



# Department of Defense Education Activity ADMINISTRATIVE INSTRUCTION

NUMBER 2510.01

JUL - 6 2015 DATE

EDUCATION DIRECTORATE

SUBJECT: Student Behavior Interventions

- References:
- (a) DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," March 23, 2012
  - (b) DoDEA Regulation 4700.2, "Internal Physical Security," March 27, 2001
  - (c) DoDEA Regulation 4800.1, "DoDEA Safety Program," March 6, 2001
  - (d) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," April 11, 2005
  - (e) DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended
  - (f) DoDEA Manual 2500.13-G, "Special Education Procedural Guide," September 28, 2005

1. PURPOSE. This Administrative Instruction establishes protocol and assigns responsibilities for a continuum of behavior interventions designed to maintain a positive school environment conducive to learning.

2. APPLICABILITY. This Administrative Instruction applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam), (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA and District Superintendents, District Staff Members, School Principals, Teachers, and Support Staff.

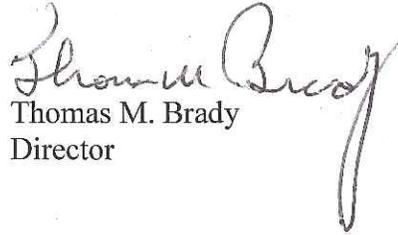
3. DEFINITIONS. See Glossary.

4. POLICY. It is DoDEA policy that all DoDEA employees adhere to stated classroom management procedures and the implementation of positive behavior supports for all students. For the purpose of this document, classroom management refers to the identification of observable, measurable, challenging student behavior; planning a response, and identifying resolutions for a potential crisis.

5. RESPONSIBILITIES. See Enclosure 1.

6. PROCEDURES. Enclosure 2 provides procedures and requirements for this Administrative Instruction. Enclosure 3 provides the letter required to notify parents/guardians of a physical restraint or seclusion.

7. EFFECTIVE DATE. This Administrative Instruction is effective September 1, 2015.

  
Thomas M. Brady  
Director

Enclosures

1. Responsibilities
  2. Procedures
  3. Notification of Use of Restraint or Seclusion
- Glossary

## ENCLOSURE 1

### RESPONSIBILITIES

1. DIRECTOR, DODEA. The Director, DoDEA shall:

a. Ensure staff will employ a full range of effective classroom management and behavior interventions designed to create a safe and orderly learning environment that supports academic achievement for all students.

b. Oversee the implementation of area, district, and school guidance that addresses classroom management and behavior interventions.

c. Ensure the report outlining the annual data describes incidents of restraint and/or seclusion occurred in the districts is reviewed annually and acted upon as necessary.

2. DODEA AREA DIRECTORS. DoDEA Area Directors shall:

a. Provide oversight and guidance to district superintendents and principals in regard to the use of classroom management and behavior interventions.

b. Ensure compliance with classroom management and behavior interventions as indicated in this Administrative Instruction.

c. Collect, review, and report to the Director, the annual data that describes incidents of restraint and/or seclusion that occurred in the district as indicated in the data management system.

3. DODEA DISTRICT SUPERINTENDENTS. DoDEA District Superintendents shall:

a. Monitor, coordinate, and assist in the implementation of classroom management and behavior interventions within the district ensuring they meet the standards described by this Administrative Instruction.

b. Appoint a member of their staff to serve as the point of contact for coordinating local planning, training, and awareness of this Administrative Instruction within the district.

c. Ensure district office staff tasked with incident response communication responsibilities has emergency phone numbers.

d. Ensure classroom management techniques and crisis intervention training are presented to faculty and staff annually, or as required, and documented throughout the district.

e. Ensure student disciplinary actions are in accordance with DoDEA Regulation 2051.1 (Reference (a)).

f. Collect, review, and report to the Area Director, the annual data that describes incidents of restraint and/or seclusion that occurred in the district as indicated in the data management system.

4. DODEA SCHOOL ADMINISTRATORS. DoDEA School Administrators shall:

a. Ensure all elements of this Administrative Instruction are implemented at their respective schools.

b. Provide annually, or as required, DoDEA-endorsed crisis intervention training to the following staff:

(1) Support services personnel (school psychologists, counselors and nurses);

(2) Special Education (SPED) personnel (teachers and paraprofessionals working with emotionally impaired (EI) and learning impaired moderate-severe or learning impaired severe-profound students);

(3) Administrators, at least one per building;

(4) Other identified staff members who work closely with students with emotional and/or behavioral needs (e.g., SPED instructional systems specialist, behavioral specialist).

c. Create a roster of personnel who attend training and maintain that roster for a 3-year period of time; identify crisis response team of trained staff members.

d. Provide school office staff tasked with incident response communication responsibilities with necessary emergency phone numbers.

e. Ensure qualifying serious incidents are reported in accordance with Enclosure 6 of DoDEA Regulation 4700.2 (Reference (b)), and ensure qualifying accidents are reported in accordance with DoDEA Regulation 4800.1 (Reference (c)).

f. Verbally notify the parent or guardian of a child involved in an incident of physical restraint or seclusion by the end of the school day and notify the parent or guardian in writing within 24 hours of the incident. The notification should advise the parent or guardian of the circumstances leading to the restraint or seclusion. A copy of the written notification shall be maintained in the student's education file.

g. Following an incident of physical restraint or seclusion, convene, as warranted, a Student Support Team (SST), Case Study Committee (CSC) or 504 Accommodation Team to discuss the student's needs. For example, if the student has been identified for special education services, the CSC should consider conducting a Functional Behavioral Assessment (FBA) if the student does not have a Behavior Intervention Plans (BIP); reviewing the appropriateness of the student's current BIP and its implementation and modifying the plan or its implementation, as necessary, to address the student's behavior; and reviewing the appropriateness of and revising, as necessary, the student's Individual Educational Program (IEP).

h. Ensure staff is trained on district specific information and information pertaining to specific students with BIPs and/or IEPs.

i. Ensure the exclusion of a student from one or more classes does not constitute a suspension unless it is specifically designated as such in writing by the principal.

j. Ensure school disciplinary actions are in accordance with Reference (a), and as per this reference, corporal punishment is prohibited and the administering of such punishment is grounds for disciplinary action.

k. Collect, review, and report to the district annual data that describes any incidents of restraint and/or seclusion that occurred in each school. This data is to be reported in the appropriate student data management system.

5. DODEA FACULTY. DoDEA faculty shall:

a. Follow and implement, at the classroom level, a continuum of classroom management techniques and positive behavior interventions, including de-escalation techniques, instructional strategies, environmental supports, and other behavior interventions to effectively and appropriately impact targeted student behavior, ensuring compliance with this Administrative Instruction.

b. Participate in staff training regarding positive behavior supports and classroom management guidance as directed by the principal.

## ENCLOSURE 2

### PROCEDURES

#### 1. STUDENT BEHAVIOR INTERVENTIONS

a. The relationship between the classroom teacher and the student is an integral component of student achievement and success in school. High academic achievement and behavioral standards are promoted through a positive, safe, and well-structured classroom.

b. Staff will employ a full range of effective classroom management strategies designed to create a safe and orderly learning environment that supports academic achievement for all students. Such strategies should be progressively and fairly administered.

c. When a student's disruptive behavior requires intervention by a school administrator, a counselor, a school psychologist, or other specialist, the classroom teacher and/or special education case manager will inform the principal, or designee, who will consider arranging a conference. When feasible, this conference should include a school administrator, the student's parents, the classroom teacher, the student, and others as appropriate, in order to discuss the disruptive behavior and instructional strategies for intervention. If the student receives special education services or has a 504 Accommodation Plan, the CSC and/or the 504 Accommodation Team may also need to be convened.

d. When a student's behavior seriously disrupts the instructional program to the detriment of other students, the classroom teacher may temporarily remove the student from the class or current setting (i.e., exclusion) and/or refer the student to the principal, or designee, for appropriate disciplinary action. The principal will arrange a conference. When feasible, this conference should include a school administrator, the student's parents, the classroom teacher, the student, and others as appropriate, in order to discuss the disruptive behavior and instructional strategies for intervention. This temporary removal of the student from his or her class or setting may include disciplinary sanctions as provided in Reference (a), including but not limited to, time-out, detention, alternative in-school placement, and in-school suspension. For more serious behaviors or misconduct, short and long-term suspension or removal from school may also be considered.

e. Prior to readmission to the instructional setting, the principal or designee will be responsible for facilitating a resolution of the student's behavioral issue. If the principal, after consultation with the classroom teacher and/or special education case manager, determines that a conference is necessary, the principal will arrange one as soon as possible. Said conference will include the principal or designee, the student's parent, the teacher, and appropriate specialists, if necessary. If mutually satisfactory steps do not result from this conference, the principal may, after consultation with the classroom teacher, schedule another conference involving the parent(s), community, if appropriate, or any district employee believed to be appropriate. The principal will determine when the student will return to class and make such determination after consultation with the teacher. If the student is eligible to receive special education services

under an IEP, the process will follow federal laws governing special education as well as DoD Instruction 1342.12 (Reference (d)) and DoDEA Regulation 2051.1 (Reference (a)). If the student has a disability and is eligible under a 504 Accommodation Plan, the process will follow federal laws governing such students with disabilities as well as DoDEA Administrative Instruction 2500.14 (Reference (e)) and Reference (a).

f. Classroom management techniques, including a continuum of positive behavior interventions and supports, should always be considered to achieve social and academic gains while minimizing disruptive behaviors. School staff should be trained annually, or as needed, on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral intervention and supports. Staff members are expected to use a continuum of positive behavioral interventions, de-escalation techniques, instructional strategies, and environmental supports to effectively impact targeted student behavior. Any behavioral intervention should be consistent with the student's right to be treated with dignity and to be free from abuse.

## 2. USE OF RESTRAINT AND/OR SECLUSION

a. DoDEA staff members should only use restraint and/or seclusion:

(1) After a continuum of positive, less restrictive and/or alternative approaches have been considered, attempted, and determined to be ineffective for the maintenance of a safe, positive, learning environment;

(2) In a humane, safe, and effective manner;

(3) Without intent to harm or create undue discomfort;

(4) Consistent with known medical or psychological constraints and limitations and the student's BIP or IEP.

(5) Consistent with DoDEA-endorsed crisis intervention training;

(6) Consistent with the student's developmental level;

(7) For a period of time not longer than is necessary to alleviate the imminent danger to self or others caused by the disruptive behavior, and in no event longer than 30 minutes;

b. The use of excessive physical restraint that constitutes corporal punishment is prohibited throughout DoDEA;

c. The use of chemical restraint is prohibited throughout DoDEA;

d. The use of mechanical restraint to restrict a student's freedom of movement is prohibited throughout DoDEA for the purpose of restraint and seclusion. However, schools may use medically prescribed protective and/or stabilizing devices for purposes of supporting a student's freedom of movement. The use of medically prescribed protective or stabilizing devices is

permitted for the purpose of enhancing functional skills, preventing self-injurious behavior, and/or ensuring the safe positioning of the student as prescribed by a health professional or in accordance with the student's IEP or BIP. Such medically prescribed mechanical devices may be permitted to:

- (1) Treat the medical needs of a student, as prescribed by a physician;
- (2) Protect a student that has a known risk of injury due to lack of coordination or frequent loss of consciousness as described in their health plan; and/or
- (3) Provide proper body alignment as described in the student's individualized health plan, IEP or 504 Accommodation Plan.

e. The use of physical restraint or seclusion is a safety measure of last resort, and every reasonable effort should be made to prevent the need for its use. As such, physical restraint or seclusion should not be used except when:

- (1) There is an emergency situation and physical restraint or seclusion is necessary to protect a student, a staff member, or other person from imminent, serious, physical harm after less intrusive interventions have been utilized and found to be ineffective; and discontinued as soon as the threat of imminent, serious, physical harm to self or others has dissipated; or, the student's BIP describes the specific targeted behavior and specific circumstances under which physical restraint or seclusion may be used, and the specific methods of physical restraint or seclusion to be employed. Any student restrained or secluded must be visually observed by school level staff at all times.

- (2) Administered by staff members who have been specifically trained in the use of physical holds, and who have attempted to de-escalate a student's behavior so that the student is no longer an immediate threat to self or others. Each DoDEA school should maintain a designated number of persons trained in positive behavior supports and crisis management guidance in order to ensure that a sufficient number of persons are available to immediately respond and intervene during a behavioral crisis.

f. When a physical hold is used:

- (1) The use of the physical hold should be consistent with approved training.
- (2) The hold should be accomplished in the presence of a witness, when possible.
- (3) The hold should be used only for safety, and not for punishment, discipline, to enforce compliance, as a means of coercion or retaliation, or as a convenience.

g. Documentation of the use of any type of restraint or seclusion is required. In any instance where restraint or seclusion is used, the student is to be examined by the school nurse to ensure that the restraint or seclusion did not result in any physical injury to the student. This examination must occur prior to the Notification Letter being sent to the parent/guardian. In

addition, in any instance where either restraint or seclusion is used, the involved staff member will immediately notify the school administrator; and the school administrator will verbally notify the parent or guardian of the student of the incident by the end of the school day and provide written notification of the incident to the parent or guardian within 24 hours of the incident using Enclosure 3.

h. The multiple use of restraint or seclusion involving an individual student should trigger a review of the strategies currently in place to address the student's dangerous behaviors, including the student's BIP, IEP, and/or 504 Accommodation Plan, as applicable, and in accordance with References (a), (d), and (e).

### 3. REFERRAL TO THE STUDENT SUPPORT TEAM (SST), THE 504 ACCOMMODATION TEAM, AND/ OR THE SPECIAL EDUCATION CASE STUDY COMMITTEE (CSC)

a. If restraint or seclusion is used for a student who has not been identified as a student with a disability, the school will refer the student to the SST.

b. If restraint or seclusion is used for a student with a disability, or who is suspected of having a disability, the school should convene the 504 Accommodation Team and/or the Special Education CSC to determine whether the student requires a referral for evaluation or to review and perhaps revise an existing 504 Accommodation Plan or IEP.

c. The team to which the student is referred shall consider:

(1) Revising or developing positive behavioral interventions, where appropriate, to emphasize the use of positive behavioral interventions and supports to address behavior that impedes learning.

(2) When restraint might be needed for a specific student and the type of restraint;

(3) Existing health, physical, psychological information;

(4) Information provided by the parent or guardian;

(5) Observations by teachers and related services providers;

(6) The student's current placement; and

(7) The need for a FBA.

## GLOSSARY

### PART I. ABBREVIATIONS AND ACRONYMS

BIP	Behavioral Intervention Plan
CSC	Case Study Committee
DoDEA	Department of Defense Education Activity
DoDDS-E	Department of Defense Education Activity – Europe
DoDDS-P	Department of Defense Education Activity – Pacific
DDESS	Domestic Dependent Elementary and Secondary Schools
FBA	Functional Behavioral Assessment
IEP	Individualized Education Program
SST	Student Support Team

### PART II. DEFINITIONS

504 Accommodation Team. Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. The law requires school districts with students with disabilities to provide accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. A student is considered disabled and may be eligible to be considered for an accommodation if he/she has a physical or mental impairment and the impairment substantially limits one or more major life activities.

BIP. A proactive plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of a student, the learning of others, or require disciplinary action. It may also prescribe specific restraint and/or seclusion techniques.

CSC. A multidisciplinary team charged with developing an educational plan to meet the educational needs of a student identified with a disability.

chemical restraint. The use of medication or a substance not prescribed by a physician given for the purpose of controlling the student's behavior or to restrict a student's ability to move or react.

classroom management. An identification of observable, measurable challenging student behavior; planning a response; and identifying resolutions for a potential crisis. Includes the use of de-escalation techniques, instructional strategies, environmental supports, and other behavior interventions to effectively impact targeted student behavior. Also includes the appropriate use of restraint and seclusion when other classroom management techniques are inappropriate to the circumstances, such as to prevent imminent, serious, physical harm.

continuum of interventions. A progression of strategies utilized to guide student behavior.

corporal punishment. Intentionally inflicted physical penalty administered by a person in authority.

de-escalation. An intervention to decrease the intensity of challenging student behavior and support redirection to more appropriate tasks.

exclusion. The temporary removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction, including special education, related services, or support. A “time-out” process constitutes a form of exclusion, suspension does not. No period of exclusion may exceed 30 minutes.

FBA. The systematic process for describing problem behavior, and identifying the environmental and surrounding events associated with the behavior.

IEP. Special education IEP is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of an IEP is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act as implemented by Department of Defense (DoD) Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," (Reference (d), and DODEA Manual 2500.13-G, "Special Education Procedural Guide," (Reference (f)).

in-school suspension. When a student is removed from class for a specified period of time and provided instruction.

mechanical restraint. The use of any device or equipment used to restrict a student's freedom of movement. A protective or stabilizing device ordered by a physician is not considered a mechanical restraint. Devices such as straps, cuffs, blankets, weighted vests, helmets, a Rifton Chair, and other such devices may or may not qualify as a mechanical restraint depending upon how the device is used (i.e., whether the device is used in a way medically prescribed in a student's health plan, IEP, or 504 plan).

physical restraint. The use of physical force by one or more individuals to restrict freedom of a student's movement as a means of controlling or changing the student's behavior.

positive behavior supports. Research-based strategies that are used to increase independence and replace challenging behaviors by teaching new skills and changing current environmental structures.

protective or stabilizing device. Any adaptive device or material attached or adjacent to a student's body that supports freedom of movement for the purpose of enhancing functional skills, preventing self-injurious behavior, or ensuring safe positioning of a student.

restraint. The use of forced restriction of a student's movement by one or more individuals in order to achieve a certain behavior, including physical restraint, chemical restraint, and/or mechanical restraint. No period of restraint may exceed 30 minutes.

eclusion. The involuntary confinement of a student alone in a room, or other isolated area from which the student is physically prevented from leaving. No period of seclusion may exceed 30 minutes.

Student Support Team. An interdisciplinary group using a systematic process to address student issues in a school.

student with a disability. A broadly defined group of students with physical and/or mental impairments such as blindness or learning disabilities that might make it more difficult for them to access educational services without accommodations or adaptations.

ENCLOSURE 3

Letter of Notification of Use of Restraint/Seclusion to the Parent

**SCHOOL LETTERHEAD**

**Notification of Use of Restraint or Seclusion**

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f). Principal Purpose: The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free appropriate public education. Disclosure to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. Routine Uses: In addition to the disclosures within DoD generally permitted under 5 U.S.C. 552a(b)(1) of the Privacy Act, this record or information contained therein may be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(3), the DoD Blanket Routine Uses, described at [http://dpclo.defense.gov/privacy/SORNS/blanket\\_routine\\_uses.html](http://dpclo.defense.gov/privacy/SORNS/blanket_routine_uses.html), and the DoDEA routine uses at <http://dpclo.defense.gov/privacy/SORNS/component/osd/DODEA26.html>.

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Sex: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Staff Member Administering the Intervention: \_\_\_\_\_

Staff Member Reporting the Intervention: \_\_\_\_\_

Dear \_\_\_\_:

This notice is to inform you that your child was involved in an emergency situation today. The information outlined below informs you of this situation. Please contact the school at XXX-XXX-XXXX if you would like to discuss this occurrence further. Please know that the staff is always available if you feel you need further assistance.

Type of Intervention:  Seclusion  Restraint  
Length of Time: \_\_\_\_\_ Length of Time: \_\_\_\_\_

Description of location for seclusion (e.g., ventilation, lighting, size of room, ability to view student), or describe the type of restraint used:

Names and positions of staff who observed the behavior that prompted the intervention:

Student exhibited behaviors prior to the intervention: (Document the emergency situation that constituted the danger to the student or others.)

Strategies and interventions used prior to seclusion or restraint: (list strategies and outcomes)

<p>Notification:</p> <p>Parent/Guardian</p> <p>Verbally by end of school day (required)</p> <p>Written within 24 hours (required)</p> <p>Nurse (required)</p> <p>School counselor</p> <p>School psychologist</p> <p>Other</p>	<p>Follow Up (as appropriate):</p> <p>Convene SST meeting within 10 days</p> <p>Convene IEP meeting within 10 days</p> <p>Functional Behavior Assessment (within 10 days)</p> <p>Development/revision of BIP (within 10 days)</p> <p>Convene 504 Accommodation Team</p> <p>Other</p>
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<p>_____</p> <p>Printed Name of Administrator</p>	<p>_____</p> <p>Signature of Administrator</p>	<p>_____</p> <p>Date</p>
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