

Bismarck-Henning Rossville-Alvin Cooperative High School



**Restraint, Timeout, and Isolated Timeout
Reduction Plan**

Amended by the School Board

June 12, 2023

Restraint, Timeout, and Isolated Timeout Reduction Plan Process and Members

In accordance with the requirements set forth in Illinois School Code 5/2-3.130 and Public Act 102-0339, Bismarck-Henning Rossville-Alvin Cooperative High School has created an oversight team to develop a plan and procedures to reduce and eventually eliminate the use of physical restraint, timeout, and isolated timeout (RTO).

Committee Members

Brent Rademacher, Principal

Phil Benjamin, Assistant Principal

Tracy Wilt, BHRA Social Worker

Gayle Campbell, Learning Specialist Teacher

Anna Showers, Learning Specialist Teacher

Nathan West, Learning Specialist Teacher

Ashlee Weidenburner, Learning Specialist Teacher

Karen Lane, Paraprofessional

Teresa Wells, Paraprofessional

Purpose of the Restraint, Time out, and Isolated Time out Reduction Plan

Bismarck-Henning Rossville-Alvin Cooperative High School recognizes that RTO is only used in the most extreme situations where imminent danger of harm is present. RTO is only used after less intrusive interventions have been tried and failed to eliminate the imminent danger. The RTO Reduction Plan supports a vision of cultural change that reinforces the following:

- A) Positive behavior interventions and support rather than physical restraint, timeout, and isolated time out,
- B) Effective ways to de-escalate situations to avoid physical restraint, time out, and isolated time out,
- C) Crisis intervention techniques that use alternatives to physical restraint, time out, and isolated time out,
- D) Use of debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of RTO interventions next time.

Cooperative Goals for Progress

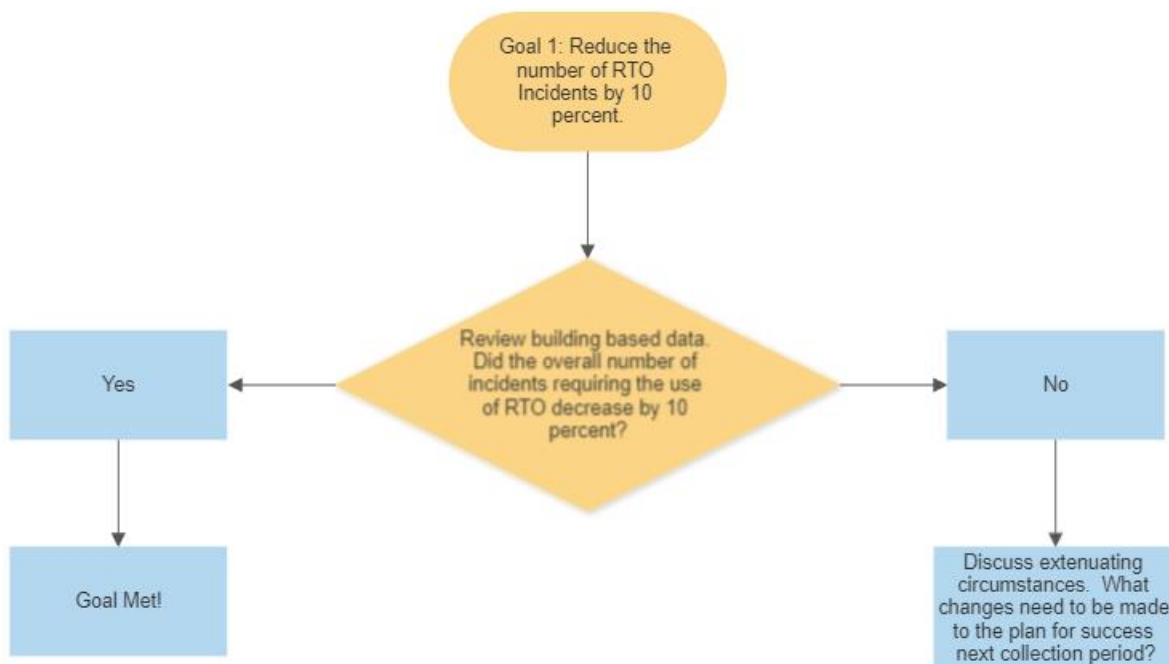
Illinois State Board of Education Guiding Goal: Twenty-five percent reduction in the use of physical restraint, time out, and isolated timeout over a 12-month period for students experiencing five-plus instances in a 30-day period.

Bismarck-Henning Rossville-Alvin Cooperative High School will determine progress towards the reduction and eventual elimination of the use of restraint, time out, and isolated time out by answering the following questions:

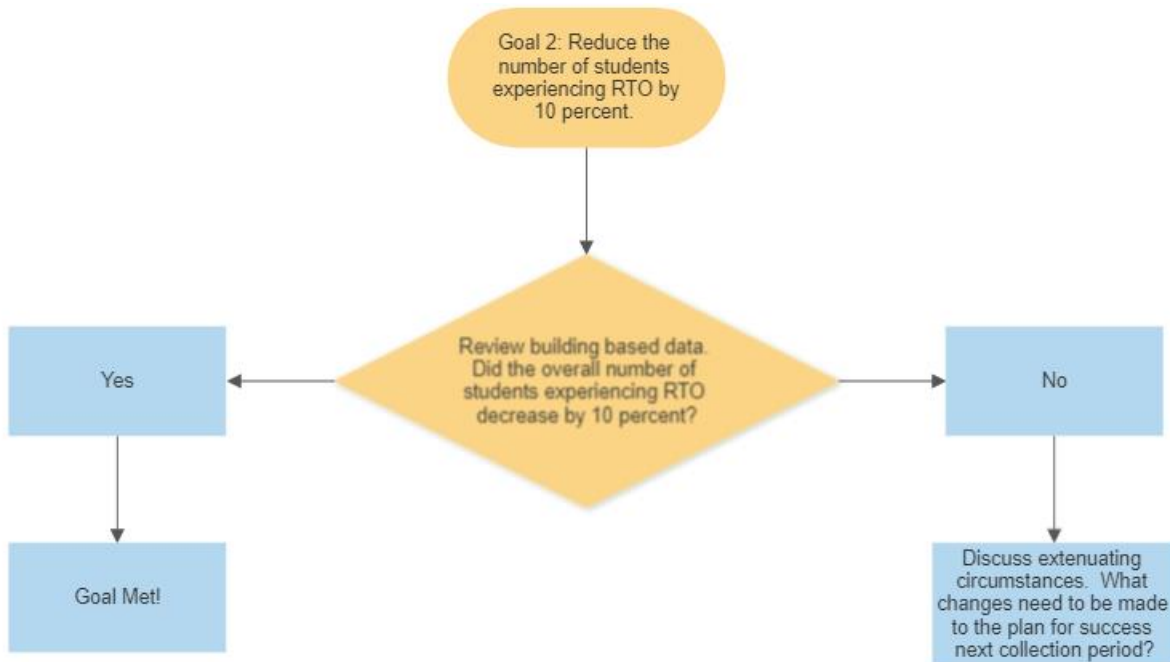
- 1) Did the overall number of incidents requiring the use of RTO decrease by 10 percent?
- 2) Did the overall number of students requiring the use of RTO decrease by 10 percent?
- 3) Did the overall number of incidents involving students with Individual Education Programs (IEPs) experiencing RTO by 25 percent?

The RTO Oversight Team will meet quarterly to monitor progress of the goal. The RTO oversight team will reference the flowchart below to inform their conversations related to progress.

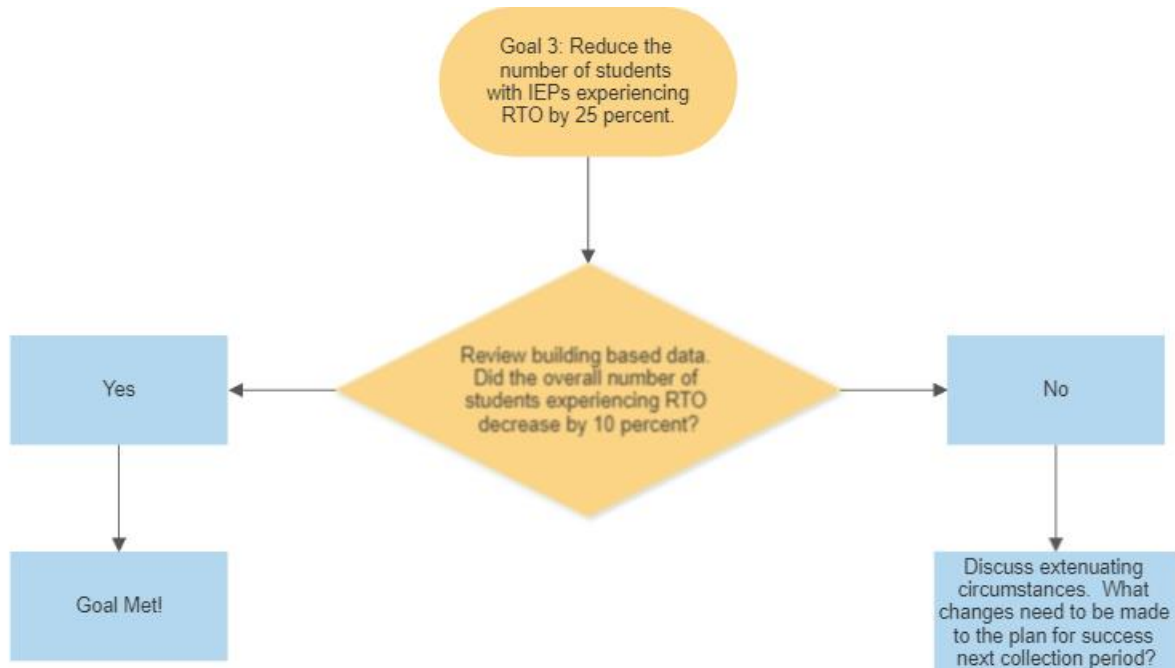
Goal 1) Reduce the number of RTO incidents by 10 percent.



Goal 2) Reduce the number of students experiencing RTO by 10 percent.



Goal 3) Reduce the number of incidents of RTO for students with Individual Education Programs (IEPs) experiencing RTO by 25 percent.



Actions Set Forth to Reduce the Use of Restraint, Time out, and Isolated Time out

Bismarck-Henning Rossville-Alvin Cooperative High School has a five-step plan that will be implemented to reach out RTO reduction goals.

1). Bismarck-Henning Rossville-Alvin Cooperative High School will create an extension professional development plan that includes a focus on evidence-based practices for behavior modification. The training will include, but is not limited to:

- A) Behavior De-escalation
- B) Restorative Practices
- C) Trauma Informed Practices
- D) Positive Behavior Supports
- E) Autism Training
- F) Self-regulation/Self-monitoring Training
- G) Conducting a Functional Behavior Analysis
- H) Writing and Implementing an Effective Behavior Intervention Plan
- I) Executive Functioning

2). Bismarck-Henning Rossville-Alvin Cooperative High School will implement the use of Ukeru Systems to reduce the number of hands-on restraints necessary to keep staff and students safe. Ukeru Systems include the use of blocking pads. The system teaches how to “practice new tools that keep people not only physically, but also psychologically safe.” Staff will be provided with training in the use of the system. Funding will be used to purchase the blocking pads.

3). Bismarck-Henning Rossville-Alvin Cooperative High School will develop a multi-tiered system of support for social-emotional supports. The plan will include, but is not limited to:

- A) Tier I- PBIS or Zones of Regulation
- B) Tier II- Check n Connect, Check in Check Out, Self-monitoring with goal setting
- C) Tier III- Social work or Counseling Services, Specialized Curriculum targeting student’s individual weaknesses

Staff will be properly trained in the use of data for placement in each tier as well as movement from within tiers.

4). Bismarck-Henning Rossville-Alvin Cooperative High School will train staff in the Crisis Team Meeting process. Within 24 hours (one business day) of a RTO, the classroom staff will meet to debrief about the incident and determine the plan for next steps in the child’s education. The staff will be trained in the proper analysis of individual behavior incidents to ensure correct interpretation of the antecedents/setting events and triggers. They will be trained in how to determine changes that could be made to the environment, student’s schedule, staff’s interactions, what skills instruction is necessary to close the lagging skills gap, and how to implement the instruction effectively.

5) Bismarck-Henning Rossville-Alvin Cooperative High School will form partnerships with outside consultants and agencies for Board Certified Behavior Analyst to observe and provide feedback for students who struggle behaviorally.

Proactive Student Planning Conference

Bismarck-Henning Rossville-Alvin Cooperative High School understands the importance of proactive communication about our students with adverse childhood experiences. Any student with a history suggesting potential use of RTO due to behavior that could result in imminent danger will have an annual Student Support & Problem Solving Conference to discuss available historical information including, but not limited to:

- 1) History of physical and/or sexual abuse
- 2) Relevant medical mental health information
- 3) Previous adverse reaction to the use of RTO interventions.

Meetings must occur on or prior to the student's first day of school attendance, within three days of a mid-year enrollment, or within three days of new knowledge of adverse childhood experiences.

Notes from the meeting will be documented on the Student Support & Problem Solving Conference Notes Page (Appendix 1).

Crisis Team Meeting Procedures

Bismarck-Henning Rossville-Alvin Cooperative High School has a policy requiring that a Crisis Team Meeting (CIT) is held following any use of physical restraint, time out, or isolated time out. The CIT Team Meeting is held within one business day of the intervention being used. The process for each meeting held is:

- 1) Classroom Team completes the RTO ISBE Form (11-01) and send the form to the parent/guardian. Principal submits the information in the ISBE Student Information System (SIS).
- 2) The Classroom Team hold the Crisis Team Meeting following the required agenda. (Appendix 2)
- 3) The Classroom Team completes the Individual Student Plan document. (Appendix 3)

Plan Modifications

Bismarck-Henning Rossville-Alvin Cooperative High School RTO oversight team will meet annually to revisit, rework, and redefine the plan if data does not show progress towards our defined goals.

Plan for Informing Community, Staff, and Families of RTO Reduction Plan

Bismarck-Henning Rossville-Alvin Cooperative High School RTO reduction plan will be published on the district's website. A direct link to the plan will be placed in the Bismarck-Henning Rossville-Alvin Cooperative High School Student Handbook.

Appendix 1

Student Support & Problem Solving Conference Notes Page

Student Name: _____

Date: _____

Attendance: _____

Summary of Relevant Information (Physical and/or sexual abuse, mental health information, previous adverse reaction to use of RTO, etc):

Steps to be taken as Result of Relevant Information:

Appendix 2

Crisis Team Meeting Agenda

Date:

Student:

Type of Intervention: _____ Restraint: _____ Time-out: _____ Isolated-Time out: _____

Attendees:

1. Summary of the incident
 - a. Antecedent- What happened prior to the incident? What actions were taken by school personnel?
 - b. Trigger- Slow triggers? Fast triggers?
 - c. Hypothesis for behavior- Why do we believe the behavior occurred?
2. Review of Student Strengths
 - a. What are the student's strengths that we can build upon?
 - b. What strategies are working?
 - c. Are there any reinforcers that appear successful?
3. Environmental Changes
 - a. Classroom Routines
 - b. Schedule Changes (need for visual or written schedule)
 - c. Personnel
 - i. Certain individual triggering?
 - ii. What adult behaviors need to change?
4. Curricular Accommodation, Adaptations, or Modifications?
 - a. Task too Difficult
 - b. Task too Easy
 - c. Type of Activities- (i.e. Hands-on versus Worksheet, technology versus pen and paper)
5. Instructional Plan for Strengthening Weaknesses
 - a. Instructions in Lagging Skills- (Math, reading, Social-emotional skills, coping strategies)
 - b. What strategies/curriculum will we use to teach them?
 - c. Who will be involved?
 - d. When?
6. As a result of the discussion, is an IEP amendment required? Yes____ No____
7. As a result of the discussion, is an IEP meeting necessary? Yes____ No____

Individual Student Plan

Student Name: _____ Date: _____

Attendance: _____

Summary of the Incident: _____

Antecedent: _____

Trigger for Incident: _____

Hypothesis for Behavior: _____

Students Strengths, Preferences, and/or Interests: _____

Successful Strategies: _____

Environmental Changes: _____

Curricular Accommodation, Adaptations, or Modifications: _____

Instructional Plan for Strengthening Weaknesses/Lagging Skills: _____

Other Changes: Document other changes to the student’s individual plan here. (Are there adult behaviors that need to be changed? Is a specific person in the student’s presence causing a trigger? Has a classroom routine changed recently? Has there been a change at home?) _____

