavior Intervention Support (PBIS) is to establish a climate in which appropriate behavior is the norm.

Positive Behavior Intervention Support (PBIS)

PBIS is a broad range of proactive, systematic, and individualized strategies for achieving important social and learning outcomes in safe and effective environments, while preventing problem behaviors with all students. PBIS, including early intervention and interruption of escalating behaviors will be used to avoid seclusion and/or restraint and to maintain the student's safety or that of others.

PBIS Universal Practices include:

- Defining three to five school-wide expectations.
- Teaching/pre-correcting through direct instruction.
- Modeling expected behavior for students and having them practice what is taught.
- Acknowledging positive student behavior.
- Re-teaching the expectation using different strategies based on data collected.

When a student's behavior continues to interfere with his or her learning or the learning of others, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) will be developed. This provides more information about a student's behavior and identifies factors regarding those behaviors that may not be obvious. It identifies the root causes, functions, and reinforcers of the challenging behaviors, and provides data for developing an appropriate and effective behavior plan. In the development of a FBA/BIP, environmental issues, such as the setting, task, and/or adults and other students present, may contribute to escalated situations, and are considered.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

As stated earlier, the most desirable behavior management approaches are positive and proactive. The focus of behavioral interventions should be based on the following paradigm below where A = Antecedent, B = Behavior and C = Consequence.



It is important to teach behavior just as we teach academics, and a good behavior intervention plan will reflect this. A Behavior Intervention Plan (BIP) focuses on positive interventions as determined by the Functional Behavioral Assessment (FBA), and includes teaching replacement or alternative behaviors for the inappropriate behavior. The goal is to help students learn and practice better alternatives. RASD school staff members are proactive problem-solvers when addressing inappropriate behaviors. If, after a reasonable implementation period, an intervention is unsuccessful and behavior is not changing, other approaches will be implemented. The environment may be modified: the physical setting, curriculum, presentation style, the interaction of others, etc. There should be opportunities for the student to practice new behavior skills, and to receive constructive feedback. As students are learning new, more acceptable behaviors, they will need cues or reminders. The FBA and BIP procedures are listed on pages 6-9 of this document.

The Use of Seclusion and Restraint

Seclusion and restraint is used only to diffuse a dangerous situation, protect the student and others from injury, and to gain a safe, controlled, productive learning environment. The use of these techniques is on a continuum of possible interventions to be used only when there is immediate danger to the student and/or others.

Seclusion (also called “seclusion timeout” or “isolated timeout”), as defined by the Wisconsin Department of Instruction (DPI), as used in this document means:

Removing a student from the general activity and isolating him or her in a separate supervised area/room for a set period of time or until the student has regained control. It does not include in-school suspension, detention, student requested break or the student is instructed to return to his/her desk and/or sit on the sidelines.

Physical Restraint, (also called “manual restraint”) according to DPI, as used in this document means:

Holding a student in order to restrain his or her movement; use of physical force, without the use of any device or materials, to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding a student in order to calm or comfort the student; holding a student’s hand or arm to escort the student safely from one area to another when the student is complying with the request to move; intervening in a fight; using protective or stabilizing devices, including adaptive equipment prescribed by a healthcare professional; using a weighted glove or wide arm cuff to hold one of the student’s arms, allowing him/her to refrain from stereotypy and work with the free arm/hand. The use of mechanical or chemical restraint is not appropriate for use in schools without medical authorization and oversight.

When considering the use of seclusion or restraint:

- respect the child and protect his or her dignity and safety.
- consider the student’s age and developmental level.
- take into account any medical or other issues the student may have.

Seclusion and physical restraint will only be used as a last resort when the student’s behavior presents an immediate danger to the student and/or others, and when other interventions

have been unsuccessful. Inappropriate verbal behavior from a student should result in a verbal (rather than a physical) intervention. Threats or profanity are not physical danger, and cannot be considered as such unless the student also demonstrates a means of carrying out the threat.

Including Physical Restraint and Seclusion in IEPs

1. Describe student behavior that will result in the use of restraint. Be specific (e.g., when Mary kicks, bites, slaps or punches; when Bobby is about to cut or scratch himself with a pen, scissors, or other sharp object) about what a person would see or hear to know that restraint should be initiated. (Avoid words open to interpretation such as “appropriate”, “inappropriate”, “disruptive”, “aggressive”, “out of control”, etc.)
2. What specific restraint technique will be used (example: child control position as taught by CPI. Use the terminology used by the training program)? Describe what behavior must be seen and/or heard in order for the restraint to end.
3. It is also good practice to discuss some of the “what ifs”: What if the student continues to escalate? What if the student briefly calms down, but then re-escalates once the restraint has ended?
4. Where in the IEP might restraint be included?
 - a. In the program summary section in supplemental aids and services
 - b. On the special factors page

The Crisis Intervention Training

RASD has a certified Nonviolent Crisis Intervention instructor who is responsible to train district staff using the methods of the Crisis Prevention Institute (CPI). It is imperative that staff members responsible for preventing and intervening in crisis situations are trained. Training should emphasize proactive and early intervention strategies and skills so that the use of physical intervention is truly minimal. Training can only be facilitated by certified instructors.

Training standards include:

- Designated staff will receive a minimum of eight hours of initial Nonviolent Crisis Intervention Enhanced Training (NCIE)
- Formal refresher training at least every two years. Certain categories of staff will receive different levels and frequency of training as determined by district administration.

Staff members who are intervening with physically aggressive students are encouraged to practice the physical movements involved with the physical interventions taught. Scheduled rehearsals to practice school team interventions in specific situations are strongly recommended. Building administrators are encouraged to contact the district trainer for assistance.

Designated staff will include:

- Building administrators, Crisis Team members, school counselors, special education staff, lead teachers, aides, and others designated by the Director of Student Services.

- All designated new staff members will receive initial training within the first semester of the school year that they are employed. In addition to refresher training, building administrators will provide opportunities for team members to conduct drills.

A Team Approach

A team approach will be used to prevent and intervene in crisis situations as explained in the NCIE training. Building Administrators will determine who will respond to requests for help when a situation is escalating. The alert to be used on the PA system will be, “NCIE team, please report to room ____.” The first staff member to respond or the staff member with the best rapport with the student will assume the responsibility of Team Leader.

Team Leader responsibilities include:

- Assess the situation
- Plan the intervention
- Direct others
- Communicate with the person in crisis
- Determine circumstances when law enforcement should be contacted
- Take responsibility for incident documentation

Other team member duties include:

- Check situation for signs of stress or safety hazards
- Address safe use of all techniques
- Recognize when more help is needed or different strategies should be implemented
- Engage in support of teammates or communication if delegated by the Team Leader.
- Use of physical interventions

Within each building, the safest possible use of physical interventions will be utilized.

- Whenever possible, foreshadow for a student what will happen if restraint is necessary.
- During the use of physical interventions, staff must closely monitor the well-being of the student.
- Staff members are not to use any physical intervention for which they have not been trained.
- Only NCIE restraints will be used.
- Physical interventions which compromise safety or impair the individual’s ability to breathe should not be used.

Procedures for Documenting Incidents Requiring Seclusion or Restraint

The Team Leader/Principal will organize follow-up activities; staff members will debrief using the C.O.P.I.N.G. Model, as expressed in the NCIE Training program. This involves reviewing and assessing both building and district policies and procedures. All situations requiring seclusion and restraint should be documented, as well as any that resulted in injury to any party involved. The same day as the incident, the Team Leader or designated person will complete the Seclusion/Restraint Incident report (found on the district website under staff miscellaneous

forms). The report will include the student's name; the date, time and duration of the incident; a description of the incident, including details of the student's behavior before and after the incident; and the names and titles of all school staff present during the incident. The incident report will also be made available to the parent. The school will make the report available for the parents' review within three business days of the incident. At the time the principal or designee initially notifies the parent of the incident, the parent must be made aware of the availability of the report.

Procedure Review

The Director of Student Services will collect data on the use of seclusion and restraint. District administration will assess the effectiveness of district procedures.

FUNCTIONAL BEHAVIOR ASSESSMENT

Student Name:	Grade:
School:	Date completed:

Participants in developing plan:	
School Administrator:	School Psychologist:
Parent/Guardian:	Student:
General Education Teacher:	Special Education Teacher:
Behavioral Consultant:	School Nurse:
School Counselor:	Other:
Person completing report:	

<p>Sources of Information Employed for this Functional Assessment</p> <p><input type="checkbox"/> Parent Interview</p> <p><input type="checkbox"/> Teacher Interview</p> <p><input type="checkbox"/> Student Interview</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Other data (please indicate: _____)</p>
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FUNCTIONAL ASSESSMENT

- Provide a description of the target behavior of concern including data on intensity, frequency, and duration of the behavior.** (*Operational definition of behavior: specific, observable, and measurable.*)

Behavior Actions the child is exhibiting.	Frequency How many times per hour/day on average?	Duration How long does it last?	Severity 1 = not severe 5 = average 10 = most difficult	Skill Deficit He/she doesn't know how to behave appropriately. OR Performance Deficit He/she knows how, but isn't performing appropriately.
Example 1: <u>Aggression</u> - Hits, kicks, punches, pushes adults and kids, especially smaller kids.	About 3x per day	NA	8	Performance
Example 2: <u>Eloperment</u> – student exits his desk or assigned work area without first seeking and obtaining teacher/adult permission. He may or may not exit the classroom.	About 1x per hour	About 5 minutes	6	Skill

Define behavior:				
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2. **What is the presumed purpose/function of this behavior (e.g., escape or avoidance, peer affiliation, teacher attention, power/control)? Indicate the sources of information that support the identified function. (e.g. avoidance, peer affiliation, attention, power/control, etc.)**

3. **What basic need is being met by this behavior?**

4. **A description of the setting in which the behavior occur (e.g., physical setting, time of day, persons involved).**

5. **Described the observed antecedents appear to serve as the trigger for the behavior.**

6. **What are the common consequences that result following the display of this behavior that may maintain the student's behavior?**

7. **Describe any other environmental conditions that may affect the behavior (e.g., medication, medical conditions, lack of sleep, diet, temperature, crowding, social factors).**

8. **A description of environmental modifications and behavioral interventions previously attempted.**

9. **What strengths does the student have that could be used to help with this behavior?**

BEHAVIOR INTERVENTION PLAN

1. **Target Behavior** (provide the operational definition used in the Functional behavioral Assessment):

2. **Function of the Target Behavior** (as determined by the Functional Behavioral Assessment):

3. **Student Strengths or Abilities** (to be used to support the alternate or replacement behavior):

4. **Alternative or Replacement Behavior(s):** What behavior(s) have been selected to teach and/or reinforce that meet the same function or need identified in the FBA?

5. **Changes or supports needed in the environment or social context to facilitate the display of the desired alternate/replacement behavior** (This might include changing the level or method of instruction, changing specific teacher behavior, providing sensory diet breaks, increased use of technology, re-teaching expected behaviors, etc.):

6. **Reinforcement to be provided to the desired alternative/replacement behavior:** How will desired behavior be taught and reinforced in the social context when displayed?

7. **Consequence to be implemented for the undesired target behavior:** What consequences will be implemented should the student display the undesired target behavior? (Consequence could be disciplinary, restorative or re-teaching desired behavior, etc.)

8. **Crisis contingency plan (e.g., time out, suspension, etc) anticipated:**

9. **How will this behavior intervention be monitored?** (Specify the methods and timing of efforts to ensure the fidelity of plan implementation.)

**10. What data will be collected to monitor the effectiveness of the behavior intervention?
How often will these data be collected?** (Please attach or upload data collection form)

11. How will this plan be shared with the parents/guardians of the student?

12. What provisions have been made to support generalization of behavior change to the home and community?

13. Select intervention/strategies

Intervention/Strategies (include location/class)	Person responsible to implement strategy	Person responsible to collect data	Strategy timeline (How long will the strategy be implemented?)	How often will data be collected	Review Date(s)	Evaluation Decision(s) <ul style="list-style-type: none"> • Monitor • Modify • Discontinue



Ripon Area School District
Seclusion or Restraint Reporting Sheet

Student Name:		Grade:
Date:	Time in/time out:	
Staff persons initiating, involved in, or present during seclusion/restraint (include name and title):		
Describe the behavior that led to seclusion/restraint, including time, location, activity, others present, other contributing factors:		
<input type="checkbox"/> Hurting self or others <input type="checkbox"/> Engaged in dangerous behavior and not responding to verbal intervention <input type="checkbox"/> Risk of continued behavior are greater than the risk of restraints		
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:		
Student behavior during seclusion/restraint:	Student behavior after seclusion/restraint:	
Was there any injury or damage? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe:		
Follow-up with student after the seclusion/restraint:		
Is other follow-up needed (e.g. IEP meeting, additional evaluation,)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify:		
Parent contact (method, date, by whom):	Administrator Signature/Date:	