

Swann Special Care Center
Elementary School

Behavior Management Policy

It is the policy of Swann Special Care Center Elementary School in general not to enroll students who demonstrate severe behavior problems. This includes: severe acting out that results in the destruction of property, hurtful acts to self or others and other behaviors which have been determined to be dangerous to the health, welfare and safety of self or others in the facility. This is for the simple fact that our facility and our curriculum are not set up to deal with students who exhibit such extreme behaviors. In addition, most of our current students would be at risk as they are not able to flee from the imminent danger that may result from such behaviors due to their severe/profound multiple disabilities.

However, if after a student is enrolled, behavior problems begin to appear, a Behavior Intervention Program (BIP) utilizing positive behavior supports customized to the student and based on a Functional Behavior Analysis (FBA) shall be devised to address the problem by the IEP team. If the student also resides at the Swann long term skilled nursing facility, the Behavior Intervention Program (BIP) will need to be created in conjunction with the long term skilled nursing facility so that it can be implemented across environments in order to provide consistent responses to the behavior. Behavior Intervention Programs (BIP) run only at the school will need IEP team approval. Behavior Intervention Programs (BIP) run both at the school and at the long term skilled nursing center will need IEP team approval, as well as the approval of the Swann Medical Director and behavior committee.

A Board Certified Behavior Analyst (BCBA) and/or Social Worker will be responsible for the creation and implementation of the Behavior Intervention Program (BIP) and/or Functional Behavioral Assessment (FBA).

Once the above steps are completed, the Behavior Intervention Program (BIP) will be closely monitored for effectiveness. All involved members shall be notified of progress in a timely manner. The Behavior Intervention Program (BIP) will be reviewed at least annually when the student's annual IEP review is held and changes will be made if appropriate.

Physical or chemical restraints or confinements including time outs and isolated time outs shall not be used as punishment or for the convenience of facility personnel. No physical restraints shall be used except as ordered by a physician for therapeutic means or when completed as a part of scheduled related services therapy sessions.

Such therapeutic devices at Swann Special Care Elementary School include: standers, gait trainers, gait belts, seat belts, splints, railings on mat tables and adaptive chairs. In addition, most students at Swann Special Care Center Elementary School do have individualized wheelchairs with seating systems for physical support and positioning that include head rests, chest harnesses, seat belts, wheelchair trays and foot straps. Further, while on the bus during transport, safety straps and wheelchair brakes are utilized in order to keep the students'

wheelchairs from moving while the bus is in motion. This is done for the safety of all individuals on the bus and in case there is an accident. All of these devices are recommended by the appropriate licensed therapist and approved by the student's physician.

If an emergency situation does occur in which there is imminent danger of serious physical harm to self, staff, or other students, the staff will immediately ensure the safety of the student and others until such time as the danger has passed. Physical restraint will only be used in this situation if absolutely necessary and will be released as soon as the student is no longer exhibiting the behavior that poses an imminent danger to themselves or others or when another means of deescalating the behavior is effective. The physical restraint may include: one person or team holds, moving a student away from the situation by physically redirecting them, repositioning the student's wheelchair to another part of the classroom with the wheelchair brakes locked, or in the case of self-injurious behaviors, the use of hand mitts or gloves in order to prevent the student from physically hurting themselves.

A physical restraint shall not impair a student's ability to breathe or communicate normally, obstruct a student's airway, or interfere with a student's ability to speak. If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have hands free of restraint for brief periods unless the supervising adult determines that this freedom appears likely to result in harm to the student or others.

The use of prone physical restraint is prohibited. This is a restraint in which a student is held face-down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position.

The student should be checked at least every 5 minutes if not sooner in order to determine if the physical restraint can be released. If an episode of physical restraint exceeds 15 minutes, a time out exceeds 30 minutes or if repeated episodes occur during any three-hour time period, a certified staff person knowledgeable about the use of timeout or trained in the use of physical restraint will evaluate the situation. If a student experiences time out or physical restraint on any 3 days within a 30 day period, Swann Special Care Center Elementary School will work with the student's public school district in order to schedule an IEP meeting in order to review the student's situation and potential needs.

Staff members involved with the physical restraint will need be a "trained adult" as defined by statutory regulations and will have completed the mandatory training in de-escalation, restorative practices, and behavior management practices. If physical restraint or a time out was necessary, a written record of each episode will be maintained in the student's temporary record. The official documenting the incident shall also maintain a copy of each of these records.

Each record shall include, but is not limited to, all of the following:

- A) the student's name;
- B) the date of the incident;
- C) the beginning and ending times of the incident;
- D) a description of any relevant events leading up to the incident;

- E) a description of any less restrictive or intrusive alternative measures that were used prior to the implementation of isolated time out, time out, or physical restraint and why those measures were ineffective or deemed inappropriate;
- F) 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;
- G) 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;
- H) 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;
- I) a description of any injuries (whether to students, staff, or others) or property damage;
- J) 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;
- K) a list of the school personnel who participated in the implementation, monitoring, and supervision of isolated time out, time out, or physical restraint;
- L) the date on which parental or guardian notification took place. Written parental notification will be provided within 24 hours of the incident including the details of the incident, information about their rights and the steps for setting up a meeting to discuss the incident.

Within 2 business days, the Illinois State Board of Education Physical Restraint and Time Out Form (Form 11-01) will be completed and appropriately filed.

If the facility determines that a student's behavior has reached a crisis point, the facility will work with the family and other appropriate agencies in securing appropriate placement for the student.

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