

Behavioral Interventions

7:192-AP1 Administrative Procedure - Behavioral Intervention Procedures

P.A.E.C.'s discipline procedures are used for all students, unless an IEP team has determined through the process of a Functional Behavior Analysis (FBA) and implementation of a Behavioral Intervention Plan (BIP) that additional/different behavioral interventions and/or disciplinary consequences are required. These behavioral interventions should be thoroughly explained in the BIP, which is developed by the IEP team as part of the IEP process.

P.A.E.C. emphasizes the use of positive behavioral interventions with students with disabilities to develop and strengthen desirable behaviors and reduce identified inappropriate behaviors. Behavioral interventions shall be used by taking into consideration the student's physical freedom and social interaction, and shall be administered in a manner that respects human dignity and personal privacy and that ensures a student's right to placement in the least restrictive environment.

Generally Accepted Behavioral Intervention Methods

In accordance with Section 5/14-8.05 of the School Code of Illinois and the ISBE's *Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities (June, 1996)*, behavioral interventions for students with disabilities are classified under four distinct categories of generally-accepted behavior intervention methods.

A. Nonrestrictive Interventions

The non-exhaustive list of nonrestrictive interventions below may be used with any student without the development of a written behavioral intervention plan (BIP) and/or inclusion in the student's IEP.

- Allowing student to escape task (e.g., allowing the student to remove themselves from a task for a period of time in order to regain their composure)
- Calling/notifying parent
- Differential reinforcement (e.g. a varying reinforcement schedule that is used to shape appropriate behavior)
- Direct instruction
- Environmental/activity modification (e.g. change the delivery and/or assessment piece of an activity/task in order to tap and/or obtain an assessment of what the student's needs/skills are)
- Modeling (e.g. provide the student with appropriate examples of desirable skills/behavior)
- Peer involvement (e.g. provide peer models and/or interaction to assist with the acquisition of appropriate skills for behavior/task)
- Planned ignoring (e.g. staff/adult ignoring of an inappropriate behavior that is not dangerous to the student or others)
- Positive practice/overcorrection* (e.g. having a student practice repeatedly an appropriate behavior/task)
- Positive reinforcement (individual or group) (e.g. providing positive verbal feedback and/or positive physical cuing/rewards to assist the student in learning an appropriate behavior/skill)
- Prompting (e.g. providing the student a verbal or non-verbal cue to perform/initiate a specific task/skill)
- Proximity control (e.g. using adult physical presence to prompt appropriate and/or discourage inappropriate behaviors/tasks)
- Redirecting student (physically)* (e.g. direct a student physically through hand over hand)

assistance and/or blocking of multiple exits to direct the student toward one doorway)

- Redirecting student (verbal, non-verbal signal) (e.g. using verbal statements and/or non-verbal gestures to assist the student in changing their current behavior to a more appropriate behavior)
- Shaping (e.g. using adult modeling to assist a student in performing a desired behavior at the point in which the student begins having difficulty in order to teach the necessary skills to finish the task/activity)
- Teaching alternative behaviors (e.g. teaching behaviors to a student which results in the same desired outcome as the previously targeted behavior)
- Teaching self-reinforcement (e.g. teaching the student ways in which they could provide themselves positive feedback/rewards for performing a desired task/skill)
- Token economy (e.g. using physical tokens/rewards to reinforce/reward positive behavior/skills)

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Proviso Area for Exceptional Children (P.A.E.C.)
