

RESTRAINT/TIME OUT REDUCTION PLAN

Updated May 20, 2022



New Lenox School District 122
102. S. Cedar Road
New Lenox, IL 60451
www.nlsd122.org

Overview

On August 13, 2021, Public Act 102-0339 was signed into law. It amends the Illinois School Code and specifies that the use of isolated time out, time out, and physical restraint will be limited to instances in which the student's behavior poses an "imminent danger or serious physical harm". Public Act 102-0339 further amended School Code, requiring ISBE, in collaboration with stakeholders, to establish goals and benchmarks to accomplish the systemic reduction of isolated time out, time out, and physical restraint use. Furthermore, school boards must create an oversight team to develop and submit a Restraint and Time Out (RTO) Reduction Plan, as well as submit a progress report for three years thereafter.

New Lenox School District's RTO oversight team consisted of administrators and representatives from the following staff: paraprofessionals, special education teachers, behavior specialists, school psychologists, and related service providers. The District's oversight team reviewed and analyzed district level data to develop the District's RTO Reduction Goal.

RTO Reduction Goal

New Lenox School District 122 will reduce the use of physical restraint/time out/isolated time out from 48 uses over a 12-month period to no more than 36 uses over a 12-month period for students experiencing five-plus instances in a 30-day period.

Prevention of RTO

New Lenox School District 122 uses a variety of classroom management strategies, positive behavioral interventions, and de-escalation techniques as alternatives to the use of restraint and time out. Additionally, the district implements a continuum of social-emotional and behavioral supports and services to intervene early if a student is beginning to display the need for such intervention. These supports and interventions may include, but are not limited to:

- Tier One Programming
 - Character Education
 - Second Step
 - CHAMPS Classroom Management Approach
 - Virtual Calming Room
- Tier Two and Three Supports
 - Zones of Regulation
 - Social Thinking
 - Check and Connect
 - Token economy and other motivational systems
 - Social Work Services
 - Small Group Social Skills Groups
 - Student Support Teams
 - Use of Suicide Screening and Assessment Tools
 - Individualized Education Plans (IEPs)
 - Section 504 Plans

In addition to curriculum, interventions, and supports for students, New Lenox School District 122 provides ongoing training to all staff to build effective, proactive, and positive strategies.

- Staff Training and Resources
 - Safety Care De-Escalation Techniques
 - Trauma-Informed Care
 - CHAMPS Classroom Management Training and implementation districtwide
 - School Based Consulting Team
 - Consultation with school social worker and school nurse
 - The District's school social workers and nurses will review registration information and will consult with school teams regarding any student's history with abuse and other relevant medical mental health information. Such disclosures of student information will be consistent with federal and state laws and rules governing student confidentiality and privacy rights.

As part of the District's RTO Reduction plan, the District will continue to provide the aforementioned curriculum, supports, interventions, and trainings. In addition, the District will continue to utilize their CHAMPS committee and Safety Care trainers to develop and deliver professional development focusing on classroom management, positive behavioral supports, and de-escalation techniques. The District will further develop their Tier I Character Education and SEL programming to provide more regular and ongoing instruction to students.

De-Escalation Techniques

All special education staff in New Lenox School District 122 receive annual and ongoing Safety Care training focusing on prevention, safety, and humane, supportive, evidence-based interventions to address challenging or dangerous behavior. Staff learn many incident prevention, incident minimization, and physical safety techniques as an alternative to physical restraint, time out, and isolated time out. The topics for staff training included but are not limited to:

- Understanding Challenging Behaviors
 - Identification of Levels of Severity of Challenging Behaviors
 - Conditions Associated with Challenging Behaviors (i.e. Psychiatric Conditions, Neurological Conditions, Medical/Physical Conditions)
 - A-B-C (antecedent, behavior, consequence) Model
- Incident Prevention
 - Creating a Supportive Physical and Social Learning Environment
 - Differential Reinforcement to Help Replace Challenging Behaviors
 - Approaching a Student Displaying Escalated Behavior
 - Staff Behaviors When Working with Escalated Individuals (i.e. awareness, positioning, safe clothing, verbal behavior, facial expression, physical awareness)
 - Avoidance of Power Struggles
- Incident Minimization
 - Identification of Antecedents
 - Approaching a Student Displaying Escalated Behavior
 - Steps of De-Escalation and De-Escalation Strategies (i.e. Help, Prompt, Wait Strategies, controlled choices, offering breaks, proximity control, use of visuals, modeling use of coping strategies, environmental changes, removal of triggers)

New Lenox School District 122 will continue to provide annual and ongoing training in the use of Safety Care De-Escalation techniques. School social workers and psychologists will continue to maintain certification as Safety Care trainers providing ongoing trainings to staff.

Crisis Intervention Techniques

If de-escalation techniques are not successful, and a student is engaging in dangerous behavior, New Lenox School District 122 staff will try other less restrictive crisis intervention techniques as an alternative to physical restraint, time out, or isolated time out. Staff will utilize physical safety measures such as proximity, balanced movements away from individual, blocking, and release techniques from different kinds of grabs.

New Lenox School District 122 will continue to provide annual and ongoing training in the use of crisis intervention techniques. School social workers and psychologists will continue to maintain certification as Safety Care trainers providing ongoing trainings to staff.

Post-Incident Procedures

Following the use of a physical restraint, time out, or isolated time out, New Lenox School District 122 staff will make a reasonable attempt to notify the student's parent/guardian on the same day the event occurs. As soon as possible, but no later than two school days after the event, staff will notify the parent/guardian of the right to request a meeting to discuss the incident. Staff and parent/guardian will have the opportunity to discuss the following:

- the events that occurred prior to the incident,
- the incident of isolated time out, time out, or physical restraint,
- the events that occurred following the incident
- alternative courses of action, if any, that can be taken to avoid the future use of isolated time out, time out, or physical restraint
- the development of an individualized student plan outlining interventions and supports needed to prevent the use of physical restraint, time out, or isolated time out. This plan will be separate from the student's IEP or Section 504 plan.

A summary of the meeting and the individualized student plan developed during the meeting shall be documented in writing and become part of the student's school record

After any significant escalation, whether it involved physical restraint/time out or not, it is important to review what happened and plan what to do in the future. Following an incident, teams within New Lenox School District 122 will meet to discuss what happened, any triggers that were observed before the incident, interventions that were used and their effectiveness, and to discuss what changes in the approach they should make based on the observations.

New Lenox School District 122 administrative staff will provide special education teams the appropriate amount of time to hold debrief meetings. Administrators will participate in debrief meetings to ensure all topics are discussed and that the interventions to prevent the use of restraint/time out is communicated to all team members.

RTO Reduction Plan Review

The District's RTO Reduction plan will be posted on the district's website to be made available to parents for review. The District's RTO Oversight Committee will meet to monitor student data and review the implementation of the reduction plan.

Questions

Questions pertaining to the district's Restraint Time Out (RTO) Reduction plan can be sent to the attention of the Director of Special Education, Mandy Novotny.

New Lenox School District 122 Restraint Time Out (RTO) Oversight Committee

*Mandy Novotny, Director of Special Education
Christa Blatt, Assistant Director
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*Michelle Sladek, Paraprofessional
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