

SYLVAN HEIGHTS

SECTION:

SCIENCE CHARTER SCHOOL

TITLE: BEHAVIOR SUPPORT

ADOPTED: 11/16/2011

REVISED:

<p>1. Purpose</p>	<p>113.2 BEHAVIOR SUPPORT</p> <p>The Board of Trustees and school faculty believe in the use of positive behavior support techniques.</p>
<p>2. Authority</p> <p>Title22 Sec. 14.133 20 U.S.C. Sec. 1400 et seq 34 CFR Part 300</p>	<p>The policy is designed to enable students with Individual Educational Plans (IEPs) who need a Behavior Support Program to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and its accompanying regulations, and Pennsylvania's regulations (22PA Code Chapter 14).</p>
<p>3. Definitions</p> <p>Title 22 Sec. 14.133</p>	<p>In addition to or in conjunction with statutory and regulatory provisions regarding behavior support, the following words and terms have the following meanings, unless the context clearly indicates otherwise.</p> <p>Aversive Techniques – deliberate activities designed to establish a negative association with a specific behavior.</p>
<p>Title 22 Sec. 14.133</p>	<p>Behavior Support – the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>
<p>Title 22 Sec. 14.133</p>	<p>Positive Behavior Support Plan – a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.</p>

<p>Title 22 Sec. 14.133</p>	<p>Restraints – the application of physical force, with or without use of any device, designed to restrain free movement. The term does not include common and appropriate hands-on interventions such as hand-over-hand instruction, hand or arm holding to guide the student to or from a place or activity, brief physical calming or comforting of the student, and similar actions. The term does not include hand-over-hand assistance with feeding or task completion, or techniques prescribed by a qualified medical professional for reasons of safety or for therapy or medical treatment as agreed to by the parent(s)/guardians(s) and specified in the student’s IEP. The term also does not include mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.</p>
<p>Delegation of Responsibility</p>	<p>The Principal and/or his/her designee(s) is authorized to carry out requirements of this policy and is responsible for ensuring that this policy is implemented in compliance with the 22 PA Code Chapter 14 and IDEA and its implementing regulations. The Principal and/or his/her designee(s) shall develop procedures to implement this policy and appropriate behavior support activities.</p>
<p>Title 22 Sec. 14.133</p>	<p>The Principal and/or designee shall have responsibility for:</p> <ol style="list-style-type: none"> 1. Ensuring that positive behavior supports used in school programs are in accordance with applicable statutory and regulatory requirements, including personnel training for specific procedures, methods, and techniques of behavior support. 2. Obtaining parental consent prior to the use of intrusive procedures and restraints as part of the student’s IEP.
<p>Guidelines Title 22 Sec. 14.133</p>	<p>Positive, rather than negative, measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. Behavior support programs shall include a variety of research-based techniques to develop and maintain skills that will enhance student opportunity for learning and self-fulfillment. The types of interventions</p>

<p>Title 22 Sec. 14.133</p>	<p>chosen shall be the least intrusive necessary.</p> <p>The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.</p> <p><u>Restraints</u></p> <p>Restraints 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 hi/herself, to other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control aggressive behavior of an individual student shall cause a meeting of the IEP team within ten (10) days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavior assessment, re-evaluation, or a new or revised positive behavior support plan, or a change of placement to address inappropriate behavior.</p>
<p>Title 22 Sec. 14.133</p>	<p>The use of restraints may be specified in the IEP only if the restraint: (i) is used with specific component elements of a positive behavior support plan; (ii) is used in conjunction with teaching socially appropriate alternative skills or behaviors; (iii) staff are authorized to use the restraint and have received appropriate training; and (iv) the positive behavior plan includes efforts to eliminate the use of restraints. 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.</p>
<p>Title 22 Sec. 14.133</p>	<p>The school shall maintain and report data on the use of restraints as prescribed by the Secretary of Education of the Pennsylvania Department of Education or other proper authority.</p>
<p>Title 22 Sec. 14.133</p>	<p>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 employed only when specified by an IEP and as determined by a licensed medical professional qualified to make determination, and as agreed to by the student’s parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself</p>

<p>Title 22 Sec. 14.133</p>	<p>or others or to promote normative body positioning and physical functioning.</p> <p><u>Aversive Techniques</u></p> <p>The following aversive techniques of handling behavior are considered inappropriate and may not be used by the school in educational programs:</p> <ol style="list-style-type: none">1. Corporal punishment.2. Punishment for a manifestation of a student’s disability.3. Locked rooms, locked boxes or 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. Suspensions constituting a pattern.7. Treatment of a demeaning nature.8. Electric shock.9. Prone restraints (those restraints where a student is held face down on the floor). <p><u>Compliance</u></p> <p>The school shall convene an IEP team meeting whenever a student injures him/herself or others, at which meeting the IEP team shall consider the behavior and provision of a free appropriate public education, including creating or revision to a positive behavior support plan.</p>
<p>Title 22 Sec. 14.133</p>	<p><u>Law Enforcement Referrals</u></p> <p>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.</p>

	<p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 14.133</p> <p>Individuals with Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.</p> <p>Individuals with Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300</p>
--	--