



Eastern Illinois Area of Special Education

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Behavior Intervention Policy & Procedures

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Behavior Intervention Procedures

It is the purpose of this document to outline the procedures of Eastern Illinois Area of Special Education ("EIASE") related to the use of behavioral interventions with students with disabilities. A fundamental principle of these procedures is that positive interventions designed to develop and strengthen desirable behavior should be used to the maximum extent possible and are preferable to the use of more restrictive interventions.

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

Parent-Staff Advisory Committee

As required by the Illinois School Code, EIASE shall maintain a parent-staff advisory committee. It is recommended that this committee be comprised of parents of students with disabilities, other parents, teachers, administrators, advocates for persons with disabilities, and persons with knowledge or expertise in the development and implementation of behavior interventions for persons with disabilities. This committee shall develop, with the governing board, policies, and procedures on the use of behavioral interventions for students with disabilities who require behavioral intervention. These policies and procedures will be furnished to the parents or guardians of all students with Individualized Education Plans (IEPs):

Within 15 days after being adopted by the school board or within 15 days after the school board has amended its policies and procedures; or at the time an IEP is first implemented for a student.

At the annual IEP meeting, EIASE shall 1) explain the local policies and procedures, 2) furnish a copy of the local policies to parents and guardians, and 3) make available – upon request of any parents and guardians – a copy of local procedures. In addition, each member district within EIASE shall inform its students of the existence of its policy on behavioral interventions annually (105 ILCS 5.14-8.05).

Behavior Intervention Consultant

EIASE has designated the Associate Directors to serve as behavioral intervention consultants. These individuals should have documented training in basic concepts of human learning, methods of measuring human behavior/interpreting data on human behavior, behavioral

intervention, assessment, methods of determining effectiveness of behavioral interventions, and legal and ethical issues. Behavioral intervention consultants may be any appropriately trained certified staff member including but not limited to: a resource specialist, school psychologist, school social worker, or teacher. The behavioral intervention consultants shall assist IEP teams in the development of behavioral intervention plans, consult with teachers and other staff on the proper use of behavioral interventions and ensure that restrictive behavioral interventions are implemented appropriately and in a humane fashion. The supervision of the implementation of intervention plan procedures shall also be the responsibility of the case manager.

Parent & Staff Training & Professional Development

EIASE shall develop a plan to ensure ongoing professional training in the use of behavioral interventions. Training efforts must be available to all teachers and staff. Training of school personnel who have the most contact with students who exhibit behavioral intervention needs should be particularly emphasized. Continued competency in the areas of behavioral assessment and interventions requires ongoing professional development and the provision of such training activities should be documented.

Training activities may include in-services given by external consultants, workshops conducted by EIASE personnel, professional conferences, and university training and coursework. EIASE should ensure that training activities are conducted by qualified individuals who have expertise in relevant areas of behavioral assessment and intervention.

Suspension and Expulsion

The following procedures shall be used when a student with disabilities is alleged to have engaged in misconduct that violates the student Code of Conduct. Exclusionary discipline will be avoided as much as feasible, especially when addressing offenses that do not threaten safety.

I. Suspension for a cumulative period not to exceed 10 days in any school year

EIASE's regular suspensions procedures shall be used to suspend a student with disabilities for a cumulative period not to exceed 10 days in any school year.

II. Suspension beyond 10 days or expulsion

A. EIASE and/or the district of residence shall notify the student's parent(s)/guardian(s) of the misconduct and whether the student will be suspended. All procedural protections pertaining to notice provided under the regular education discipline policy of the resident district shall apply to this notice. This information shall be confirmed in writing, and the parent/guardian(s) shall be advised as follows:

1. That an IEP meeting must be convened as soon as possible, but no later than 10 school days after the decision to remove the student beyond a total of 10 school days has been made, in order to conduct a manifestation determination review; and

2. That the student's parent(s)/guardian(s) are requested and expected to attend the IEP team meeting and shall be advised of the time, date, and location of the meeting.
- B. Manifestation Determination Review – When conducting an MDR, the IEP team determines if the behavior was caused by or had a direct and substantial relationship to the student's disability, or if the behavior was the direct result of the school district's failure to implement the student's IEP.
1. If the team determines that either statement is applicable, then the student's behavior must be considered a manifestation of his/her disability. The IEP team shall conduct a functional behavioral assessment and implement a behavioral intervention plan (if it has not already done so). In the situation where a behavioral intervention plan is in place, the IEP team shall review it and/or modify the plan as necessary to address the behavior. The student must then return to the placement from which he/she was removed, unless the parent or guardian and the school district agree to a change of placement.
 2. If it is determined that the student's behavior was not related to his/her disability, pertinent disciplinary procedures may be applied in the same manner they would be students without disabilities – except that students with disabilities must continue to receive a FAPE if removed for more than 10 school days in that school year. If the board imposes expulsion or other disciplinary measures altering the student's special education program, an IEP meeting shall be convened to determine appropriate alternative means of service delivery.
- C. Expulsion – The board may not expel a disabled student if the IEP team determines that the student's gross disobedience or misconduct was a manifestation of the student's disability.
- D. Interim Alternative Educational Setting. School personnel may remove a student from his/her current educational placement to an interim alternative educational setting without parental/guardian consent if he/she: 1) carries a weapon to school, on school premises, or to a school function; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; and/or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. Removal to an interim alternative educational setting shall not be more than 45 school days without regard to whether the behavior is determined to be a manifestation of his/her disability.

Designation of Behavioral Interventions by Level of Restrictiveness
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At all times, district staff will consider a continuum of possible interventions designed to produce the desired behavioral change in light of a student's individual circumstances and utilize the least

restrictive intervention or support that is reasonably calculated to produce the desired outcome. A behavioral intervention is a targeted response to an unpreferred behavior that interferes with the student's learning or that of others.

Provided below is a list of behavioral interventions according to four levels of restrictiveness: non-restrictive, restrictive, highly restrictive, and prohibited. This list is not exhaustive. Definitions of these interventions are included in Appendix A.

Nonrestrictive Interventions

These interventions generally allow more student freedom and ideally assist in shaping preferred behavior and preventing an increase in unpreferred/problematic behavior. When possible, these are utilized before more restrictive interventions are implemented.

- ✓ Adaptations/Modifications
- ✓ Allowing students to escape task *
- ✓ Antecedent-Based Interventions
- ✓ Calling/notifying parents/guardians
- ✓ Contingent exercise
- ✓ Detentions (before/after school, and/or on weekends) *
- ✓ Differential reinforcement
- ✓ Direction Instruction
- ✓ Environmental/activity modification
- ✓ Exercise and Movement
- ✓ Exclusion from extra-curricular activities *
- ✓ Extinction
- ✓ Errorless Learning
- ✓ First, Then
- ✓ Functional Communication Training
- ✓ Home base contract
- ✓ Incidental Teaching
- ✓ Instructional assistant
- ✓ Naturalistic Intervention
- ✓ Negative Reinforcement
- ✓ Nonverbal prompts and directives
- ✓ Modeling (peer or teacher)
- ✓ Music-Mediated Intervention
- ✓ Pairing
- ✓ Parent Training
- ✓ Peer involvement
- ✓ Peer-Mediated Intervention
- ✓ Picture Exchange Communication System
- ✓ Planned ignoring
- ✓ Positive practice
- ✓ Positive reinforcement
- ✓ Power card
- ✓ Prompting
- ✓ Proximity control*
- ✓ Punishment writing *

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- ✓ Redirecting student (physically) *
 - ✓ Redirecting student (verbally or with nonverbal signals)
 - ✓ Relationship Building
 - ✓ Restorative Conferencing Scripting
 - ✓ Response-cost*
 - ✓ Restitution over-correction *
 - ✓ Self-Management
 - ✓ Sensory Regulation
 - ✓ Student Breaks*
 - ✓ School based contract
 - ✓ Shaping
 - ✓ Structured Play Group
 - ✓ Social Skills Training
 - ✓ Social Narratives
 - ✓ Task Analysis
 - ✓ Teaching alternative behavior
 - ✓ Teaching self-reinforcement
 - ✓ Technology-aided intervention and instruction
 - ✓ Time delay
 - ✓ Time out (non-exclusionary)*
 - ✓ Token economy
 - ✓ Verbal feedback
 - ✓ Verbal modeling
 - ✓ Verbal reprimand*
 - ✓ Visual schedules
 - ✓ Visual supports

*Depending on the student's needs, these interventions may be restrictive in nature. With extensive use, these interventions may become restrictive. Additionally, if these interventions adversely affect student learning or extreme negative behaviors occur in response to them, then they should be considered restrictive interventions.

Restrictive Interventions

Interventions listed as restrictive interventions may be appropriate during emergency situations or when less restrictive interventions have been attempted and failed. Restrictive interventions are more confining in nature and may be used when less restrictive interventions have been exhausted or failed to shape or change unwanted/problematic behavior, or in conjunction with specific positive intervention designed to strengthen preferable, appropriate behaviors. Restrictive interventions include aversive and deprivation procedures that are associated with a higher risk of negative side effects. Restrictive interventions shall be used for the minimal amount of time necessary to control an individual's behavior and shall be used in conjunction with positive interventions designed to strengthen appropriate behaviors.

- ✓ Detention
- ✓ Suspension (In-School)
- ✓ Suspension (Out-of-School)
- ✓ Expulsion

Highly Restrictive Interventions

These interventions may only be used in very specific situations that meet all requirements under Illinois law and regulations, as described further below.

- ✓ Time Out
- ✓ Isolated Time Out
- ✓ Physical Restraint

Prohibited Interventions

Prohibited interventions are illegal and shall not be used.

- ✓ Corporal punishment
- ✓ Aversive Mist, Aromatics, Tastes
- ✓ Denial or Restriction of Access to Regularly Used Equipment/Devices that Facilitate the Student's Educational Functioning
- ✓ Expulsion with cessation of services
- ✓ Faradic skin shock
- ✓ Mechanical restraints (excludes restraints used to treat a student's medical needs; protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness; position a student with physical disabilities in a manner specified in the student's IEP, Section 504 plan, or other plan of care; provide a supplementary aide or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students).
- ✓ Chemical Restraints
- ✓ Prone physical restraint

Functional Behavioral Assessment & Behavioral Intervention Plan
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A functional behavioral assessment aims to analyze a student's problematic behavior and identify situations where such behavior is most likely to occur. It is typically considered when a student demonstrates a problematic or challenging behavior that is not mitigated by behavioral supports or strategies. A functional behavioral assessment may occur during an initial referral process, during the MTSS process, or after an IEP is already in place if deemed appropriate by the IEP team. A functional behavioral assessment should include the following components:

1. A description of the student's strengths, including their appropriate behaviors;
2. A detailed description of the target behavior(s) of concern, defined in observable and measurable terms;
3. A description of the settings (e.g., classrooms/subject areas, locations within the school) in which the target behavior occurs most and least often, including data regarding the intensity, frequency, and duration of the behavior, and the conditions and/or individuals involved/present when the behavior occurs the most and least often;
4. An analysis of antecedents to – and consequences of – the target behavior;
5. A description of other environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, weather, social factors); obtain

information from various sources (interviews with teachers, bus drivers, paraprofessionals, lunchroom and custodial staff, clerks, etc.);

6. Examination and hypotheses of any known communicative nature of the behavior and the functional or practical intent of the behavior;
7. A description of any environmental modifications made to shape or change the target behavior; and
8. Identification of appropriate behaviors that could serve as functional alternatives to the target behavior

Each student receiving special education services who requires the use of restrictive behavioral interventions may have a written behavioral intervention plan developed by the IEP team and included in the student's IEP. The behavior intervention plan is an individualized plan based on the results of the functional behavior assessment. When developing the a behavioral intervention plan, the team will contemplate strategies to: (1) teach and reinforce positive, preferred behavior; (2) decrease future occurrences of the target behavior; and (3) address repeated episodes of the target behavior. The following components are to be included as part of the plan:

1. A summary of the functional behavioral assessment and findings;
2. A summary of previous (or current) interventions attempted and their success rate;
3. Identification of the behaviors that will be taught to replace the target behavior and strategies to do so (e.g., modeling, practices, explicit teaching, feedback, cues, patterns of reinforcement, etc.);
4. Documentation of any planned adjustments to the student's environment and/or instruction/curriculum;
5. A description of motivators and rewards that will be utilized to shape the student's behavior;
6. A description of how behavior will be measured and how data will be collected, including evaluation procedures, timelines, and measurement criteria;
7. A specific plan or method to communicate with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions;
8. A list of school staff who will be informed of the behavior intervention plan, who will be provide with a copy of the plan, and how the plan will be communicated/disseminated to relevant school staff;
9. Restrictive disciplinary measures that may be implemented and the conditions in which such measures may be used; and
10. A description of how emergency situation or behavioral crisis will be handled

When monitoring the effectiveness of a behavior intervention plan, the IEP team members will make every effort to plan for generalization and maintenance of skills across settings. Interventions will be evaluated by teachers, family, and other stakeholders involved in the intervention on a regular basis, utilizing baseline data and ongoing progress monitoring.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the student, and the school staff members or members applying the intervention have been

trained in its safe application. Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

A student shall be released from isolated time out or time out immediately upon determination by the staff member that the student is no longer an imminent danger of serious physical harm to the student or others. No less than once every 15 minutes, a trained adult must assess whether the student has ceased presenting the specific behavior for which the time out was imposed. A student shall be released from physical restraint immediately upon a determination by the staff member administering the restraint that the student is no longer in imminent danger of causing serious physical harm to the student or others or the student indicates the inability to breathe or staff supervising the student recognize that the student may be in respiratory distress. Staff involved in physically restraining a student must periodically halt physical restraint every five minutes or sooner based upon the type of physical management hold used and the methodology that the staff member learned in training. If the imminent danger of serious physical harm continues to exist, staff may continue to use the physical restraint and the continued use may not be considered a separate instance of physical restraint. No less than once every 15 minutes, a trained adult must assess whether the student has ceased presenting the specific behavior for which the restraint was imposed.

If an episode of isolated time out or time out exceeds 30 minutes, an episode of physical restraint exceeds 15 minutes, or repeated episodes have occurred during any three-hour period, then the following shall occur:

1. A licensed educator or licensed clinical practitioner who has completed the training requirements shall evaluate the situation.
2. The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
3. The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to a designated staff member.

When a student experiences instances of isolated time out, time out, or physical restraint on 3 days within a 30-day period, the school personnel who initiated, monitored, and supervised the incidents shall initiate a review of the effectiveness of the procedures used, review the student's functional behavioral assessment, including a determination as to whether a new functional behavior assessment is necessary, and prepare an individual behavior plan for the student that includes, if applicable, a plan for conducting a new functional behavior assessment that provides either for continued use of these interventions or for the use of other specified interventions. The plan shall be placed into the student's temporary student record. The review meeting shall also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.

1. The review meeting must be held no later than 20 days after the third day the instance of isolated time out, time out, or physical restraint occurred. The timeline may be extended if a request for extension is received from the student's parent or guardian.

2. The district or other entity serving the student shall invite the student's parents or guardians to participate in this review and shall provide ten days' notice of its date, time, and location. If the Student has an IEP, an IEP meeting may satisfy the meeting requirement.
3. The notification shall inform the parents or guardians that the student's potential need for special education, an alternative program, or, for students already eligible for special education, the student's potential need for a change in program, will be considered and that the results of the review will be entered into the temporary student record.

If a student is subject to isolated time out, time out, or physical restraint, the school must make a reasonable attempt to notify the student's parent or guardian on the same day the isolated time out, time out, or physical restraint is imposed. Within one business day after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall send a form documenting the following to the student's parent or guardian:

1. the student's name;
2. the date of the incident;
3. the beginning and ending times of the incident;
4. a description of any relevant events leading up to the incident;
5. a description of any interventions used prior to the implementation of isolated time out, time out, or physical restraint and why those measures were ineffective or deemed inappropriate;
6. a description of the incident or student behavior that resulted in isolated time out, time out, or physical restraint, including the specific imminent danger of serious physical harm to the student or others;
7. for isolated time out, a description of the rationale of why the needs of the student cannot be met by a lesser restrictive intervention and why an adult could not be present in the time out room;
8. a log of the student's behavior in isolated time out, time out, or during physical restraint, including a description of the restraint techniques used and any other interaction between the student and staff;
9. a description of any injuries (whether to students, staff, or others) or property damage;
10. a description of any planned approach to dealing with the student's behavior in the future, including any de-escalation methods or procedures that may be used to avoid the use of isolated time out, time out, or physical restraint;
11. a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint; and
12. the date on which parental or guardian notification took place.

EIASE shall also provide the student's parents or guardians the following information within one business day after any use of isolated time out, time out, or physical restraint:

- a. a copy of the standards for when isolated time out, time out, and physical restraint can be used;
- b. information about the rights of parents, guardians, and students;
- c. information about the parent's or guardian's right to file a complaint with the State Superintendent of Education, the complaint process, and other information to assist the parent or guardian in navigating the complaint process;
- d. a description of the State complaint, mediation, and due process procedures for students who are eligible to receive special education services; and

- e. information on the procedures for requesting an evaluation and pursuing accommodations and modifications under Section 504 of the Rehabilitation Act of 1973 or special education eligibility and services for students who are not yet eligible to receive these accommodations or services.

No later than two (2) school days after any use of isolated time out, time out, or physical restraint, the school district or other entity serving the student shall, in a form and manner prescribed by the State Superintendent, submit the information required above.

No later than 2 school days after each incident of isolated time out, time out, or physical restraint, the principal or another designated administrator shall notify the student's parent or guardian that he or she may request a meeting with appropriate school personnel to discuss the incident. This meeting shall be held separate and apart from meetings held in accordance with the student's individualized education program or from meetings held in accordance with the student's plan for services under Section 504 of the federal Rehabilitation Act of 1973. If a parent or guardian requests a meeting, the meeting must be convened within 2 school days after the request, provided that the 2-school day limitation shall be extended if requested by the parent or guardian. The parent or guardian may also request that the meeting be convened via telephone or video conference. A meeting conducted under this subsection (f)(4) must comply with all of the requirements under Section 10-20.33(g) or 3418.20(g) of the School Code. A summary of the meeting and any agreements or conclusions reached during the meeting shall be documented in writing and shall become part of the student's school record. A copy of the documents shall be provided to the student's parent or guardian. If a parent or guardian does not request a meeting within 10 school days after the school has provided the documents to the parent or guardian or if a parent or guardian fails to attend a requested meeting, that fact shall be documented as part of the student's school record.

Protection and Due Process Rights

The parent's rights to prior written notice anytime EIASE or the student's school district propose or refuse to initiate or change the identification, evaluation, educational placement or provision of a free and appropriate public education of the student, also apply to decision related to behavior intervention plans and other behavior-related decisions of the IEP team. Parents and/or guardians have the right to be actively involved in the development of their student's IEP, including any behavioral management plan utilizing restrictive interventions. Such involvement includes participation in the design, implementation, and evaluation of the interventions. Parents and guardians should be provided with a copy of the behavioral intervention plan developed for their child. Under no circumstances shall a behavioral intervention plan be implemented without its inclusion in the student's IEP. For a student who already has an established IEP, an IEP meeting will need to be reconvened if the student's behavioral intervention plan needs to be developed or modified. Every behavioral intervention plan will be reviewed and updated at each annual review.

A parent may request an IEP meeting if they disagree with a proposed behavioral intervention or the behavior intervention plan. All procedural safeguards regarding dispute resolution as required through the IDEA and the School Code apply to the resolution of disputes involving the behavior intervention plan. Parents retain all rights to mediation, due process procedures and

state complaint procedures, including the right to file a complaint with the Superintendent of Education pursuant to 23 Illinois Administrative Code 1.285(g)(3).

Illinois State Board of Education (ISBE) Regulations

In the development of these guidelines, EIASE used as a reference, reviewed, and considered 23 Illinois Administrative Code 1.285, the Illinois School Code, guidance from the Illinois State Board of Education, and other applicable Illinois regulations. A copy of 23 Illinois Administrative Code 1.285 may be located at: <https://www.isbe.net/Documents/ONEARK.pdf>. The address of the Illinois State Board of Education so that copies of the ISBE regulations may be requested, is:

Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Appendix A – Behavioral Interventions
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Allow student to escape task – allow student to avoid a task or a situation (i.e. leave area).

Call/notify parent – contact parent to inform them of student's performance.

Contingent exercise – requiring a student to engage in a physical exercise based on his/her behavior (i.e. 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.

Differential reinforcement – reinforcement of a target behavior or any behavior other than a specified inappropriate behavior (i.e. positively reinforcing 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.

Environmental modification – changing the student's learning environment in order to influence a target behavior (i.e. alter seating to modifying curriculum).

Exclusion from extracurricular activities – the student is prohibited from participation in extracurricular activities as a form of punishment.

Expulsion – removal of the student from school for a period of time not to exceed two school years. (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 a punishment. (Faradic skin shock is a prohibited intervention.)

Food delay – food is contingently displayed for a specified purpose.

Forced physical guidance – physical guidance or redirection of any body part of the student (i.e. student refuses to pick up an object with hand over hand prompts).

Home based contract – a student receives an identified reinforcement in the home setting as a result of demonstrating a school-based behavior defined by an individual contract.

Inhibiting device – devices that do not restrain physical movement but inhibit specific actions (i.e. baseball cap to inhibit head scratching).

Instructional assignment – create or modify an instructional assignment to increase the student's motivation, attention, success.

Isolated time out – the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Isolated time out is allowed only under limited circumstances.

Mechanical restraint – the use of any device or equipment to limit a student's movement or hold a student immobile. Mechanical restraint is prohibited. Mechanical restraint does not include any restraint used to treat a student's medical needs; protect a student known to be at risk of injury resulting from lack of coordination or frequent loss of consciousness; position a student with physical disabilities in a manner specified in the student's IEP, Section 504 plan, or other plan of care, where there is an evidenced medical need for the positioning and the restraint is not used for convenience; provide a supplementary aide or service or an accommodation, including, but not limited to, assistive technology that provides proprioceptive input or aids in self-regulation; or promote student safety in vehicles used to transport students. .

Modeling – a process in which one person learns by observing the behavior, attitudes, or affective responses or another person.

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

Peer involvement – the use of the student's peers to influence behavior (i.e. cooperative groups).

Physical restraint – holding a student or otherwise restricting a student's movements. Physical restraint includes only the use of specific, planned techniques. It does not include momentary periods of physical restraint by a direct person to person contact, without the aid of material or mechanical devices, that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential harm to the student or another or damage to property.

Planned ignoring – type of extinction in which the teacher ignores a target behavior (i.e. ignores student's loud noises).

Positive practice – repetitive practice of appropriate behavior which is incompatible with problem behavior.

Positive reinforcement – providing a reinforce contingent upon a target response in order to increase the frequency of the response (i.e. praising a student for cooperative turn-taking).

Prompting – a cue is presented to facilitate a given response (i.e. teacher uses hand signal to remind student to stay on-task).

Proximity control – the use of physical proximity to control behavior (i.e. standing near student).

Punishment writing – student is required to write a specified amount for a specified period of time.

Redirect student (physically) – physically redirect student from an inappropriate behavior to appropriate behavior activity (i.e. 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 an appropriate behavior/activity (i.e. teacher gives student hand signal when student should redirect herself/himself).

Response cost – withdrawal of specified amounts of a reinforce in response to an inappropriate behavior (i.e. teacher takes away points for fighting).

Restitutional over-correction – student is required to improve on the original state of affairs (i.e. student who litters is asked to sweep entire floor).

Time out – a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.