

# District Behavioral Intervention Policy and Procedures for Students with Disabilities

## Part I: Policy

Robein School District #85 is committed to supporting students with disabilities through positive, proactive, and individualized behavioral interventions in accordance with IDEA and Illinois State Board of Education regulations.

Behavioral supports are provided within a tiered framework, including universal, targeted, and intensive interventions. When behavior interferes with learning, the IEP team considers the need for a Functional Behavioral Assessment and, if appropriate, develops a Behavior Intervention Plan with measurable goals, preventative strategies, and positive supports.

In situations involving safety concerns, de-escalation strategies are used first. Physical restraint or timeout is utilized only as a last resort in accordance with 23 IAC 1.285. All incidents are documented, and parents are notified as required.

The IEP team reviews behavioral data regularly and adjusts supports to ensure student progress.

## Part II: Procedures

At the time of an initial IEP, the team reviews existing data to determine whether behavior impacts the student's learning or that of others.

If concerns are identified, the team:

- Considers and documents appropriate behavioral supports and strategies within the IEP
- Collects baseline data as needed
- Determines whether an FBA is warranted

If behavior significantly interferes with educational performance:

- An FBA may be conducted to identify the function of the behavior
- The team may develop or plan for development of a BIP, including interventions, replacement skills, and progress monitoring

Behavioral supports and student progress are reviewed regularly. The IEP team reconvenes as needed to revise interventions, complete an FBA, or implement/update a BIP.

All procedures are implemented in accordance with IDEA, ISBE guidance, and Illinois regulations.