

June 8, 2023

Behavior Assessment Training
(BAT) Project

Special Education Directors Conference



Welcome and Introductions



*Behavior
Assessment
Training*

SIU Southern Illinois University
CARBONDALE



Agenda

- Intro of the BAT Project
- Scope of Work of the BAT Project
 - Including:
 - Webinar & Conference review
 - Specific District Technical Assistance (Freeport District #140)
 - Review of Previous ISBE Guidance Document (1998 version)
 - Sneak peak at the NEW ISBE Guidance Document for Behavioral Interventions in Schools
 - Future Events



About the BAT project

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood.

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.



Need for the BAT Project

- The BAT Project was formed as a response to address Illinois school districts identified as having significant discrepancy in the rates of suspensions and expulsions of children with IEPS (Indicator 4).
- Data utilized for this analysis have been submitted to ISBE by local districts through the state student information system for 3 consecutive years.
- Identified districts are required to complete a root cause analysis and an in-depth analysis of policies, procedures and practices to identify why a discrepancy exists.
- Targeted districts are required to submit progress reports demonstrating that the strategies and activities outlined in their Corrective Action Plan are being implemented with fidelity and will result in systemic change.

[https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline\(isbe.net\)](https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline(isbe.net))

[Indicator 4: Suspension/Expulsion](#)



Importance of topic



Students from historically marginalized groups are more likely than their peers to be affected by exclusionary discipline practices, like suspensions and expulsions.

Too often educators view student behavior as a problem, instead of the communication that it is.

Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions.

Illinois vs US Suspensions

IL Out-of-School Suspensions (2018)

Race	Number of Students	%
White	26,115	23%
Students of Color	82,048	73%

US Out-of-School Suspensions (2018)

Race	Number of Students	%
White	795,834	32%
Students of Color	1,625,589	65%

[Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2017-18](#)

[Expulsions, Suspensions, and Truants by District \(isbe.net\)](#)

Illinois vs. US Suspensions

IL In-School Suspensions

Race	Number of Students	%
White	50,982	29%
Students of Color	120,415	69%

US In-School Suspensions

Race	Number of Students	%
White	982,006	37%
Students of Color	1,550,560	59%

[Number of students receiving selected disciplinary actions in public elementary and secondary schools, by type of disciplinary action, disability status, sex, and race/ethnicity: 2017-18](#)

[Expulsions, Suspensions, and Truants by District \(isbe.net\)](#)

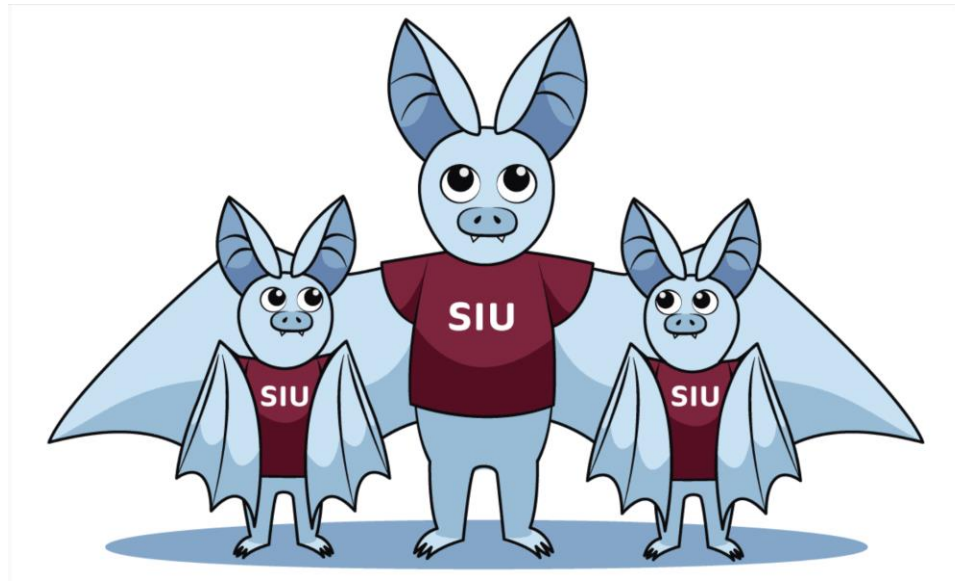
Illinois Expulsion with Educational Services

- 2017 – 2019 Average

Race	Number of Students	%
White	91	25%
Students of Color	269	73%

Culturally Relevant Pedagogy (CRP) by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."

Culturally Responsive Teaching (CRT) by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."



What the
BAT project
is doing

Monthly Webinars

Annual Conference

District-specific support

Guidance document

Technical assistance library

Archived BAT Webinars

October (archived)

Teacher Bias & Stereotype Awareness

November (archived)

Evaluation & Bias

December (archived)

Legal/Ethical Requirements of FBAs and BIPs

January 18th (archived)

Viewing student behavior through an action plan

February 15th (archived)

Culturally Responsive Evidence-Based Behavior Interventions

March 15th (archived)

Culturally Responsive Evidence-Based FBAs

April 19th (archived)

Culturally Responsive Evidence-Based BIPs

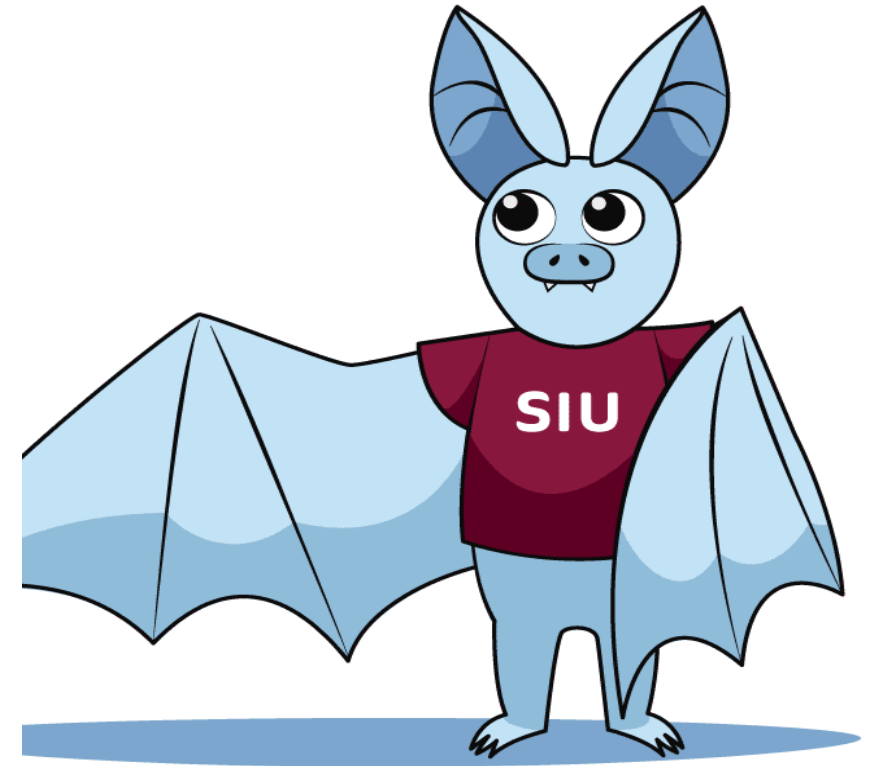
May 17th (archived)

Expanding on major behavior management themes



2022 Conference Retrospective

- Overview of all of our webinars
- K-12 panel (general educators, special educators, administrators)
- BCBA panel
- District (Freeport) update
- Participation from other universities
 - FBA data collection
 - Trouble shooting reinforcement
 - TATE assessment



District
support



Freeport SD #145

The Impact of the BAT Project

- Dan Holder, Assistant Superintendent for Pupil Personnel Services, Freeport SD 145
- <https://watch.screencastify.com/v/qAA2WOzNc24XaNkU7XvF>

Illinois State Board of Education

Behavioral Interventions in Schools:

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TO THE EDUCATIONAL RESOURCES
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Guidelines for Development of District Policies for Students with Disabilities

January 1996

State Guidance Document

- 1996
- Based on survey data
- Outdated practices

ISBE Guidance Document for Behavioral Interventions in Schools— updated June 2023

- Behavioral Intervention
Guidance Working Group
Members:
 - Special Education
Teachers
 - University faculty
 - School nurse
 - BCBA's
 - Lawyers
 - Parents
 - District administrators



Guidance Doc Updates

Sections edited

- Behavioral interventions (ie. Aversive mists, etc.)
- Time Out/Restraint

Other sections added:

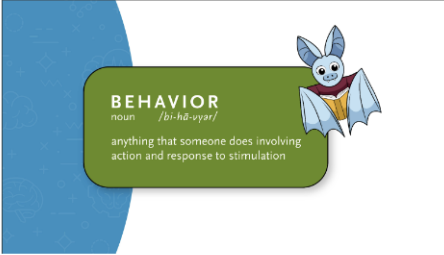

- Trauma-informed practices
- Juvenile justice
- Restorative practices
- Early childhood
- MTSS
 - PBIS



Technical Assistance Library

- Collection of behavior-specific resources
- User friendly
- Free and downloadable
- Documents and FAQs
- Links to conference info and slide decks
- <https://stemedresearch.siu.edu/behavior-assessment-training/>

Online Learning Modules

	<p>Use the definition card as a pop up “DID YOU KNOW” style tip graphic</p> <p>Did you know? Students who are suspended or expelled are more likely to drop out of school entirely, making them less likely to enroll in higher education.</p> <p>Change out the text.</p> <p>3X more likely to be in contact with the juvenile justice system in the following year!</p>	<p>Students who are suspended or expelled are more likely to drop out of school, making them less likely to enroll in higher education and secure well paying employment and careers.</p> <p>Students who are suspended or expelled based on teacher or administrator discretion, often due to implicit bias, are more likely to be in contact with the juvenile justice system.</p>
	<p>Create a simple animation of 10 <u>students</u> floating above a <u>school</u>, an <u>SRO</u> identifies a student in trouble (with a <u>warning icon</u>) and shifts them over to the <u>justice system</u>.</p> <p>We see them transition students over one by one via a dotted line.</p> <p>Zoom into the 10 students and isolate that scene.</p>	<p>Moreover, the increased reliance on School Resource Officers, as well as the juvenile justice system means that student situations that were once handled at the school level are now handled by law enforcement.</p> <p>The result of this approach is a school-to-prison pipeline that disproportionately impacts minority students and those with disabilities.</p>

Future opportunities

- Student opportunities
- Guidance document revisions
- Webinars
- Annual conference
- Work with school districts
- Online professional development



2023 Annual Conference

- 1 Day In-Person Regional Conference in October/November
- 4 Locations/4 separate dates
 - ❑ Northern: Chicago East - 11/6 AND Chicago West - 11/7 (tentative)
 - ❑ Central: (Springfield) 11/8 (tentative)
 - ❑ Southern: Southern Illinois University (Carbondale) - 10/25

This conference will discuss the new guidance document & review FBA/BIP/Code of Conduct best practices with an afternoon for team collaboration.

BAT webinar schedule

Fall 2023

August 9 (2 Hours)

- **Restorative Practices**

September 20

- **Staff, Community & Family Collaboration**

October 18

- **Impact of Trauma and Other Adverse Circumstances**

November 15

- **Significant Behavior Needs**

Spring 2024

January 17

- **Court Involved Youth**

February 21

- **Culturally Responsive Data Collection**

March 20

- **Implementation Fidelity**

April 17

- **Summary and General Follow-Up**

May 15

- **Early Childhood**

Thank you for your participation!



**Illinois
State Board of
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HUMAN SCIENCES**

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