

Mastering the Essentials: A Comprehensive Review of the ISBE Guidance Document & Toolkit on Behavioral Interventions

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Housekeeping

- Participation is encouraged: polls and asking questions.
- Exit survey: QR code at the end of today's webinar and will be emailed one hour after the conclusion of today's webinar.
- ISBE evaluation: Will be emailed tomorrow. Please return completed ISBE evaluation with IEIN number for the evidence of completion. Please allow 6-8 weeks for the evidence of completion to be emailed.



Poll #1 – What is your professional role?

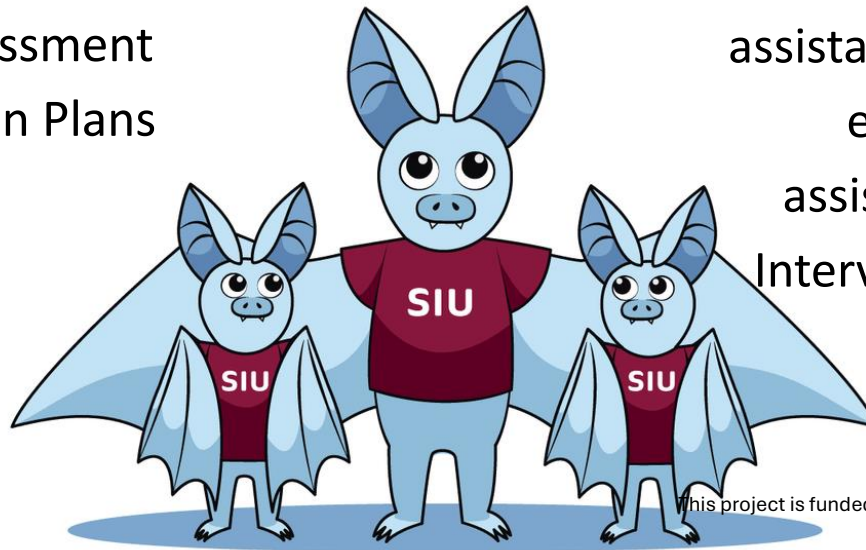
- General education teacher
- Special education teacher
 - Administrator
 - Social Worker
 - Other



Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.

The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.



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

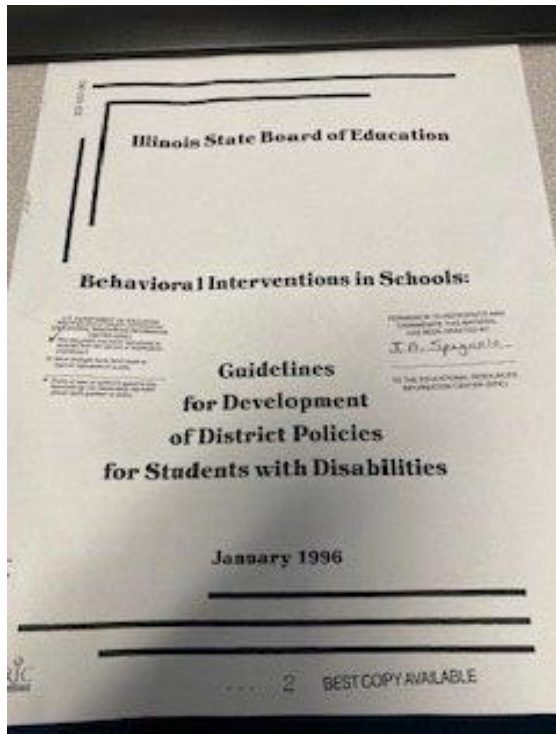
Agenda

- Review of ISBE's Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities
- Review of Online Toolkit on Behavioral Interventions

Poll #2: Did you review the ISBE document
*Behavioral Interventions in Schools:
Guidelines for Developing District Policies
for Students with Disabilities* before
attending this webinar?

- Yes
- No

ISBE's Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities



[BAT-Statutory-Guidance.pdf](#)

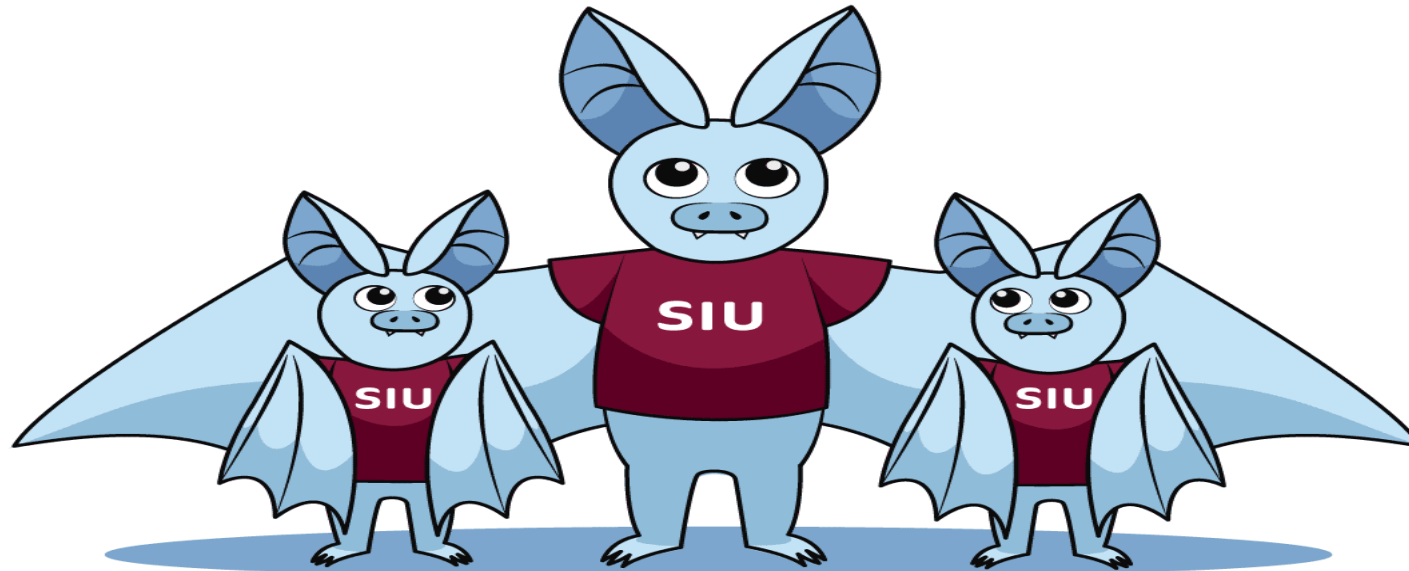


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- Development of FBAs and BIPs
- Procedural Protections and Dispute Resolution
- Committees, Collaboration, & Professional Development
- Resources

Executive Summary of IDEA and Statutes

- Ensures **Free Appropriate Public Education (FAPE)** for eligible children with disabilities.
- Guarantees **special education and related services** nationwide.



Executive Summary of IDEA and Statutes

Key IDEA Provisions

- **Behavior & IEP:**

If a child's behavior impedes learning, the IEP team must consider **positive behavioral interventions** and supports (20 USC 1414(d)(3)(B)).

- **Disciplinary Removals:**

Students removed from placement must continue to receive IEP services and be considered for **FBA, BIP**, and other modifications (20 USC 1415(k)(1)(D)).

Illinois & Federal Statutory Requirements

- **Part 226, Title 23, Illinois Admin Code:**

Aligns state special education procedures with IDEA and establishes dispute resolution.

- **Section 14-8.05, Illinois School Code:**

Requires behavioral intervention policies that respect **dignity, privacy,** and ensure **least restrictive environment.**

- **2022 OSERS/OCR Discipline Guidance:**

Addresses **disciplinary disparities** and outlines practices for equitable treatment of students with disabilities.

District Policy Guidelines

- Section 5/14-8.05(c) requires that each district establish and maintain a committee to assist with the development of policies and procedures for students with disabilities who require behavioral interventions.
- Section 5/14-8.05 also requires a school district to furnish a copy of its the local policies and procedures on the use of behavioral interventions to parents or guardians of all students with IEPs.

Behavior Interventions in the School Setting

Types of Behavioral Interventions

- Nonrestrictive interventions
 - Positive behavioral supports and interventions (ex: first/then, modeling, proximity, token economy)
 - Reactive nonrestrictive interventions (ex: redirection, differential reinforcement, allowing students to escape from task)
- Restrictive interventions (ex: suspension, detention)
- Highly restrictive interventions (ex: isolated time out, time out, physical restraint)
- Prohibited interventions (ex: denial/restriction of access regularly used equipment that facilitate educational functioning, aversive mists)

What is an FBA?



Development of a BIP

When the IEP team starts to develop a BIP, it should include strategies that:

- Teach and reinforce positive, preferred behavior
- Decrease future occurrences of the target behavior
- Address repeated episodes of the target behavior

Behavior goals in BIPs should be written in specific, positive terms that focus on increasing desired behavior rather than eliminating or reducing the undesired behavior.



Don't forget to link behavior goals to the BIP and review the BIP at every annual IEP meeting!

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Potential BIP Obstacles

- Vague or subjective definitions of target behavior(s)
- Incomplete measurement criteria and data collection expectations regarding target behavior and interventions
- Insufficient interventions (e.g., not effective to address behavior complexity or magnitude, not aligned with the FBA data)
- Inconsistent or incorrect implementation of the plan across settings and/or staff
- Failure to adequately monitor and/or adjust the plan over time, as needed, which leads to inadequate evaluation of the BIP's impact
- Lack of training to provide staff with the skills and support necessary to teach positive behavior strategies and replacement behavior
- Neglecting to consider environmental issues, cultural norms, or other issues that occur outside of the classroom and school environment that are impacting the student's behavior

Procedural Protections and Dispute Resolution

- Notification (Prior Written Notice) - no later than 3 school days
- Documentation in the IEP – FAPE applies
- Dispute Resolution - [Effective Dispute Resolution](#)

Committees, Collaboration, & Professional Development

- District committee on policies and procedures for students with disabilities who require behavioral interventions
- Proactive communication
- Professional development on behavior intervention strategies

Poll #3: Are you familiar with the online Toolkit?

- Yes
- No

BAT Toolkit



Chapter 1:
Reevaluating Zero Tolerance Policies and the Shift Toward Supportive Approaches »



Chapter 2:
Leveraging MTSS for Equitable Behavioral Supports »



Chapter 3: COMING SOON: Development of Functional Behavior Assessment and Behavior Intervention Plan »



Chapter 4: Enhancing Student Success through Family and Community Collaboration »



Chapter 5: Integrating Restorative Practices within Social-Emotional Learning »



Chapter 6: Understanding and Addressing the Impact of Childhood Trauma and Other Adverse Circumstances on Behavior »



Chapter 7: Strengthening Early Childhood Education »



Chapter 8: Utilizing Transition Planning to Support Behavioral Needs »



TOOLKIT TOPIC 1

Reevaluating Zero Tolerance Policies and the Shift Toward Supportive Approaches

Dr. Pamela Fenning, Dan Holder, Dr. Louise M. Yoho

- Zero tolerance policies intended to improve safety
- Disproportionate impact on marginalized students for minor infractions
- No evidence these policies improve safety
- States, like Illinois, are shifting to supportive approaches including MTSS, SEL, restorative practices and required threat assessments.
- Calls for inclusive, proactive disciplinary practices



TOOLKIT TOPIC 2

Leveraging MTSS for Equitable Behavioral Supports

Dr. Pamela Fenning, Dr. Louise M. Yoho,
Dr. Jessica Zanton, Cynthia Martin,
Travis Clayton, Matt Cohen

- COVID-19 pandemic intensified behavioral and learning challenges.
- MTSS addresses academic, behavioral, and social-emotional needs
- Offers tiered interventions from universal (Tier 1) to individualized (Tier 3)
- Data-driven, team-based, and focused on equity
- Promotes early intervention and improved outcomes for all students



TOOLKIT TOPIC 3

COMING SOON:
*Development
of Functional
Behavior
Assessment
and Behavior
Intervention Plan*

Dr. Louise M. Yoho, Nikki Michalak, Dan Holder,
Aaren Ruten, Cynthia Martin, Matt Cohen

- Promotes **Function-Based Approaches** for *all* students
- FBAs and BIPs are critical tools to:
 - Identify root causes
 - Teach replacement behaviors
 - Keep students in learning environments
- Supports **inclusive, proactive systems**, not just IEP-based interventions



TOOLKIT TOPIC 4

Enhancing Student Success through Family and Community Collaboration

Dr. Deborah Bruns, Dr. Nikki Michalak,
Travis Clayton, Chrissy Harsy

- Family and community engagement improves achievement, attendance, and behavior
- Collaboration ensures individualized and consistent support, especially for students with disabilities
- Trust and communication are essential, particularly with marginalized families
- Strong partnerships lead to better student outcomes and school climate



TOOLKIT TOPIC 5

Integrating Restorative Practices within Social-Emotional Learning

Dr. Louise M. Yoho, Dr. Pamela Fenning, Travis Clayton

- Restorative practices emphasize accountability, empathy, and repair over punishment
- Originating from Indigenous and justice systems, now used in schools to improve climate and relationships
- Aligns well with SEL and MTSS
- Successful implementation requires trust, shared power, and adaptation to student development



TOOLKIT TOPIC 6

Understanding and Addressing the Impact of Childhood Trauma and Other Adverse Circumstances on Behavior

Dr. Louise M. Yoho, Travis Clayton, Dr. Jessica Zanton

- Childhood trauma has long-term effects on health, behavior, and learning
- Trauma-sensitive schools use empathetic, skill-building approaches
- The goal is to foster emotional well-being and academic success by recognizing and responding to trauma



TOOLKIT TOPIC 7

Strengthening Early Childhood Education

Dr. Deborah Bruns, Dan Holder, Christine Gibson

- Early years (ages 3-8) are critical for brain development, learning, and health
- Use of evidence-based SEL strategies enhances development
- MTSS helps children with delays or behavioral needs
- Strong partnerships with families, communities, and culturally response practices are essential



TOOLKIT TOPIC 8

Utilizing Transition Planning to Support Behavioral Needs

Dr. Louise M. Yoho, Travis Clayton

- Transition planning is required for Illinois students with IEPs
- Behavioral skills are essential but often underprioritized
- Illinois SEL standards provide a framework
- Equitable planning must reduce disciplinary disparities and law enforcement involvement

Please complete the exit survey.

Title: Mastering the
Essentials: A
Comprehensive
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Guidance Document
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