

BCMCS POSITIVE BEHAVIOR SUPPORT POLICY

1. Purpose: The school believes in the use of positive behavior support. This policy is designed to enable students with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate education program within the least restrictive environment. Therefore, a behavior support program shall be developed for eligible students whose actual or anticipated behavior, as determined by the IEP team, is a manifestation of the student's disability and for students who have been identified as seriously and emotionally disturbed.

2. Authority (Title 22 Sec. 14.133): Application of the behavior support program shall not constitute a change in the student's educational placement. It is imperative that causes of the student's behavior problems be addressed prior to the development of a behavior support program. In the behavior support program, positive techniques must be used to improve the student's opportunity for learning and achievement of academic standards established for the program.

3. Definitions (Title 22 Sec. 14.133): The following terms shall have these meanings, unless the context clearly indicates otherwise:

- Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.
- Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.
- Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.
- Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions; the term includes physical and mechanical restraints.

4. Guidelines: Effective techniques to: modify the contextual influences of behavior (i.e. setting events and immediate antecedent events); teach socially appropriate alternative skills; and reduce problem behavior will be employed. Positive techniques shall be attempted prior to the use of more intrusive or restraining measures and will also be monitored along with improvements in the student's general health and well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.

The behavior support plan for a student with an IEP must be designed/implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach to modify contextual influences, teach alternative skills, and reduce problem behavior is to be

documented in the Behavior Improvement Plan. Evaluation procedures must also be present.

Positive rather than negative measures shall form the basis of behavior support programs. The types of intervention chosen for a particular student shall be the least intrusive necessary. Aversive techniques, restraints or discipline procedures may not be used as a substitute for an educational program, for the convenience of staff or employed as punishment, and may not be included in the IEP.

The use of physical restraint when implemented as a protective procedure must be documented as a part of a student's crisis management plan in the student's Behavior Improvement Plan with his/her IEP. Restraints used to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, other students, or employees, and only when less restrictive measures and techniques have been proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.

School personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure and shall be certified in crisis intervention strategies.

If the use of physical restraint is considered for use as a protective procedure as a part of the crisis management plan, the Behavior Improvement Plan may be reviewed by a human rights review committee for positive effective techniques to assure the dignity and rights of the student are being considered.

The use of reduction-oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be included in the IEP only when recommended by a qualified medical professional and agreed upon by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others, or promote normative body positioning and physical functioning.

Title 22 Sec. 14.133: The following aversive techniques of handling behavior are considered inappropriate and may not be used in the educational program at BCMCS:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked 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. Serial suspensions.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods that have not been outlined in the plan.

The school, in conjunction with the IEP team, must obtain parent/guardian approval through the IEP process for all procedures identified within the student's individualized Behavior Improvement Plan as a part of the IEP.

The school assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in state regulations and PDE Guidelines for Effective Behavior Support. Training will be updated, as appropriate.

5. Delegation of Responsibility: The Principal or designee is responsible for ensuring that agreed upon behavior support plans within IEPs for students are implemented in a consistent manner, and this policy is implemented in compliance with applicable state regulations.

PA Code
Title 22
Sec. 14.133