

CATASAUQUA AREA SCHOOL DISTRICT

No. 113.2
SECTION: Programs
TITLE: Positive Behavior
Support for Students
with Disabilities

ADOPTED: June 13, 2012

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I. <u>Purpose</u>	The Board of School Directors (Board) of the Catasauqua Area School District adopts this policy to ensure that District staff use appropriate behavior support techniques. The IEP team shall develop a plan that provides for an appropriate program of behavior support for each disabled or thought to be disabled student who exhibits behavior problems which interfere with the student’s ability to learn. The positive behavior support plan will require specific interventions to address behavior that interferes with learning. The purpose of this policy and its implementing guidelines is to ensure all district staff adheres to the requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines and as they may from time to time be amended and interpreted by the Courts and various administrative agencies.	3 4 5 6 7 8 9 10 11 12 13 14 15
	The Board intends that the application of behavior support rules and procedures be applied to students with disabilities in a nondiscriminatory manner and in full compliance with the requirements of state and federal law. The Board intends neither to confer upon students and their parents or guardians any greater right than they enjoy under state and federal law nor to impose upon the District any greater limitations or duties than are imposed by state and federal law. Nothing in this policy should be construed in a manner inconsistent with this intent. To the extent that any portion of this policy or the implementing guidelines is inconsistent with such laws as they now or shall hereafter exist, such portion shall be deemed null and void without prejudice to the unaffected provisions.	16 17 18 19 20 21 22 23 24 25 26 27 28
II. <u>Definitions</u>	The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise:	29 30 31 32
22 Pa. Code § 14.133(b), (c)(3), (d)	A. <i>Aversive techniques</i> — Deliberate activities designed to establish a negative association with a specific behavior.	33 34 35 36 37

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- B. *Behavior support* — The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques
- C. *Behavior support plan* — A plan, within an IEP, addressing a disabled student’s behavioral needs and interventions.
- D. *Functional behavioral assessment* — An assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the behavior which interferes with learning or results in discipline, and the effectiveness of the interventions undertaken to address, or the reactions to, the behavior.
- E. *Mechanical restraints* — Restraints used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions.
- F. *Positive behavior support plans* — A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. If a student has behaviors that interfere with his/her learning or the learning of others, such will be identified under the “Special Considerations” section of the IEP. In such cases, a positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the student’s IEP. Such plans shall include methods that utilize positive reinforcement and other positive techniques to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.
- G. *Prone Restraints* — Restraints in which a student is held face down on the floor.
- H. *Restraints*—
 - 1. The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student’s body.
 - 2. The term does not include briefly holding, without force, a student in order to calm or comfort him, guiding a student to an appropriate activity, or holding a student’s hand to safely escort the student from one area to another.
 - 3. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parents and specified in the

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IEP. Devices used for physical or occupation therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition and governed by the portion of this policy concerning mechanical restraints.

- I. *Student with disabilities* — A student who is eligible for special education under the provisions of the Individuals with Disabilities Education Act and its implementing regulations, and Chapter 14 of the regulations of the Pennsylvania State Board of Education. For the purposes of this policy and its implementing guidelines, the definition of students with disabilities include students whom the District suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation at the time of the incident for which discipline is imposed. This policy and its implementing guidelines shall also apply to “protected handicapped students” within the meaning of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, and Chapter 15 of the regulations of the Pennsylvania State Board of Education. As applied to such students, references to IEPs and to IEP teams shall be construed as references to service agreements and to teams of appropriate school staff and parents or guardians that develop and revise service agreements.

III. Delegation of Responsibility.

22 Pa. Code § 14.133(f).

The Superintendent has the primary responsibility for ensuring that District positive behavior management support programs are in accordance with applicable state and federal law and regulations, including the regular training and re-training, as needed, of personnel for the use of specific procedures, methods, and techniques which those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with student IEPs and this policy, and for maintaining this policy and procedures and any necessary written interpretive guidelines on the use of positive behavior management support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in this policy.

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IV. Guidelines.

A. In General.

The IEP team of each student with disabilities who requires specific intervention to address behavior that interferes with learning of the student with disabilities or others shall develop a positive behavior support plan for the student. The plan shall become part of the student’s IEP.

22 Pa. Code §
14.133(a), (h).

Positive, rather than negative, measures shall form the basis of behavior support programs in this school district to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs shall include research based practices and techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, in accordance with this policy. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

B. Restraints

22 Pa. Code §
14.133(c)

1. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
2. Whenever the school district shall use restraints to control the aggressive behavior of an individual student, the school district shall notify the parent of the use of the restraint and shall cause a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

- 3. The use of restraints may only be included in a student’s IEP when the following conditions apply:
 - a. The restraint is utilized with specific component elements of positive behavior support.
 - b. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
 - c. Staff are authorized to use the procedure and have received the staff training required.
 - d. There is a plan in place for eliminating the use of restraint through the application of positive behavior support.
- 4. The use of prone restraints is prohibited in education programs.
- 5. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.
- 6. The school district shall maintain and report data on the use of restraints as required by the Pennsylvania Department of Education.

22 Pa. Code § 14.133(d)

C. Mechanical Restraints

Mechanical restraints may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed by the student’s parents. Mechanical restraints shall prevent a student from injuring the student or others or promote normative body positioning and physical functioning.

22 Pa. Code § 14.133(e)

D. Prohibited Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and may not be used by the school district:

- 1. Corporal punishment.
- 2. Punishment for a manifestation of a student’s disability.
- 3. Locked rooms, locked boxes, or other structures or spaces from which the student cannot readily exit.

4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
6. Suspensions for more than fifteen (15) cumulative days in a school year.
7. Treatment of a demeaning nature.
8. Electric shock.

E. Approved Behavior Management Techniques

The following is a list of positive behavior management techniques which are generally appropriate for classroom use with students needing interventions to address behavior that interferes with learning, and which should be considered when developing a positive behavior support plan. These and other positive techniques should be attempted prior to the use of more intrusive or restraining techniques.

1. Instructional Planning: Provides the organization of the school day and provides the structure for individualizing student instruction.
2. Precision Teaching: An instructional procedure based upon continuous measurement of a student's progress.
3. Positive Reinforcement: The presentation of a pleasant event or reward after a behavior significantly increases the likelihood it will be performed again.
4. Rules: The formal codification of classroom expectations which are clearly communicated to students.
5. Effective Interaction Patterns: Dr. Michael Valentine - This method is used statewide by Instructional Support Teams and includes clear communication with the student, involvement with the parents and school guidance personnel.
6. Antecedent Strategies: The manipulation of events before the response of a student in order to positively affect the consequences of the behavior. The aim is to prevent inappropriate behavior.

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7. Modeling: The principle that people learn through observation and imitation of appropriate models.
8. Shaping: The reinforcement of successive approximations of a desired behavior. This behavior is gradually shaped with each closer approximation of the goal.
9. Chaining: Building upon previous appropriate or successful behaviors to expand a student’s repertoire of appropriate behaviors.
10. Ignoring: Withholding attention from behaviors that are not to be reinforced.
11. Self-Management/Self-Monitoring: Students actively participate in selecting of a target behavior and behavioral goals, in identifying the antecedent and consequent events, and in recording and evaluating the behavioral changes. Teacher control is minimal.
12. Attention/Contingent Attention: The systematic use of attention to reinforce appropriate behaviors.
13. Specific Labeled Praise: A form of contingent attention that includes a description of the behavior being praised.
14. Cuing: The systematic use of hints to remind students of expectations. These cues can be verbal or visual.
15. Signal Interference: The use of gestures to let a student know that a behavior is inappropriate.
16. Proximity: Moving closer to a student (who is about to display inappropriate behavior) in a non-threatening manner in order to decrease the possibility of misbehavior.
17. Redirection: Engaging a student in an alternate activity when the one in which they are engaged is resulting in inappropriate behavior.
18. Relaxation Techniques: The systematic use of techniques to decrease tension in response to anxiety-producing stimuli.
19. Conferencing: An intervention strategy which provides for constructive discussion of an incident.
20. Reality Therapy: A cognitive technique for dealing with affective behavior by teaching children actively to change their overt behaviors.

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21. Social Skills Training: Systematic instruction on the areas of social interaction.
22. Peer Pressure: The use of classmates as agents of positive change.
23. Group Contingencies: A group management system which uses the group’s influence to foster appropriate behaviors and decrease disruptive behavior among its members.
24. Contracts: A written agreement that specifies a particular behavior to be exhibited by a student, or a group of students, and a particular contingency to be provided by an adult.
25. Token Economies: A management system in which an object (“token”) is given as an immediate reward for certain appropriate behavioral responses. The tokens have no value of their own but are exchanged for rewards such as tangible reinforcers, activities, and/or privileges.
26. Level System: A management system in which students progress through stages (“levels”). The first level typically has the lowest behavioral expectations and the fewest privileges.
27. Point System: A student’s behavior is monitored through points earned by displaying appropriate behavior. These points are usually tied in to the class rules.
28. Reductive Techniques: Techniques which, however mild, are punitive in nature.
 - a. Response Cost: Involves the loss of a reinforcer contingent upon an undesired behavior.
 - b. Time Out: Involves the loss of opportunity to obtain positive reinforcement.
 - c. Crisis Prevention/Intervention: A procedure of physical intervention designed to guard the safety of both staff and students.

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