

## FREQUENTLY ASKED QUESTIONS: BEHAVIOR SUPPORT and PROGRAM TRANSITION PLANS

In accordance with:

[23 ILLINOIS ADMINISTRATIVE CODE Part 235](#) and [ILLINOIS PUBLIC ACT 100-0105](#)

### EARLY CHILDHOOD BLOCK GRANT BEHAVIOR SUPPORT PLAN

**What Early Childhood Block Grant (ECBG) programs need to have written guidance policies and procedures regarding Behavior Support Plans?**

All ECBG-funded programs need to have written guidance policies and procedures regarding Behavior Support Plans, including Prevention Initiative, Preschool for All, and Preschool for All Expansion. Prevention Initiative home visiting programs provide services to the parent/family-- not the individual child-- so the policies and procedures regarding implementation of a Behavior Support Plan may look different. They still must address every required part of the law. The parenting-focused model emphasizes the parents' support of the child's development as illustrated below:



### **What is the purpose of an ECBG Behavior Support Plan?**

An ECBG Behavior Support Plan is an action plan created to address a child's challenging behavior. The plan, which is completed using data gathered through observations and interactions, includes action steps, resources, and strategies for meeting the child's social and emotional needs and supporting positive behaviors. The plan must be culturally and linguistically appropriate and should reflect the child's individual needs, experiences, and abilities. It should identify the specific strategies and resources that will be utilized to prevent and reduce the child's challenging behaviors. This includes modifications to the program, classroom environment, and teaching practices to address serious and repeated patterns of challenging behavior.

### **What is challenging behavior?**

Challenging behavior refers to any serious and repeated pattern of behavior, or perception of behavior, that interferes with a child's ability to engage in developmentally appropriate self-regulation, and cognitive and prosocial engagement with peers and/or adults.

### **When is it appropriate to initiate an ECBG Behavior Support Plan?**

Programs must have a written guidance policy based on sound, research-based practices that identifies how appropriate behavior is encouraged, what guidance strategies are utilized, and what interventions are used to address challenging behavior. This policy must be shared with families/guardians upon enrollment. Additionally, the use of a social-emotional curriculum to promote positive behavior is highly recommended. An ECBG Behavior Support Plan must be initiated when a child engages in **serious, repeated, and ongoing** patterns of challenging behavior that do not respond positively to the strategies identified in the program's guidance policy. Serious challenging behavior refers to behavior that

prevents the child or others from being able to learn or causes harm to self and/or others. A program that utilizes the Pyramid Model would create an ECBG Behavior Support Plan for children who require Tier 3-level supports.

### Who should be involved in the process of creating an ECBG Behavior Support Plan?

A multi-disciplinary team must work collaboratively on creating, implementing, and assessing progress on the plan. The team might include teachers, teacher assistants, child care providers, parents/guardians, early childhood administrators/directors, social workers, mental health/behavior specialists, speech therapists, and others who work directly with or have knowledge of the child and have knowledge of child development, trauma-informed practices, and positive behavior management.

### What information is legally required in the ECBG Behavior Support Plan?

The plan must include:

- Written guidance and intervention policies; parents/guardians notified upon enrollment.
- Initial and ongoing behavior documented with observations, notes, and dates.
- Ongoing communication with parents/guardians, in a culturally and linguistically appropriate manner, documented with notes and dates,
- Ongoing program efforts to improve capacity for dealing with challenging behaviors and improving teacher-child interactions (technical support, training, professional development, community resources).
- Strategies to be implemented to prevent challenging behaviors and promote an increase in positive behaviors and a supportive teacher-child relationship.

ISBE ECBG programs are required to use the ISBE-created ECBG Behavior Support Plan template.

### Temporary Removal

A temporary removal is removing the child from regular participation in the program as a result of serious challenging behavior. Temporary removal should rarely be used and must follow developmentally appropriate practices in behavior management. It may only be used as a last resort if there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications. The family/guardian must be notified, and the program must support the child in returning to full participation in the group setting as soon as safety allows.

### ECBG PROGRAM TRANSITION PLAN

#### What is a Program Transition Plan?

An ECBG Program Transition Plan is an individualized, culturally and linguistically, age and developmentally appropriate document developed by both the departing and receiving early childhood programs, along with parents/guardians, primary caregivers, and other qualified professionals. It is not intended for short-term behavior issues and should be used in only the most extreme cases. The plan must detail the tasks and responsibilities required to prepare for and execute the transition of the child from the current program to a more appropriate arrangement with as little negative impact and disruption as possible. Parents/guardians must be involved in every step of the process.

#### When should an ECBG Program Transition Plan be initiated?

The law is intended to greatly reduce the use of suspension and expulsions and support young children's individual development. Transition should be rarely used. *An ECBG Behavior Support Plan must be fully*

*implemented before initiating a Program Transition Plan.* In almost all cases, an ECBG Behavior Support Plan that is implemented, assessed, and updated as needed should prevent the need for a program transition. A Program Transition Plan should be initiated *only after all reasonable efforts have been made* to implement the action steps and strategies and utilize the community resources identified on the ECBG Behavior Support Plan. All efforts should be documented in that plan. After all efforts have been made to implement the ECBG Behavior Support Plan, it may be determined that the program is unable to meet the child's individual needs or provide the type of care that would most benefit the child. If it is believed that a transition to another program is in the best interest of the child, an ECBG Program Transition Plan can be initiated. This should not be used when a child is moving to programs/classrooms within the same serving entity.

### **Who should be involved in the process of creating and implementing an ECBG Program Transition Plan?**

The multi-disciplinary team that created and implemented the ECBG Behavior Support Plan must work collaboratively on the ECBG Program Transition Plan. The needs of the parents/guardians should be considered throughout the process and they should be encouraged to work closely with the team on the planning process, including the identification of a new placement and planning for continuity of service for the child.

### **What if the parents/guardians decide to remove the child from the program?**

If a parent/guardian chooses to withdraw his or her child from a program, they must submit a letter, in writing, to the program. It should be kept on file with that program for five years. In instances in which a parent or guardian is not able to write a letter, program staff shall maintain on file the written documentation that includes the requestor's name and relationship to the child, along with the withdrawal date. The staff member must also sign and date the written documentation.

### **Does the suspension and expulsion law apply to children with Individualized Education Programs?**

Planned suspensions cannot take place due to behaviors caused by or related to a child's disability or when a referral for an evaluation has not yet determined eligibility for special education services. If a behavior is related to the disability, the Individualized Education Program (IEP) team must meet to consider behavior intervention strategies to modify the IEP. Expulsion due to a child's behavior is prohibited. If a child with an IEP is being transitioned, educational services consistent with the child's IEP must continue to be offered. (Section 2-3.71(a)(7) of the Code) f) Parents/guardians or programs may make a formal request for a special education evaluation at any time.

### **What will monitors look for to ensure compliance with these requirements?**

Preschool for All and Preschool for All Expansion grantees are required to have a suspension and expulsion policy in place. Additionally, grantees are required to use an ISBE ECBG Behavior Support Plan and an ECBG Program Transition Plan, if applicable. These requirements are included on the [Preschool for All/Preschool for All Expansion Compliance Checklist](#) (items 2 and 13) and the [Early Childhood Block Grant Prevention Initiative Compliance Checklist](#) (items PI4 and PI8). A monitor who is making a visit will request to see a copy of the program's suspension and expulsion policy. A monitor also will request to see an ECBG Behavior Support Plan or an ECBG Program Transition Plan of any child in the program who has such plans. ISBE-created templates must be used to maintain compliance.

### Where can I find the required templates for the plans?

The ECBG Behavior Support Plan template is at <https://www.isbe.net/Documents/Behavior-Support-Plan-37-50B.pdf>.

The ECBG Program Transition Plan template is at <https://www.isbe.net/Documents/Program-Transition-Plan-37-50A.pdf>.

## **STUDENT INFORMATION SYSTEM**

### Behavior Support Plan

#### **How do I access the Behavior Support Plan for a student in the Student Information System (SIS)?**

Search for the student, access their active enrollment, and then click the “View Details” link for Behavior/Transition Plans in the left column on the Student Details screen.

#### **How do I know what information to enter for a Behavior Support Plan?**

Enter the information that was provided in the following sections of the ECBG Behavior Support Plan template on pages 3-4:

- Behavior Support Plan – SIS Data Elements (page 3),
- The signatures below confirm that all parties are in agreement with the Behavior Support Plan (page 3), and
- Behavior Support Plan – Intervention Action/SIS Data Elements (page 4). Intervention Outcome details do not need to be entered in SIS.


#### **Why can't I create a Behavior Support Plan for a student?**

The student's enrollment is not active.


#### **How do I create a Behavior Support Plan?**

Click the “Yes, create one” button at the top of the Behavior Support Plan section for a student with an active enrollment.

#### **How do I add Intervention actions to a Behavior Support Plan?**

Click the  that appears on the top right of the Interventions subsection, add all the required details at a minimum, and then click the “Add” button.

#### **How do I update the details for an Intervention action that was previously added to a Behavior Support Plan?**

Click the  in the Actions column that appears to the right of the Intervention action that needs to be updated, update the details, and then click the “Update” button.

#### **How do I remove an Intervention action that was previously added to a Behavior Support Plan?**

Click the  that appears to the right of the Intervention action that needs to be removed.

#### **Why can't I delete an Intervention action that was previously added to a Behavior Support Plan?**

There is only one Intervention action added to the Behavior Support Plan. There must always be at least

one Intervention action. Either update the existing Intervention action or add another Intervention action and then remove the original Intervention action.

### **How do I save a Behavior Support Plan?**

After providing all the required details at a minimum, including at least one Intervention action, click the “Create” button at the bottom right of the Behavior Support Plan section.

### **What should I do if I’m in the process of creating a Behavior Support Plan, but it is no longer needed?**

If the Behavior Support Plan hasn’t been saved yet, click the “Cancel” button at the bottom right of the Behavior Support Plan section.

### **What should I do if I created a Behavior Support Plan, but it is no longer needed?**

Click the “Make Erroneous” button at the bottom right of the Behavior Support Plan section. The Behavior Support Plan will still exist, but all details will be view-only.

### **Why can’t I make any updates to the details of a Behavior Support Plan?**

Either the Behavior Support Plan has been marked as erroneous or the enrollment has been exited. In either case, all the details of the Behavior Support Plan are view-only. If the enrollment is still active, you can restore the Behavior Support Plan by clicking the “Yes, restore plan” button at the top of the Behavior Support Plan section, and then clicking the “Save to Finish Restore” button at the bottom right of the Behavior Support Plan section. All previously provided details will be accessible, and updates can be made.

### **How do I restore an erroneous Behavior Support Plan?**

Click the “Yes, restore plan” button at the top of the Behavior Support Plan section, and then click the “Save to Finish Restore” button at the bottom right of the Behavior Support Plan section. All previously provided details will be accessible, and updates can be made.

### **How do I make updates to a Behavior Support Plan that was created previously?**

Update the value for any field, including Intervention actions, as necessary. After making updates, click the “Save” button at the bottom right of the Behavior Support Plan section.

### **Why am I getting an error for Plan Implemented Date when I try to create/update a Behavior Support Plan?**

The Plan Implement Date provided is not:

- Before the Date Transition Recommended on the Behavior Support Plan,
- After the Enrollment Entry Date in SIS, and
- Before or equal to the Enrollment Exit Date in SIS.

### **Why am I getting an error for Date Transition Recommended when I try to create/update a Behavior Support Plan?**

The Date Transition Recommended provided is not:

- After the Plan Implemented Date on the Behavior Support Plan,
- After the latest Intervention Date on the Behavior Support Plan,
- After the Enrollment Entry Date in SIS, and
- Before or equal to the Enrollment Exit Date in SIS.

### Why am I getting an error for Intervention Date when I try to add/update the details for an Intervention?

The Intervention Date provided is not:

- After the Plan Implemented Date on the Behavior Support Plan,
- Before the Plan Implemented Date on the Transition Plan (if applicable),
- After the Enrollment Entry Date in SIS, and
- Before or equal to the Enrollment Exit Date in SIS.

### Why can't I add Qualified Professional details when adding/updating the details for an Intervention?

The Intervention Type selected is not:

- Developmental Screening,
- Referrals to Community Resources,
- Referral to Mental Health Consultant, or
- Referral to Child's Health Care Provider.

### Why am I getting an error for Hours with Program Leaders when adding/updating an Intervention?

The Hours with Program Leaders provided:

- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Why am I getting an error for Hours with Program Staff when adding/updating an Intervention?

The Hours with Program Staff provided:

- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Why am I getting an error for Hours with Family when adding/updating an Intervention?

The Hours with Family provided:

- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Program Transition Plan

#### How do I access the Program Transition Plan for a student in SIS?

Search for the student, access their active enrollment, and then click the "View Details" link for Behavior/Transition Plans in the left column on the Student Details screen.

#### How do I know what information to enter for a Program Transition Plan?

Enter the information that was provided in the following sections of the ECBG Program Transition Plan template on pages 2 and 5:

- Transition Determination –SIS Data Elements (page 2),
- Transition Program Information – SIS Data Elements (page 2), and

- The signatures below confirm that all parties are in agreement with the Program Transition Plan (page 5).

### Why can't I create a Program Transition Plan for a student?

A Program Transition Plan cannot be created when:

- A Behavior Support Plan hasn't been created for the student yet,
- "No" was selected for Transition Recommended on the Behavior Support Plan, or
- The enrollment is not active.

### How do I create a Program Transition Plan?

Click the "Yes, create one" button at the top of the Transition Plan section for a student with an active enrollment and a created Behavior Support Plan.

### How do I save a Program Transition Plan?

After providing all the required details at a minimum, click the "Create" button at the bottom right of the Transition Plan section.

### What should I do if I'm in the process of creating a Program Transition Plan, but it is no longer needed?

If the Program Transition Plan hasn't been saved yet, click the "Cancel" button at the bottom right of the Transition Plan section.

### What should I do if I created a Program Transition Plan, but it is no longer needed?

Click the "Make Erroneous" button at the bottom right of the Transition Plan section. The Program Transition Plan will still exist, but all details will be view-only.

### Why can't I make any updates to the details of a Program Transition Plan?

Either the Program Transition Plan has been marked as erroneous or the enrollment has been exited. In either case, all the details of the Program Transition Plan are view-only. If the enrollment is still active, you can restore the Program Transition Plan by clicking the "Yes, restore plan" button at the top of the Transition Plan section, and then clicking the "Save to Finish Restore" button at the bottom right of the Transition Plan section. All previously provided details will be accessible, and updates can be made.

### Why is a Program Transition Plan marked as erroneous when I didn't click the "Make Erroneous" button in the Transition Plan section?

Either the Behavior Support Plan was marked as erroneous or Transition Recommended was changed from "Yes" to "No" on the Behavior Support Plan.

### How do I restore an erroneous Program Transition Plan?

If the "Make Erroneous" button was clicked in the Transition Plan section:

- Click the "Yes, restore plan" button at the top of the Transition Plan section, and
- Click the "Save to Finish Restore" button at the bottom right of the Transition Plan section.

If the Behavior Support Plan was marked as erroneous:

- Click the "Yes, restore plan" button at the top of the Behavior Support Plan section,

- Click the “Save to Finish Restore” button at the bottom right of the Behavior Support Plan section,
- Click the “Yes, restore plan” button at the top of the Transition Plan section, and
- Click the “Save to Finish Restore” button at the bottom of the Transition Plan section.

If Transition Recommended was changed from “Yes” to “No” on the Behavior Support Plan:

- Select “Yes” for Transition Recommended on the Behavior Support Plan,
- Provide the Date Transition Recommended on the Behavior Support Plan,
- Click the “Save” button at the bottom right on the Behavior Support Plan,
- Click the “Yes, restore plan” button at the top of the Transition Plan section, and
- Click the “Save to Finish Restore” button at the bottom right of the Transition Plan section.

Once the Program Transition Plan is restored, all previously provided details will be accessible and updates can be made.

### How do I make updates to a Program Transition Plan that was created previously?

Update the value for any field, as necessary. After making updates, click the “Save” button at the bottom right of the Transition Plan section.

### Why am I getting an error for the Plan Implemented Date when I try to create/update a Program Transition Plan?

The Plan Implement Date provided is not:

- After the Date Transition Recommended on the Behavior Support Plan, and
- Before or equal to the Enrollment Exit Date in SIS.

### Why am I getting an error for the ISBE Notification Date when I try to create/update a Program Transition Plan?

The ISBE Notification Date provided is not:

- After the Plan Implemented Date on the Behavior Support Plan, and
- Before or equal to the Enrollment Exit Date in SIS.

### Why am I getting an error for Hours with Program Leaders when adding/updating a Program Transition Plan?

The Hours with Program Leaders provided:

- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Why am I getting an error for Hours with Program Staff when adding/updating a Program Transition Plan?

The Hours with Program Staff provided:

- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Why am I getting an error for Hours with Family when adding/updating a Program Transition Plan?

The Hours with Family provided:



- Is less than 0,
- Is greater than 999, or
- Includes a decimal.

### Why am I getting an error for the Transitioned Date when I try to create/update a Program Transition Plan?

The Transitioned Date provided is not:

- After the Plan Implemented Date on the Program Transition Plan, and
- Before or equal to the Enrollment Exit Date in SIS.

### Why am I getting an error for the Serving RCDTS when I try to create/update a Program Transition Plan?

The RCDTS (Region, County, District, Type, School) code provided was not found in the ISBE Entity Profile System. Ensure you are providing the correct 15-character code for the RCDTS where the student attends or for the entity providing services.

### Why am I getting an error for the ZIP code when I try to create/update a Program Transition Plan?

The ZIP code provided:

- Is not found via the U.S. Postal Service lookup service,
- Doesn't match the city provided, or
- Doesn't match the state provided.

### Why can't I enter a ZIP code on a Program Transition Plan?

"Out of the Country" was selected for the state on the Program Transition Plan.

### How do I complete the Referral Status details on a Program Transition Plan when I didn't provide this information on the ECBG Program Transition Plan template?

Select the "No referral" option on the Program Transition Plan.

### Resources

Public Act 100-0105: Preventing Expulsion of Children Birth to Five - Frequently Asked Questions  
<https://www.isbe.net/Documents/Suspension-Expulsion.pdf>

Best Practice Resources for Suspension & Expulsion in Early Childhood Education  
<https://www2.illinois.gov/sites/OECD/Pages/Suspension-and-Expulsion-Resources.aspx>

Early Childhood Expulsion Legislation: From Passage and Implementation to Best Practice  
<https://www2.illinois.gov/sites/OECD/Documents/McCormick%20Leadership%20Conf%20-%20FINAL%20-%2005-9-18.pdf>

Early Childhood Professional Development Projects  
<https://www.isbe.net/Pages/Early-Childhood-Professional-Development.aspx>

Behavior Support and Transition Plan Instruction Manual  
<https://www.isbe.net/Documents/Behavior-Support-Transition-Plan-Instruction-Manual.pdf>