

Region III Special Education Cooperative



Behavioral Interventions Policy and Procedures

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Introduction

The Illinois State Board of Education (ISBE) published the “Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities” document in June 1994. The document was based on data from a 1993 statutorily mandated statewide district study of behavioral interventions implemented with students with disabilities receiving special education and related services. The study identified the frequency and use of behavioral interventions, the number of Illinois school districts with policies in place, and how district policies differed between emergency and routine behavioral interventions. The study also surveyed training costs for district staff and families for implementing behavioral interventions. The guidelines were updated in February 1996.

Summary of IDEA and Statutes

The Individuals with Disabilities Education Act is a law that requires provision of a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

IDEA provisions:

- If the child’s behavior impedes their learning or that of others, an Individualized Education Program (IEP) team shall consider positive behavior interventions, supports, and other strategies to address that behavior (20 USC 1414(d)(3)(B)).
- A child with a disability who is removed from their current placement (irrespective of whether the behavior was determined to be a manifestation of the child’s disability) shall continue to receive services outlined in their IEP and be considered for, as appropriate, a Functional Behavioral Assessment, a Behavioral Intervention Plan, and modifications designed to address the specific behavior violation(s) (20 USC 1415(k)(1)(D)).

Statutes

Part 226 of Title 23 of the Illinois Administrative Code establishes requirements for the identification and provision of special education and related services for students in Illinois, pursuant to IDEA (20 USC 1400 et seq.) and its implementing regulations. Part 226 also establishes procedures for dispute resolution matters.

Section 14-8.05 of the Illinois School Code requires each school board to establish and maintain a committee to develop policies and procedures on the use of behavioral interventions for students with disabilities who require behavior intervention. The law further requires that behavioral interventions be used in consideration of the student’s physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy and ensures the student’s right to placement in the least restrictive educational environment.

Core Principles

A key principle of these guidelines is to provide all students, including students with disabilities, a learning environment that supports their academic, social, and emotional development. Furthermore, specific policies must include procedures and methodologies that align with widely accepted practices in behavioral intervention. The legislation mandates that the policy also include criteria to assess when a student with disabilities may need a behavioral intervention plan.

Focus on Positive Interventions

Positive behavioral interventions are recognized as the most effective means of cultivating and reinforcing social and adaptive behaviors in students. Consequently, these positive strategies should be prioritized when addressing behavioral challenges. While they represent the most effective and compassionate approach to increasing positive behaviors while decreasing undesirable ones, there are instances where these interventions may not effectively manage extremely inappropriate behavior. In such situations, more restrictive measures may be temporarily employed to ensure the safety of everyone in the educational setting. When utilizing more restrictive practices, it is crucial to enhance assessment, planning, supervision, documentation, and protective measures.

Procedural Protections

All procedural safeguards available to students with disabilities and their parents or guardians under the Individuals with Disabilities Education Improvement Act (IDEA) must be upheld during the development of behavioral interventions. This includes providing notice and obtaining consent, as well as ensuring opportunities for participation in meetings. Parents, guardians, or students have the right to request a due process hearing concerning any aspect of the student's Individualized Education Program (IEP).

Behavioral Interventions Advisory Committee

Public Act 91-0600 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. The policies and procedures must be designed with advice from parents of students with disabilities, other parents, teachers, administrators, advocates for persons with disabilities, and persons with knowledge or expertise in the development and implementation of behavioral interventions. The statute also requires that a district's policies and procedures:

- Emphasize positive interventions that are designed to develop and strengthen desirable or replacement behaviors;
- Incorporate procedures and methods that are consistent with generally accepted practices in the field of behavioral intervention;
- Include criteria for determining when a student with disabilities may require a Behavioral Intervention Plan;
- Include procedures for monitoring the use of restrictive behavioral interventions;
- Reflect that the guidelines of the Illinois State Board of Education have been reviewed and considered and include the contact information of ISBE so that the behavioral guidelines may be accessed or requested.

A Behavioral Interventions Advisory Committee has been created and will collaborate annually and when changes need to be made or considered in the behavior intervention policy and procedures. The Director will hold the power and duty to appoint, remove, and replace committee members. This committee may consist of the Director or a designated representative, administrative staff, parents of students with and/or without disabilities, teachers trained in behavioral interventions, school psychologists, school social workers, behavior intervention specialists, educational advocates, or other members of the community.

The Behavioral Interventions Committee will have the following duties and responsibilities:

1. Create and evaluate policies and procedures for implementing behavioral interventions for students with disabilities who need such support.
2. Advise the Director or their appointed representative on effective behavior programming and matters concerning behavioral interventions, including those that are restrictive.
3. Offer recommendations to the Director or their appointed representative regarding professional development for staff related to behavioral interventions.

Policy and Procedures

Region III Special Education Cooperative is dedicated to creating a learning environment for all students with disabilities that fosters skills to become collaborative team members, complex thinkers, and engaged community participants. This policy aims to encourage the implementation of positive behavioral interventions and incorporates the following elements:

- Classification of behavioral interventions according to their level of restrictiveness.
- Formation of an advisory committee focused on behavioral interventions.
- Behavior Intervention Plan.
- Procedures for documenting the emergency application of restrictive interventions.
- Opportunities for parental involvement and assurance of due process rights, which include parent notification and the right to appeal.
- Opportunities for staff training and ongoing professional development.

Behavioral Interventions

(according to their level of restrictiveness)

A list of behavioral interventions according to their level of restrictiveness can be referenced, as well as definitions for these interventions, can be found in Appendix A.

An effective strategy and best-practice approach for implementing any behavioral intervention includes conducting a functional assessment of the behavior concern, along with planning, execution, monitoring, and evaluation of the intervention results.

Positive Behavioral Supports and Interventions-These options are preferred due to their minimal risk of adverse effects and the emphasis on substituting undesirable behaviors with constructive behavior modifications. These interventions may be implemented without the need for a formal written behavior management plan or inclusion in the student's Individualized Education Program (IEP) or the options can be included in a behavior intervention plan.

- Adaptation or modification
- Giving choices
- Communication with parents or guardians
- Excusal from specific tasks/classes
- Exercise or movement
- Differentiated instruction
- Environmental modification
- Guided problem solving
- Social skills instruction
- Instructional Assignment
- Discrete trial training
- Naturalistic training
- Functional communication training
- Modeling
- Pairing
- Positive/Negative Reinforcement
- Proximity control
- Redirection/Prompting (verbal, non-verbal, visual)
- First-Then
- Multi-modal communication
- Visual schedule and/or supports
- Restorative Conferencing
- Self-monitoring
- Sensory Regulation
- Shaping
- Token/Points system
- Acceptance and Commitment Therapy Program
- Mindfulness
- Yoga
- Meditation
- Preferred activities

Reactive Nonrestrictive Interventions

- Allow student to escape task

- Extinction
- Differential Reinforcement
- Planned Ignoring
- Redirection
- Response-Cost
- Noncontingent Reinforcement
- Overcorrection
- Satiation

Restrictive Interventions

- Exclusion from extracurricular activities
- Response-cost
- Time-out (exclusionary)
- Physical restraint (trained, certified staff only)
- Suspension

Restrictive interventions should only be employed in emergency situations or after all “nonrestrictive” interventions have been attempted and proven ineffective. Patterns of using restrictive interventions may trigger a Functional Behavior Assessment (FBA) if one has not already been conducted. If an FBA has been completed, the student’s Behavior Intervention Plan (BIP) should be reviewed and updated as needed. Additionally, a BIP should be created if none exists, and any necessary changes to the student’s Individualized Education Program (IEP) must be made to ensure alignment with their current needs.

The use of restrictive interventions must be limited to the shortest duration necessary to manage the student’s behavior. Efforts should be made to transition to less restrictive methods as soon as possible. It is essential to pair these interventions with positive reinforcement strategies aimed at encouraging socially appropriate behaviors.

According to state regulations, the restrictive interventions of isolated time out and physical restraint are clearly defined. **Isolated time out** involves the temporary removal of the student from the classroom to a designated time out area, which may include any enclosure where exit is restricted. This approach is intended to separate the student from peers to facilitate their return to an appropriate educational activity. It is important to clarify that this does not equate to in-school suspension. Students remain supervised by staff during this time.

Physical restraint refers to the application of safe and effective behavioral management techniques used to physically hold or restrict a student’s movements. This measure should only be employed as a last resort for students who pose a danger to themselves or others, or in situations where property

damage could lead to physical harm. All restrictive interventions must be implemented in accordance with state regulations and must be evaluated and documented appropriately.

Highly Restrictive Interventions-These interventions are only used in the most severe situations when less restrictive resources have failed to be successful and evidence supports their use.

- Denial or access to regularly used equipment/devices that assist a student's educational functioning, unless there is an immediate or possible danger to the safety to the student or others
- Aversive stimuli (verbal)
- Expulsion with continuing educational programming (must have data and documentation to warrant placement change)

Prohibited Interventions-These interventions are unlawful and cannot be used by the District under any circumstances:

- Expulsion with termination of educational services
- Aversive stimuli (mists, aromatics, tastes)
- Prone physical restraint
- Supine physical restraint
- Mechanical restraints
- Chemical restraint
- Physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure
- Corporal punishment

Development of FBAs and BIPs

A Functional Behavioral Assessment (FBA) aims to analyze problematic behavior and identify situations where such behavior is most likely to occur. An FBA is designed to help teams develop a Behavioral Intervention Plan (BIP) that includes evidence-based positive interventions expected to effectively address the behavior's function, thus leading to more appropriate replacement behavior. The assessment consists of direct and indirect data collection to determine where, when, and why specific behaviors are occurring. Direct observations of a student should occur across various settings in different situations that tend to result in the target behavior(s). Informal means of assessments should also be utilized, such as rating scales and parent/teacher/student reports and interviews, when appropriate. An FBA should identify prior interventions that have been utilized, and it should document success rates of the interventions across settings, in detail.

An FBA might occur via an initial referral process and during the MTSS process to assist in determining a student's eligibility for an IEP. However, an FBA may also occur as an additional assessment after an IEP is already in place. Contributors to the FBA include school administration, school-based clinicians (school

psychologists, social workers, etc.), classroom teachers, board-certified behavior analysts, parents/guardians, the student, and any other individuals who regularly interact with the student. Written consent from the parent/guardian to exchange student-based information also allows external experts, such as a student's private therapist or counselor, to be consulted.

An *FBA* should include the following components:

- A. A description of the student's strengths, including their appropriate behaviors;
- B. A detailed description of the target behavior(s) of concern, defined in observable and measurable terms;
- C. A description of the settings (e.g., classrooms/subject areas, locations within the school) in which the target behavior occurs most and least often, including data regarding the intensity, frequency, and duration of the behavior, and the conditions and/or individuals involved/present when the behavior occurs the most and least often;
- D. An analysis of antecedents to -- and consequences of -- the target behavior;
- E. A description of other environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, weather, social factors); obtain information from various sources (interviews with teachers, bus drivers, paraprofessionals, lunchroom and custodial staff, clerks, etc.);
- F. Examination and hypotheses of any known communicative nature of the behavior and the functional or practical intent of the behavior;
- G. A description of any environmental modifications made to shape or change the target behavior; and
- H. Identification of appropriate behaviors that could serve as functional alternatives to the target behavior.

Educators should also remember that an *FBA* can be useful in the development of instructional strategies for students with and without disabilities to proactively address behaviors.

Behavioral Intervention Plans

IEP teams must properly document a student's need for positive behavioral interventions in the IEP, including a BIP, when appropriate. Prior to the development of any BIP, the IEP team should review the *FBA* and previous IEPs/BIPs and identify prior or current behavior interventions, including an analysis of the success rate, or lack thereof, of the interventions.

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

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

Additionally, a BIP should include the following:

- A. A summary of the *FBA* analysis and findings;
- B. A summary of previous (or current) interventions attempted and their success rate;
- C. Identification of the behaviors that will be taught to replace the target behavior and strategies to do so (e.g., modeling, practicing, explicit teaching, feedback, cues, patterns of reinforcement, etc.);
- D. Documentation of any planned adjustments to the student's environment and/or

instruction/curriculum;

E. A description of motivators and rewards that will be utilized to shape the student's behavior;

F. A description of how behavior will be measured and how data will be collected, including evaluation procedures, timelines, and measurement criteria;

G. A specific plan or method to communicate with the parents/guardians about their child's behavior and coordinating school-based and home-based interventions; and

H. A list of school staff who will be informed of the BIP, who will be provided with a copy of the plan, and how the plan will be communicated/disseminated to relevant school staff.

A BIP also should identify any restrictive disciplinary measures that may be implemented and the conditions in which such measures may be used. However, restrictive measures should only be considered after all possible positive interventions are implemented for an appropriate amount of time. It should be noted that behavior sometimes gets worse before it improves, and aversive techniques are typically ineffective in controlling student behavior.

Finally, the IEP team should include a description of how an emergency situation or behavioral crisis will be handled. A crisis may be defined as a situation that requires an immediate intervention, and the BIP should include specific conditions under which a crisis/emergency plan will be utilized. This portion of the BIP must be reviewed to ensure it complies with any district and state policies and procedures regarding the use of behavior intervention strategies. A crisis plan should be carefully and frequently monitored.

Behavior goals in BIPs should be written in specific, positive terms that focus on increasing desired behavior rather than eliminating or reducing undesired behaviors. Goals should facilitate collection of objective, measurable data.

Additional functional behavior assessments should be conducted if significant modifications or new interventions are necessary. Modifications should be proposed based on these assessments, and parental notification and input should be obtained. If substantial changes to the BIP are deemed necessary, the appropriate procedures should be followed for reconvening, reviewing the IEP/BIP, and making any modifications or revisions.

Documentation of the Application of Restrictive Interventions

Despite support, problem behaviors can still occur. The response of a teacher, administrator, or other school staff to behavior that has the potential to threaten the well-being of a student or an adult is of paramount importance. Physical restraints and time outs, as defined in the School Code and administrative rules, must be interventions of the last resort and applied judiciously in the rarest of situations. Physically restraining or placing a student in time out can carry many risks to the student's physical well-being, emotional health, self-image, and reputation in the school community. Use of these interventions can also erode trust among stakeholders in the student's education and inhibit the student from being educated in a safe and healthy learning environment. There are rare incidents in which it may be necessary to restrict a student's movements to ensure the safety of the student or others. State laws and federal guidance provide parameters for the use of time out and physical restraints when circumstances warrant.

Restrictive interventions may be utilized during emergencies. In this context, an “emergency” is defined as a situation where immediate restrictive action is required to safeguard students, others, or the physical environment from potential physical harm, severe emotional distress caused by verbal and nonverbal threats, significant property damage, or ongoing disruptions to the learning atmosphere.

The Illinois Administrative Code (updated April 2022) [23 IAC 1.285] states the following:

“Isolated time out, time out, and physical restraint, as defined in this Section, shall be used only when the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm, there is no known medical contraindication to its use on the student, and the school staff members or members applying the intervention have been trained in its safe application under this Section. (Section 10-20.33(b) or 34-18.20(b) of the School Code). Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.”

ISBE Form 11-01 must be used to document instances of isolated time out, time out, and/or physical restraint. The form can be found on the ISBE Student Care webpage. The school must make a reasonable attempt to notify the parent on the same day the event occurs. The school will also notify the designated person in the cooperative to receive the record as soon as possible but no later than the end of the school day on which the event occurs. The serving entity will then fill out ISBE Form 11-1 along with a narrative form established by Region III Cooperative. This form will be sent to the parents or guardian of the student by the next business day after the event occurred. The state form information will be entered into the State Information System (SIS) within two school days after any use of isolated time out, time out or physical restraint.

Opportunities for parental involvement and assurance of due process rights, which include parent notification and the right to appeal.

Parents and guardians have the right to actively participate in the creation of any behavior intervention plan that includes restrictive procedures. They will receive copies and/or clear explanations of the functional behavioral analysis performed and the behavior intervention plan created for their child. Written notification will be sent to parents/guardians regarding the development of any behavior intervention plan. Additionally, documentation will be provided through the Individualized Education Program (IEP) process, with a copy of the plan attached.

All procedural safeguards, including the rights to conflict resolution, mediation, and an impartial due process hearing as mandated by the Individuals with Disabilities Education Improvement Act and the Illinois School Code, will apply in resolving disputes related to behavior intervention plans. If a parent or guardian disagrees with a proposed restrictive behavior intervention or any part of its implementation, the District will work with the parent/guardian to seek a resolution to the disagreement.

Staff Training and Professional Development

To ensure that our staff is adequately trained to effectively implement behavioral interventions, we will provide regular professional development and training opportunities. Staff members who may need to engage in physically restrictive interventions, such as Nonviolent Physical Crisis Intervention from the Crisis Prevention Institute (an ISBE-approved program), will receive additional certification training.

Behavioral training may encompass a variety of activities, including in-service workshops and professional conferences, coursework through accredited , or embedded professional development sessions. Most of these training opportunities will be accessible to all district staff and will be delivered by qualified professionals with expertise and certification in behavior assessment and intervention.

Training will be open to all employees, and required by staff who work in a classroom daily. These individuals will receive specialized training in restrictive interventions, including Nonviolent Physical Crisis Intervention and are required to complete 8 hours of training annually in the areas of crisis de-escalation, restorative practices, identifying signs of distress during RTO, trauma informed practices, and behavior management practices.

Most Region III employees who are in classrooms regularly are trained in Crisis Prevention Intervention and receive regular professional development in the areas stated above.

State Board of Education Guidelines

This policy has been adopted after careful review and consideration of the Illinois State Board of Education's guidelines relating to behavioral interventions. Copies of the Illinois State Board of Education's Behavioral Interventions in Schools by clicking on the link below and/or write to

*Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001*

[Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities](#)

Dissemination of Policy

Copies of this policy, along with any related policies and procedures concerning the use of behavioral interventions for students with disabilities, will be distributed to the parents and/or guardians of all students with individualized education plans (IEPs) within fifteen days of their adoption or amendment

by the Executive Board of Region III Cooperative. Additionally, when an individualized education plan is first put into effect for a student, copies of such policies and procedures will also be provided to the parents and/or guardians. During the student's annual review, the IEP team will (1) clarify these policies and procedures and (2) provide a copy of the policies to the parents and/or guardians.

For more information regarding these policies and procedures, contact Messina Lenger, Director, Region III Special Education Cooperative at (618) 462-1031 or via email at mlenger@region3sec.org

Resources

- Time-Out Procedures Outline in materials from the Illinois State Board of Education School Code
<https://www.ilga.gov/legislation/ilcs/ilcs4.asp?ActID=1005&SeqStart=120200000&SeqEnd=122500000>
- Physical Restraint, Time Out, and Isolated Time Out Bill of Rights from the Illinois State Board of Education
<https://www.isbe.net/Documents/RTO-Bill-of-Rights.pdf>
- Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities from the Illinois State Board of Education
https://www.isbe.net/SPEDReqNotConForms/nc_proc_sfgrds_34-57j.pdf
- Behavioral Interventions Act Outline taken from the Illinois Compiled Statutes (105 ILCS 5/14-8.05)
<https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K14-8.05>
- Physical Intervention Debriefing Form will be completed by district staff to document crisis interventions.
- Region III Special Education Cooperative CLIP Program Handbook
https://docs.google.com/document/d/1KVx0iHneIZDI8H9VLMC5swWVuebg8t_x/edit#heading=h.gjdgxs
- Region III Special Education Cooperative Journeys School Handbook
https://www.region3sec.org/uploads/1/3/1/7/131729952/journey_student_handbook_2025-2026.docx.pdf

Appendix A

Definitions of Behavioral Interventions by Level of Restrictiveness

Positive (Nonrestrictive) Interventions

Adaptation-a change to the teaching process, materials, or assessments to help a student achieve learning outcomes

Modification-a type of adaptation that alters what a student is expected to learn by changing the curriculum or performance expectations

Giving choices-this helps build decision-making, problem solving, and critical thinking skills in a safe environment. This process also fosters independence, confidence, and a sense of control, while teaching responsibility and reducing power struggles.

Communication with parents or guardians-this can occur in any format and helps with consistency, trust, and a collaborative partnership that extends interventions from professional settings to home and community life.

Excusal from specific tasks/classes-documented decisions, typically by the IEP team, that allows a student to be excused from completing certain tasks, activities or class requirements when those tasks are not essential to the student's individualized learning goals. An alternative activity, modification or learning method is provided to ensure the student continues to receive access to the curriculum.

Exercise and movement-any type of movement that requires energy or planned, structured, and repetitive type of physical activity helps to reduce anxiety, improve focus, and increase self-regulation.

Differential Instruction - Instruction to teach skills that are incompatible with problem behaviors - typically accompanied by reinforcement given when those incompatible behaviors are displayed.

Environmental Modification - Changing the environment in order to influence a target behavior (e.g., alternate seating, lighting, space).

Guided Problem Solving - Providing an opportunity for the student to discuss the problem behavior and his/her feelings about the behavior. The use of alternative behaviors might be included in this discussion.

Social Skills Instruction-lessons that provide a direct and proactive way to teach the specific skills needed to replace problem behaviors with appropriate ones and increase social competence.

Instructional Assignment - Creation or modification of instructional assignment to increase the student's motivation, attention, success, etc.

Discrete Trial Training-a structured teaching method that breaks down complex skills into smaller, manageable steps to teach them one by one through repetition and reinforcement.

Naturalistic Training-embeds learning opportunities into everyday activities and follows a child's lead, using the child's interests, to make the process more natural and motivating.

Functional Communication Training-a behavioral therapy strategy that replaces challenging behaviors, like tantrums, with appropriate communication skills to help individuals express their needs.

Modeling - A process in which one person learns by observing the behavior, attitude, or effective responses of another person (e.g., student observes others engaging in cooperative turn taking).

Pairing-a process of building a positive relationship by associating the staff person with enjoyable experiences for the child. The staff person becomes a source of fun and positivity to establish trust and rapport, which is a foundation for learning and cooperation.

Positive Reinforcement - Providing a reinforcer (e.g., praise, points, tokens) contingent upon a target response which increases or maintains the frequency of the response (e.g., praising student for cooperative turn-taking).

Negative Reinforcement - Removal of aversive stimuli (e.g., a non-preferred activity) contingent upon a target response which increases or maintains the frequency of the response (this is MUCH different than punishment, which is aversive).

Proximity Control - The use of physical position to control behavior (e.g., standing near a student, eye contact).

Redirection (verbal, nonverbal signal) - Either by verbal or nonverbal signal, redirect the student from an inappropriate to appropriate behavior/activity (e.g., teacher verbally engages student to help him/her focus on task and away from peers).

First/Then-a visual or verbal support strategy that uses a two-step sequence to explain what must be done first and what will happen after.

Multi-modal communication-the intentional use of multiple forms of communication, such as speech, gestures, pictures, sign language, AAC devices, written words or visual supports, to provide a student with accessible and effective ways to express needs, wants and feelings and information. This intervention may reduce frustration, decrease challenging behaviors and increase functional appropriate communication.

Visual schedule and/or supports-the use of pictures, symbols, written words or other visual cues to show a student what to expect, what is happening next, and what actions are required in a routine or activity.

Restorative conferencing-structured, facilitated process in which individuals involved in a conflict or behavioral incident come together to discuss what happened, how it affected everyone, and what can be done to repair harm and restore relationships. The approach emphasizes accountability, empathy, problem solving and collaborative development of agreements to address the harm, prevent recurrence, and rebuild trust within the school community.

Self-Monitoring - A collection of strategies designed to increase a student's management and control his/her own behavior. These strategies include training the student in self-evaluation and self-reinforcement.

Sensory Regulation-providing structured, individualized strategies or activities that help a student manage sensory input-such as movement, touch, sound, or visual stimulation-to maintain an optimal level of alertness

Shaping - A procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., in order to get student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).

Token System - A system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).

Acceptance and Commitment Therapy Program - ACT is a behavior-based intervention that helps individuals develop psychological flexibility by teaching them to notice and accept difficult thoughts, emotions and internal experiences rather than trying to avoid or control them. ACT focuses on connecting the individual to their personal values and guiding them to take purposeful, committed actions aligned with those values. Within behavior support, ACT strengthens self-regulation,

increases willingness to engage in adaptive behaviors and even within experiencing discomfort, and reduces the impact of unhelpful thoughts or emotions on behavior.

Mindfulness - a behavior intervention that teaches individuals to intentionally focus their attention on the present moment with openness and without judgement, Through practices such as deep breathing, grounding, and awareness of thoughts, feelings, and body sensations, mindfulness helps students improve self-regulation, reduces impulsivity and increase their ability to pause before acting.

Yoga - a behavior intervention that uses breathing exercises, structured movement, and guided relaxation to help students improve self-regulation, reduces stress and increases body awareness. By promoting calmness and focus, yoga supports positive behavior and enhances a student's ability to manage emotions and remain engaged in learning.

Meditation - a behavior intervention that teaches students to calm their mind and focus their attention through quiet reflection, breathing, or guided practice. It helps reduces stress, increase self-awareness, and improve emotional regulation, which supports more positive and intentional behavior in school settings.

Preferred Activities - incorporating a student's favorite or highly motivation activities to encourage positive behavior, increase engagement, and reinforce desired skills. These activities serve as incentives or rewards to support learning, cooperative, and adaptive behavior.

Restrictive Interventions

Exclusion from Extracurricular Activities -The student is prohibited from participation in extracurricular activities as a form of punishment (does not include exclusion due to failure to meet eligibility requirements or other prerequisite standards for participation).

Time-out (exclusionary) -a behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.

Physical Restraint - The use of specific, non-harmful physical intervention techniques and holds to protect the student and others from injury (implemented by trained, certified staff members and teams).

Response-Cost - Preferred tangibles or preferred activities are removed contingent upon the display of an inappropriate behavior.

Suspension - Removal from school programs by administrative action for gross disobedience or gross misconduct not to exceed 10 school days.

Highly Restrictive Interventions

Aversive stimuli (verbal) - This would include negative and/or audibly elevated redirection (e.g., a teacher yells at a student as a result of inappropriate behavior).

Denial or Restricted Access to Regularly Used Equipment or Devices that Facilitate the Student's Educational Functioning - When such equipment is temporarily at risk for damage or involved in a behavior that is a danger to the student or other.

Expulsion with Continuing Education Program - Removal of the student from school for, but not to extend beyond, the balance of the current school year with services continuing, constitutes a change in placement and requires revision to the IEP.

Prohibited Interventions

Corporal Punishment - Slapping, paddling, or prolonged maintenance of students in physically painful positions, or the intentional infliction of bodily harm (School Code 105 ILCS 5/24 - 21.1).

Expulsion with Termination of Educational Services - Removal of the student from school for, but not to extend beyond, the balance of the current school year with all services stopped.

Aversive stimuli (mists, aromatics, tastes) - Use of a spray or substance with an unpleasant taste, noxious odor, or aversive physical sensation in order to terminate or control an undesired behavior.

Physical Manipulation - A procedure that causes pain and/or tissue damage when used as an aversive procedure (this is different from non-violent physical intervention holds)