**Section 28.350 Standards for the LBS II/Behavior Intervention Specialist**

By October 25, 2025, all candidates for an endorsement as a Behavior Intervention Specialist will be required to complete a program aligned to the Advanced Specialty Set for Special Education Behavior Intervention Specialist (2015), published by the Council for Exceptional Children, 2900 Crystal Drive, Suite 1000, Arlington VA 22202-3557, and available at https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

a) Foundations – The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education.

1) Knowledge – The competent behavior intervention specialist understands:

A) positive theoretical approaches and landmark research on behavior;

B) current State and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation;

C) relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs;

D) crisis prevention and intervention research and issues;

E) the impact of cultural and linguistic diversity on student behavior and learning;

F) the impact of multiple disabilities on behavior and learning;

G) biophysical and environmental effects on behavior; and

H) relationships between individual school discipline policies and students with IEPs.

2) Performance – The competent behavior intervention specialist:

A) articulates a personal philosophy of behavior management consistent with standards of the profession and State and federal laws; and

B) recognizes students' behaviors as age-appropriate based on observation and social validation.

b) Characteristics of Learners – The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent behavior intervention specialist understands:

A) similarities and differences of behavior of individuals with and without disabilities;

B) the impact of varying disabilities on behavior;

C) the communicative aspects of behavior;

D) the effects of various medications on student behavior; and

E) the relationship between learners' behaviors and the intensity of service provision.

2) Performance – The competent behavior intervention specialist matches service provision to learners' academic and behavioral needs.

c) Assessment – The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-22).

1) Knowledge – The competent behavior intervention specialist understands:

A) terminology used in functional and positive behavioral assessment;

B) State and federal laws and regulations and ethical considerations of functional and positive behavioral assessment;

C) the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment, or functional assessment;

D) duration and intensity of behavior and the influence on learner performance on formal and informal assessments;

E) behavior as a form of communication; and

F) the relationship between determination of behavioral interventions and issues of screening, referral, and placement.

2) Performance – The competent behavior intervention specialist:

A) uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs;

B) interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities;

C) communicates results of positive behavioral assessments to the learner and all stakeholders;

D) adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner; and

E) identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

d) Planning for Instruction – The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

1) Knowledge – The competent behavior intervention specialist understands:

A) behavioral demands of various learning environments;

B) the impact of learners' behaviors on instruction;

C) the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers;

D) positive behavioral intervention strategies;

E) positive behavior management plan guidelines and key components; and

F) the rationale for targeting specific behaviors and selecting positive behavior management techniques.

2) Performance – The competent behavior intervention specialist:

A) develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders;

B) implements positive behavior management plans;

C) facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel;

D) evaluates the effectiveness of positive behavior management plans and revises as needed; and

E) plans for effective transition and integration across settings.

e) Learning Environment – The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent behavior intervention specialist understands:

A) reinforcement theories, techniques, and application;

B) ways to create and positively modify learning environments that respect and value diversity;

C) the continuum of placements and services, including alternative programs for individuals whose behavior is interfering with learning; and

D) issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments.

2) Performance – The competent behavior intervention specialist:

A) uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments;

B) teaches individuals to use problem-solving and self-regulation strategies to promote independence and successful transitions;

C) designs learning environments that provide behavioral feedback from peers, teachers, and related service personnel;

D) directs, observes, evaluates, and provides feedback to paraprofessional educators and teachers in the implementation of positive behavioral interventions and management plans;

E) implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments;

F) monitors intra-group behavior changes across activities and learning environments; and

G) facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments.

f) Instructional Delivery – The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-22).

1) Knowledge – The competent behavior intervention specialist understands:

A) classroom management theories and positive strategies for individuals with exceptional learning needs; and

B) research-based best practices for effective, positive management of teaching, learning, and behavior.

2) Performance – The competent behavior intervention specialist:

A) sequences, implements, and evaluates individualized behavioral objectives;

B) integrates positive behavioral supports with academic curricula;

C) uses varied positive, non-aversive techniques for managing targeted behavior;

D) implements positive behavior management plans using systematic recording procedures, establishments of timelines, hierarchies of interventions, and schedules of reinforcement;

E) designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation; and

F) analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

g) Collaborative Relationships – The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessional educators, and students.

1) Knowledge – The competent behavior intervention specialist understands:

A) concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns;

B) strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraprofessional educators in implementation of positive behavioral interventions;

C) parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation; and

D) collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities.

2) Performance – The competent behavior intervention specialist:

A) demonstrates skills of problem-solving and conflict resolution;

B) designs, implements, and evaluates inservice trainings for teachers, related service personnel, and paraprofessional educators that address positive behavioral intervention needs of learners;

C) synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies;

D) uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals; and

E) provides parent education in the implementation of positive behavioral supports in the home environment.

h) Professional Conduct and Leadership – The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(h)(1).

2) Performance – The competent behavior intervention specialist:

A) uses positive behavioral interventions with consideration of learners' physical freedom and social interaction;

B) uses positive behavioral interventions with respect for human dignity and personal privacy;

C) serves as an advocate for individuals and their families; and

D) collaborates with appropriate agency individuals to reduce family stress and implement family support.

i) Reflection and Professional Growth – The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

1) Knowledge – The competent behavior intervention specialist meets the standards set forth in Section 28.100(i)(1).

2) Performance – participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.

(Source: Amended at 46 Ill. Reg. 6346, effective April 11, 2022)