



# EMERGENCY SAFETY INTERVENTIONS (ESI)

Lakemary School

Lakemary Center

100 Lakemary Drive

Paola, Kansas 66071

913-557-4000

*Parent  
Information  
2025-2026*

Dear Parents and Guardians:

Lakemary School is committed to maintaining a positive and safe learning environment for all students. In the event a student presents a reasonable and immediate danger of physical harm to themselves or others, Emergency Safety Interventions may be implemented. An Emergency Safety Intervention is the use of seclusion or physical restraint.

Upon the first use of an Emergency Safety Intervention in a school year, schools are required to give parents a printed copy of the following information.

- The standards for when Emergency Safety Intervention may be used (*Paola School Board Policy GAAP – Emergency Safety Interventions*)
- A flyer on your rights under Emergency Safety Intervention law (*A Family Guide to the Use of Seclusion and Restraint*)
- Information on your right to file a complaint with the local Board of Education
- Information on your right to request administrative review from the Kansas State Board of Education
- Contact information for Families Together and the Disability Rights Center and information to help navigate these processes (See Contacts Page)

Please do not hesitate to contact me at 913-557-4000 if you have any questions.

In Education,

A handwritten signature in black ink that reads "Troy Collier". The script is cursive and fluid.

Troy Collier

Principal

Lakemary School

## **GAAF Emergency Safety Interventions (See GAO, JRB, JQ, and KN) GAAF**

The board of education is committed to limiting the use of Emergency Safety Interventions (“ESI”), such as seclusion and restraint, with all students. Seclusion and restraint shall be used only when a student's conduct necessitates the use of an emergency safety intervention as defined below. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

This policy shall be made available on the Lakemary Center website. In addition, this policy shall be included in Day Student Parent Handbook.

Definitions (See K.A.R. 91-42-1)

“Emergency Safety Intervention” is the use of seclusion or physical restraint. “Seclusion” means placement of a student in a location where all of the following conditions are met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that he or she will be prevented from leaving the enclosed area.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Parent” means: (1) a natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 72-1046(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; or (6) a student who has reached the age of majority or is an emancipated minor.

“Physical Restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

## **GAAF**

### **Prohibited Types of Restraint**

Lakemary School employees will not engage in the following actions with all students:

- Using face-down (prone) physical restraint
- Using face-up (supine) physical restraints
- Using physical restraint that obstructs the student's airway
- Using physical restraint that impacts a student's primary mode of communication
- Using chemical restraint, except as prescribed by a licensed healthcare professional for treatment of a medical or psychiatric condition
- Use of mechanical restraint, **EXCEPT**
  - Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional
  - Any device used by law enforcement officers to carry out law enforcement duties
  - Seatbelts and other safety equipment used to secure students during transportation

### **Use of Emergency Safety Interventions**

ESI shall be used only when a student presents a reasonable and immediate danger of physical harm to themselves or others and has the present ability to affect such physical harm. Emergency Safety Interventions shall be used when less restrictive alternatives, such as positive behavior interventions support, are deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI. The use of ESI shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an ESI. Use of an ESI for purposes of discipline, punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

### **Seclusion Restrictions**

A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The existence of such a medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's file. When a student is placed in seclusion, a school employee shall be able to always see and hear the student. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.

## **GAAF**

A seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Such a room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

### **Training**

All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee's position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

Each school building shall maintain documentation regarding the training that was provided and a list of participants.

### **Notification and Documentation**

The principal or designee shall notify the parent the same day as an incident. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contacting the parent. A parent may designate a preferred method of contact to receive the same-day notification.

Documentation of the ESI used shall be completed and provided to the student's parents no later than the school day following the day on which the ESI was used. The parent shall be provided the following information after the first and each subsequent incident during each school year: (1) a copy of this policy which indicates when ESI can be used; (2) a flyer on the parent's rights; (3) information on the parent's right to file a complaint through the local dispute resolution process (which is set forth in this policy) and the complaint process of the state board of education; and (4) information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. Upon the occurrence of a second or subsequent incident, the parent shall be provided with a full and direct website address containing such information.

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In addition, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

- Date and time of the intervention
- Type of Intervention
- Length of time the intervention was used
- School personnel who participated in or supervised the intervention

All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

### **Reporting Data**

District administration shall report ESI data to the state department of education as required.

### **Parent Right to Meeting on ESI Use**

After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the parent's request. The focus of any such meeting shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

For a student with an IEP, such student's IEP team shall discuss the incident and consider the need to conduct a functional behavioral assessment, develop a behavior intervention plan, or amend the behavior intervention plan if already in existence.

The student who is the subject of such meetings shall be invited to attend the meeting at the discretion of the parent. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time period.

Nothing in this section shall be construed to prohibit the development and implementation of a functional behavior assessment or a behavior intervention plan for any student if such student would benefit from such measures.

## **GAAF**

### **Local Dispute Resolution Process**

The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent within thirty (30) days after the parent is informed of the ESI.

Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board. Such an investigator may be a board member, a school administrator selected by the board, or a board attorney. Such an investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action to the board in executive session.

Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt written findings of fact and, if necessary, appropriate corrective action. A copy of the written findings of fact and any corrective action adopted by the board shall only be provided to the parents, the school, and the state department of education. Once such a procedure has been developed, a parent may file a complaint under the state board of education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

KASB Recommendation – 6/13; 12/13; 6/15; 6/16; 6/18; 12/18

BOE Approved: 10/13; 7/14; 8/15; 8/16, 09/18; 7/19

# ESI USD 368 Board of Education Review Request

1. The name and relevant contact information of the parent filing the request for a review.

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email Address (Optional) \_\_\_\_\_

2. The name and relevant contact information of the involved child.

Name of Child \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

3. The name and contact information, to the extent known, for all involved parties. This should include, if applicable, teachers, aides, administrators, and district staff.

Name of Involved Party and Contact Information \_\_\_\_\_

Name of Involved Party and Contact Information \_\_\_\_\_

Name of Involved Party and Contact Information \_\_\_\_\_

Name of Involved Party and Contact Information \_\_\_\_\_

4. State your basis for seeking a review by including all supporting facts. Such facts must include when emergency safety intervention was used in violation of emergency safety intervention law and who, or what circumstances, were involved in this alleged violation.

What is the basis for seeking administrative review?

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What are the supporting facts?

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5. Attach all relevant documentation.



## **State Board Administrative Review Process**

**Refer to K.A.R. 91-42-5 for complete information. The following provides a summary of the regulations regarding an administrative review initiated with the Kansas State Board of Education (KSBE).**

If a parent believes an emergency safety intervention was used in violation of K.S.A. 2016 Supp. 72-89d01 through -89d09 or K.A.R. 91-42-1 through -7 and the parent filed a written complaint with their local board of education, then this parent may request an administrative review of the local board's decision from KSBE.

The request for administrative review must include the following information:

- Name of the student and contact information
- Names and contact information for all involved parties (teachers, aides, administrators, and district staff), to the extent known
- A detailed statement of the reason for requesting an administrative review.
- Any supporting facts and documentation
- A copy of the complaint filed with the local board, the local board's final decision
- The written request for administrative review must be typed or legibly written and signed by the parents
- Relevant documents must be attached or, if unavailable, the documents must be referenced in the request for administrative review
- Written consent to disclose any personally identifiable information from the student's education records necessary to investigate

The request for administrative review must be filed with the Commissioner of Education within 30 days of the local board issuing its final decision OR within 60 days from the date a written complaint was filed with the local board, if the local board did not issue a final decision. You may mail this request to the Kansas State Department of Education, Landon State Office Building, 900 SW Jackson Street, Office of General Counsel, Room 102, Topeka, Kansas 66612. KSDE has provided a form for you to use, if you wish, and you can find it on the Emergency Safety Interventions page of the KSDE website.

A Hearing Officer will be designated by KSBE. The Hearing Officer must send a copy of the request for administrative review to the local board.

The Hearing Officer will consider the local board's final decision and may initiate an investigation that could include:

- A discussion with the parent, during which additional information may be gathered;
- Contact with the local board or other district staff to allow the local board to respond to the request with information supporting its final decision; and
- An on-site investigation by Kansas State Department of Education staff.

If new information is discovered that was not made available to both the parent and the local board during the dispute resolution process, the Hearing Officer may send the issue back to the local board. If sent back to the local board, the Hearing Officer's case will be closed and the local board has 30 days to issue a written amended final decision. If the parent feels the local board's amended final decision does not adequately address the issue, the parent may file a new request for administrative review with the commissioner by following the above process for requesting administrative review. This must be done within 30 days of the local board issuing its amended final decision. If the local board does not issue an amended final decision within 30 days, then the parent has 30 days from the date the Hearing Officer sent the issue back to the local board to file a request for administrative review with the commissioner.

Within 60 days of receiving the request for administrative review, the Hearing Officer will, in writing, inform the parents, school administrator, district superintendent, local board clerk, and the state board of the results of the review. This time frame may be extended for good cause upon approval of the commissioner.

The results of the administrative review will contain findings of fact, conclusions of law, and any suggested corrective actions. The Hearing Officer's determination will include one of the following:

- The local board appropriately resolved the complaint.
- The local board should re-evaluate the complaint with suggested findings of fact.
- The Hearings Officer's suggested corrective action is necessary to ensure that local board policies meet legal requirements.

## State Administrative Review Guide for Parents

Written request must include:

- Name and contact information of student that emergency safety intervention was used with
- Name and contact information for all people involved
- Statement describing the basis for the review with all supporting facts and documentation
- The local board's final decision, if one was issued
- Type or legibly write the complaint and sign it
- Written consent to disclose any personally identifiable information

You may use the form on the KSDE website,  
[www.ksde.org/Default.aspx?tabid=524](http://www.ksde.org/Default.aspx?tabid=524).

You filed a complaint with the local board and you are not satisfied with the final decision about the use of an emergency safety intervention (ESI).

File a request for administrative review with the Kansas State Board of Education. You must do this within 30 days of the local board's final decision or, if the local board failed to issue a final decision, within 60 days of the date you filed a complaint with the local board.

The Kansas State Board of Education will designate a Hearing Officer to conduct a review of the local board's final decision.

Investigation results will be provided to the parents, school administrator, district superintendent, local board, and state board within 60 days of the commissioner's receipt of the request for administrative review.

The Hearing Officer may initiate a separate investigation that may include:

- A discussion with the parent;
- Contacting the local board or other staff involved; and
- An on-site investigation.

If the Hearing Officer finds new information, they may send the issue back to the local board. If you are not satisfied with the local board's amended decision the right to request administrative review begins again.

A request for an administrative review may include, but is not limited to, the following allegations:

- An emergency safety intervention was used with your child when your child did not present a reasonable and immediate danger of physical harm to themselves or others with the present ability to effect such physical harm.
- The district used a form of banned restraint including prone, supine, physical restraint that obstructs the airway of your child, physical restraint that impacts your child's primary mode of communication, chemical or mechanical restraint that does not meet an exception.
- Less restrictive alternatives to emergency safety intervention were not deemed inappropriate or ineffective before emergency safety intervention was used.
- The use of emergency safety intervention with your child did not stop as soon as the immediate danger of physical harm stopped.
- emergency safety intervention was used with your child for discipline, punishment, or convenience.
- Emergency safety intervention was used with your child and you have provided school staff with documentation from your child's licensed health care provider that seclusion could put your child in mental or physical danger.
- Seclusion was used with your child and school staff could not see and hear your child at all times.
- Your child was put in a seclusion room with a locking door that does not automatically disengage when school staff walk away or in an emergency.
- Your child was put in a seclusion room that was unsafe, not well-ventilated, or not sufficiently lighted.

## **Contact Information**

### **Local**

Kirk Davis  
CEO/President  
Lakemary Center  
Kirk.Davis@lakemary.org  
913-557-4000

Troy Collier  
School Principal  
Lakemary School  
Troy.Collier@lakemary.org  
913-557-4000

### **State**

#### **General ESI Information:**

<http://ksdetasn.org/>  
<https://www.ksde.org>

#### **ESI Questions:**

Brian Dempsey  
Kansas State Department of Education  
[bdempsey@ksd3.org](mailto:bdempsey@ksd3.org)  
785-296-6518

#### **Parent Training and Information Center:**

Families Together  
<http://familiestogetherinc.org/>  
888-815-6364

#### **Protection and Advocacy System:**

Disability Rights Center of Kansas  
<http://www.drckansas.org/>  
877-776-1541 or 785-273-9661



**A Family Guide to  
the Use of  
Emergency Safety  
Interventions and  
Parental Rights:  
Seclusion and  
Restraint in  
Kansas**



## What are Emergency Safety Interventions?

Emergency Safety Interventions (ESI) are seclusion and restraint that are used when the student presents a reasonable and immediate danger of physical harm to self or others or a student engages in a violent action that is destructive of property.

## What is Seclusion?

**Seclusion** means placement of a student in an area of purposeful isolation, that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

1. the student is removed from the learning environment by school personnel; or,
2. the student is separated from all or most peers and adults in the learning environment by school personnel; or,
3. the student is placed within an area of purposeful isolation by school personnel.



Seclusion means placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where both of the following conditions are met:

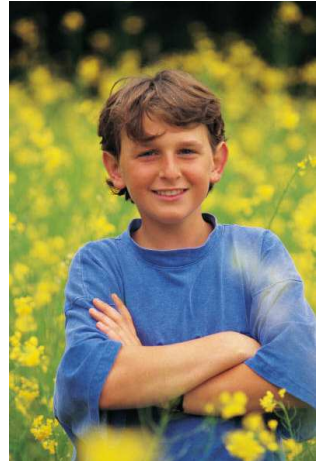
1. School personnel purposefully isolate the student.
2. The student is prevented from leaving or the student has reason to believe that the student will be prevented from leaving the area of purposeful isolation.

Time-out is not the same as seclusion. Time-out is when a student is temporarily removed from the learning activity, but is not confined.

## What is Restraint?

Restraint can take form in different ways. The definition of **physical restraint** is bodily force used to substantially limit a student's movement. The use of prone physical restraint (face-down) and supine physical restraint (face-up) are prohibited. Physical restraint may not obstruct the airway of the student or impact the student's primary mode of communication.

Consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction is not physical restraint.



**Mechanical restraint** is defined as any device or object used to limit a student's movement. The use of mechanical restraint is prohibited in Kansas except those protective or stabilizing devices ordered by a person appropriately licensed to issue the order for the device. Mechanical restraint used by a law enforcement officer in carrying out law enforcement duties is allowed. Seatbelts and/or other safety equipment when used to secure students during transportation are also allowed.

**Chemical restraint** is prohibited in Kansas. A student may take prescribed treatments for a medical or psychiatric condition when they are prescribed by a person who is properly licensed to prescribe medication.

## When May Emergency Safety Intervention be Used?

- May only be used when a student presents a reasonable and immediate danger of physical harm to self or others with the present ability to cause physical harm or property damage.
- Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior prior to the use of any ESI.
- The use of ESI must stop as soon as the immediate danger of physical harm ends.
- ESI cannot be used for purposes of discipline, punishment, or for the convenience of a school employee.

### Students with a known medical condition.



- An emergency safety intervention may not be used with a student if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.
- The existence of such medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file.
- The written statement must include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.



- An emergency safety intervention may still be used if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

Parents should be proactive and provide the district with written documentation from their child's licensed health care provider outlining any medical condition that could put the student in mental or physical danger as a result of the ESI.

## **What are the Requirements for Seclusion?**

When a student is placed in seclusion, a school employee must be able to see and hear the student at all times. The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation does not create an exemption from reporting the incident as seclusion.

If the area of purposeful isolation has a locking door to prevent a student from leaving, the door must be designed to make sure that the lock automatically disengages when the school employee watching the student walks away from the area of purposeful isolation, or in cases of emergency, such as fire or severe weather.

Each area of purposeful isolation must be a safe place with proportional and similar characteristics as those of rooms where students frequent. Each area of purposeful isolation must be free of anything that could be a danger to the student and must be well-ventilated and sufficiently lighted.



## What Can I Do if I Feel that ESI has been Used Inappropriately with My Child?

If a parent believes that ESIs have been used that violate the ESI statute, ESI regulations, or the district's ESI policy, then the parent may file a complaint through the local dispute resolution process within 30 days of the use of ESI.

A parent may file a complaint through the Kansas State Board of Education's complaint process within 30 days from the date that a parent receives a final decision through the local dispute resolution process or after 30 days have passed since the parent filed a complaint through the local dispute resolution process, if the parent has not received the local board's final decision.

## When Must a Parent be Notified an ESI has been Used?

- The school must notify the parent the same day the ESI was used. The school shall attempt to contact the parent using at least two methods of contact.
- Written documentation of the ESI used must be completed and provided to the parent by the following school day, when ESI was used. Written documentation must include:
  - ◇ The events leading up to the incident;
  - ◇ student behaviors necessitating the ESI;
  - ◇ steps taken to transition the student back into the educational setting;
  - ◇ the date and time the incident occurred, the type of ESI used, the duration of the ESI, and the school personnel who used or supervised the ESI;



- ◇ space or an additional form for parents to provide feedback or comments to the school regarding the incident;
  - ◇ a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of ESIs; and,
  - ◇ school email and phone contact for the parent to schedule the ESI meeting.
- The parent must be provided with the following information in writing or, upon the parent's written request, by email, after the first ESI incident in a school year and provided with this information after subsequent ESI incidents through a web address:
    - ◇ A copy of the standards of when ESI can be used;
    - ◇ A flyer on the parent's rights under ESI law;
    - ◇ Information on the parent's right to file a complaint through the local dispute resolution process and the complaint process of the Kansas State Board of Education; and,
    - ◇ Information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas.



**Tip!**

**If your child has a history of seclusion and restraint or challenging behavior, he or she could be eligible for additional supports and interventions. Parents are welcome to contact Families Together, Inc. to discuss possible options.**

## Are There Requirements for Meetings Following an Emergency Safety Intervention?

The written documentation of an emergency safety intervention incident must contain:

- a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of emergency safety interventions; and
- email and phone information for the parent to contact the school to schedule the emergency safety intervention meeting.

After an emergency safety intervention incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request such meeting verbally, in writing, or by electronic means. The focus of any meeting convened shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.



If a parent requests a meeting the meeting must be held within 10 days. The time for calling this meeting shall be extended beyond the 10 day limit if the parent is unable to attend within that time period.

## Are Students Required to Attend the Meeting?

The parent shall determine whether the student shall be invited to any meeting.

## **What are the Emergency Safety Intervention Meeting Requirements for Students Parentally Placed in Private Schools?**

For students who have an individualized education program (IEP) and are placed in a private school by a parent, a meeting called by the parent must include the parent and the private school, who shall consider whether the parent should request an IEP team meeting. If the parent requests an IEP team meeting, the private school must help facilitate such meeting.



# A Focus on Prevention

## Why focus on Positive Interventions?

Positive Interventions help build positive relationships and encourage new behaviors. Positive interventions also reinforce



new skills and increase self-satisfaction and optimism among students, parents and teachers. All students need to be recognized and rewarded when they are meeting the expectations that have been established. Current research suggests positive recognition (rewards, reinforcements, praise) must occur more

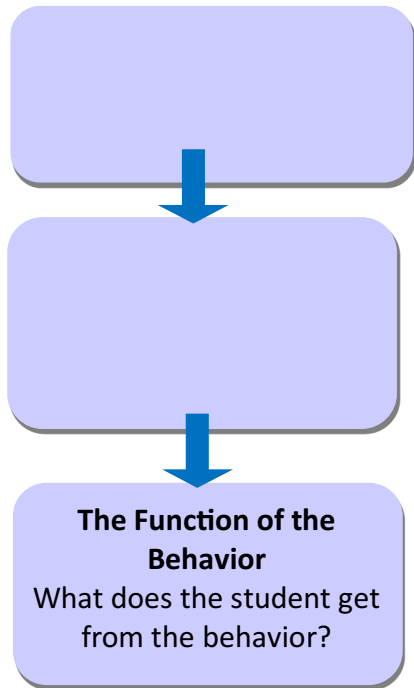
frequently than negative recognition. A well-developed behavior intervention plan should include many positive interventions in order to effectively change behavior. The first consideration should be the appropriateness of the interventions. The team should select interventions that are based on the student's developmental level, motor ability, communication mode and other factors relevant to the student and the disability.

Environmental and context related factors should also be considered. These might include things such as classroom seating, noise levels, peer issues, instruction that is too hard or too easy, transitions, and changes in the setting.

## Functional Behavioral Assessments

All behaviors are functional and are maintained in environments that support them. If your child's behavior impedes the learning of self or others, you can request a functional behavioral assessment (FBA). An FBA can help teams determine the when, where, how, and why problematic behavior occurs. A comprehensive FBA includes interviews, record reviews,

observation and data collection, graphing data collected, testing hypotheses, curriculum analysis, implementation of interventions, and an evaluation of the effectiveness of the plan. FBAs should identify antecedents (what happens just before the behavior occurs), a clearly defined picture of the behavior that is occurring, and the reinforcers (what happens just after the behavior occurs). Teams need to determine what the function of the behavior is so that they may provide successful interventions or teach replacement behaviors that meet the same function for the student.



## Behavior Intervention Plans

Behavior Intervention Plans (BIP) should focus on proactive strategies to support students, including positive behavior interventions and supports. BIPs should be positive, instructive, and based on a functional behavioral assessment. A BIP should address:

- the function of the behavior;
- effective teaching of the expected behavior;
- rewards and consequences that are meaningful to the student;
- opportunities to self-manage behaviors; and,
- teach appropriate replacement behaviors.

## The Kansas State Department of Education

- does not promote the use of emergency safety intervention with any student;
- recommends a focus on prevention;
- stresses that emergency safety intervention is not part of a tiered intervention system or student behavior plan – it is only to be used in an emergency; and,
- views emergency safety interventions as reactive strategies that do not decrease the likelihood of a behavior from occurring.

## Where can I find out more information about Emergency Safety Interventions?

### **Families Together, Inc.**

[www.familiestogetherinc.org](http://www.familiestogetherinc.org)

1-800-264-6343

Topeka Parent Center

[topeka@familiestogetherinc.org](mailto:topeka@familiestogetherinc.org)



Wichita Parent Center

[wichita@familiestogetherinc.org](mailto:wichita@familiestogetherinc.org)



Kansas  
Parent  
Information  
Resource  
Center

### **Kansas Parent Information Resource Center (KPIRC)**

1-866-711-6711

[www.kpirc.org](http://www.kpirc.org)

### **Kansas State Department of Education (KSDE)**

1-800-203-9462

[www.ksde.org](http://www.ksde.org)

[www.ksdetasn.org](http://www.ksdetasn.org)

