

CONNECTIONS DAY SCHOOL
SPECIAL TREATMENT TECHNIQUES

Connections Day School adheres to the applicable state laws and regulations, specifically Section 10-20.33 of the *Illinois School Code* (105 ILCS 5/2-3.130 and PA 102-0339) and 23 Illinois Administrative Code 1.285, pertaining to the use of isolated time out, time out, and physical restraint.

The staff at Connections Day School believe that a student's development will progress as long as the child experiences a supportive, structured, consistent, stimulating environment. When behavioral and/or emotional disabilities are impeding academic success, our staff utilize a variety of strategies to help the students learn the academic, social and emotional management skills necessary for success within the school environment.

Throughout the school day, the staff utilize a point sheet to acknowledge the positive, pro-social and notable efforts that each student makes. Staff are trained to use a progressive series of pre-teaching, verbal prompts and redirection, as well as breaks to provide students with opportunities to make more productive choices in times of stress. They also help the students to identify problems and areas of struggle, and to utilize the point sheet to explain why their behavior is impeding their ability to be successful in the classroom. They will point out the negative effects the problem is creating, suggest alternative behaviors and help the student practice these within a nurturing setting.

At times, the student may persist with disruptive or inappropriate behaviors. When this occurs, the student will be asked to leave the activity, but remain within the proximity of the group.

If a student requires additional support, they may choose to use Restorative Intervention and Supports (RIS). RIS may be student-initiated or teacher-initiated and can include taking a sensory break with fidgets and sensory tools, receiving counseling services with a therapist, engaging in a preferred break activity (listening to music, drawing, talking with staff, exercising, etc.) in order to assist a student to calm and de-escalate. RIS may also be a space for a student working through an in-school suspension or other disciplinary measures; however, these students do not rise to the level of imminent danger.

Our Intervention Specialists are trained in crisis intervention, trauma informed strategies, restorative practices, zones of regulation, sensory regulation techniques and tools, conflict resolution, and methods of managing a student's high level of emotional stress. The Intervention Specialists are skilled at teaching students to better manage their impulses; more effectively get their needs met; and practice pro-social, appropriate ways to cope with and express their thoughts and feelings.

If a student is acting in a manner that indicates an imminent danger to him/herself or others, it may be appropriate for the staff to engage in a "therapeutic hold" of the student in order to prevent this outcome. The safety and dignity of the child, as well as the safety of peers and staff, is of paramount importance in this process; and it is always as unobtrusive and brief as possible. CDS follows Crisis Prevention Institute (CPI) guidelines in regard to the use of therapeutic holds and adheres to Section 1.285 of the IL. School Code. According to IL. School Code section

1.285, students are checked every 15 minutes for distress and any hold over 30 minutes requires the review and approval of the nurse or school administrator. After each incident of physical restraint or time out, parents are informed of their rights under the IDEA, that they can file a complaint to the State Superintendent and that the facility will assist them with this, if necessary. Upon admission Administration reviews all student medical records along with IEP documentation and psychologist reports to determine if there are no medical contraindications to its use. Consistent staff training, at a minimum of 8 hours annually, in crisis prevention and non-violent physical intervention techniques is provided by Connections Day School and is required of all staff members. There are a variety of therapeutic holds that can be implemented to students who are in imminent danger of themselves or others such as: transport, child hold, team control or a supine hold. Upon admission Administration reviews all student medical records along with IEP documentation and psychologist reports to determine if there are no medical contraindications to its use. Consistent staff training in crisis prevention and non-violent physical intervention techniques is provided by Connections Day School and is required of all staff members. If a therapeutic hold is necessary to maintain the immediate care, welfare, safety, and security of students and staff, the following will occur:

1. Administration or their designee will be present during the intervention
2. The school nurse and the student's therapist will be notified
3. The school nurse or designee will conduct a wellness check to determine any injuries or not
4. Parents will be notified the same school day
5. NCI paperwork will be completed including:
 - a. Restorative Intervention Referral Form (precipitating classroom events, antecedents, interventions used)
 - b. School Incident Report (narrative by all staff involved in the hold, including therapist, nurse, and senior staff member evaluating the child during and immediately after the hold)
6. Completion of ISBE Restraint paperwork completed and sent to:
 - a. Parent and District within 24 hours
 - b. Entry into ISBE SIS within 48 hours
 - c. Written notice to parent/guardian, no later than 2 school days after incident of RTO, of right to request meeting with school personnel; if requested, the meeting must take place within 2 school days after request
 - d. Parents or guardians have a right to file a complaint with ISBE to investigate if the school used RTO incorrectly. You can only file a complaint within one year of the RTO incident.
 - i. There is no cost to file a complaint with ISBE
 - ii. To submit your complaint, you must complete the RTO complaint form and Consent to Release Student Information form <https://www.isbe.net/Documents/11-01B-Physical-Restraint-Time-Out-Complaint-Form.pdf> and email it to restrainttimeout@isbe.net
 - iii. You do not need an attorney to file a complaint. If you need help completing the forms you may request assistance by contacting restrainttimeout@isbe.net.

iv. Parents or guardians can mail signed complaints to:

3/2022 ~ ES 2

The Illinois State Board of Education
Student Care Department
100 North First Street
Springfield, Illinois 62777-0001
restrainttimeout@isbe.net
217-785-5585

7. Post therapeutic hold, the student's team engages in a discussion of current behavioral concerns and an analysis of the effectiveness of the current Behavior Intervention Plan at the next Functional Behavioral Assessment or team meeting.

Connections Day School follows all procedures specified in the 23 Illinois Administrative Code C.H.I.S. Subpart B Section 1.285. At times, the nature of the threats to self or others may necessitate:

- Contact an emergency assessment team who will evaluate for hospitalization; or refer the student and parent to a local Emergency Room so the student can be evaluated for hospitalization.
- Contacting the local Police Department
- Contacting the student's psychiatrist, outside therapist, probation officer, caseworker, etc. for additional support.
- An informal parent meeting and/or formal staffing may be required.
- Chronic threatening or aggressive behavior may also result in a careful assessment by the team as to whether or not the student continues to be appropriate for Connections Academy East.

We do not endorse the use of time-out/padded rooms, mechanical restraint or harsh/punitive interventions. Connections Day School does not engage in therapeutic holding of a student as a consequence or discipline, or for any other reason aside from a clear indication that a student is an imminent danger to him/herself or others. Overall, we believe that students can learn to act in a safe and appropriate manner with the positive guidance of nurturing adults, who adhere to the clear rules, boundaries and expectations established within the school.

3/2022 ~ ES 3

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Signature page

We thank you for taking the time to read and review the Special Treatment Techniques of our schools. If you have any further questions, please contact your principal.

Your signature below acknowledges that you have read, understand, and have received a copy of the Special Treatment Techniques outlined above.

Student Name

Signature of Parent/Guardian Date 3/2022 ~ ES 4