

BRANDYWINE HEIGHTS AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR MANAGEMENT
FOR EXCEPTIONAL
STUDENTS

ADOPTED: June 28, 2004

REVISED: February 7, 2011

<p>1. Purpose Title 22 Sec. 14.36</p> <p>2. Authority</p> <p>20 U.S.C. Sec. 1400 et seq</p> <p>Title 22 Sec. 14.35</p>	<p style="text-align: center;">113.2. BEHAVIOR MANAGEMENT FOR EXCEPTIONAL STUDENTS</p> <p>Brandywine Heights Area School District will use input from teachers, parents, research, behavior specialists, and community resources to develop behavior programs to enable each student to take maximum advantage of his/her educational program. These programs will be monitored and modified to assure their continued effectiveness within the least restrictive learning environment.</p> <p>To ensure compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraint with students identified with disabilities.</p> <p><i>Exceptional students are protected under the behavior management provisions and procedures in the, regulations Chapter 12 and Chapter 14, Section 14.36 and in the Special Education Standards, Chapter 342, Section 342.36.</i></p> <p>Any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a plan of behavior management which is included in the Individual Education Plan. The plan must be designed and based on the following:</p> <ol style="list-style-type: none"> 1. Focus on positive rather than negative measures. 2. Development of a functional behavioral assessment. 3. Use of interventions that are the least intrusive necessary. 4. Use of aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program. 5. Use of restraint is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques are used. 6. Only use techniques for which the staff has been adequately trained.
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<p>Guidelines</p>	<p>Brandywine Heights Area School District's Behavior Management Policy for exceptional students consists of three levels based upon best practices and current professional research. The three levels of intervention are:</p> <p><u>Level I</u></p> <p>Consistent application of successful classroom management strategies. Behavior Management attachment to IEP not required.</p> <p><u>Level II</u></p> <p>Specific interventions designed for individual students. Positive behavior Support Plan Behavior Management attachment to included in IEP is required.</p> <p><u>Level III</u></p> <p>Very Restrictive interventions which can only be considered after Level II interventions are determined ineffective. The use of a Level III technique requires the IEP team to reconvene.</p> <p><u>Level I</u></p> <p>Level I intervention is the application of general classroom management that is routinely implemented within the everyday operations of a classroom. These interventions are used to teach students appropriate social and academic behaviors. Some examples of Level I strategies are as follows:</p> <ol style="list-style-type: none">1. Verbal prompts.2. Redirection.3. Frequent monitoring of performance.4. Establishment of clear rules and procedures.5. Positive reinforcement of desired performance.6. Brief periods of time out.7. Rearrangement of seating.
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	<p><u>Level II</u></p> <p>In Level II a Positive Behavior Support Plan Individual Behavior Management Program is needed when a student is unable to meet the requirements of Level I.</p> <p>Behavior interventions focus on increasing appropriate behavior and decreasing inappropriate behavior. The following guidelines may facilitate successful behavioral change:</p> <ol style="list-style-type: none"> 1. Define the behavior in objective, measurable terms. 2. Identify environmental factors that may be contributing to the behavior. 3. Select target behavior(s). 4. Collect data about student behavior before, during, and after an intervention. 5. Develop the least intrusive intervention plan that is likely to be effective. 6. Monitor student progress and be prepared to make necessary changes to student's IEP. 7. Be consistent in applications of interventions. 8. Assist the student in transfer of skills to other settings. <p>The following are examples of approaches to the development of behavior intervention plans.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Level II Framework</u></th> <th style="text-align: left;"><u>Suggested Strategies</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1. Behavior Modification</td> <td style="vertical-align: top;"> Direct Instruction Reinforcement Technique Verbal Prompts Cueing/Response Cost Redirection Time-out Behavioral Contracting Environmental Restructuring Manipulation of Antecedents & Consequences </td> </tr> <tr> <td style="vertical-align: top;">2. Social Skills Training Concept</td> <td style="vertical-align: top;"> Direct Instruction/Teaching Modeling/Rehearsal, Role Play Coaching </td> </tr> </tbody> </table>	<u>Level II Framework</u>	<u>Suggested Strategies</u>	1. Behavior Modification	Direct Instruction Reinforcement Technique Verbal Prompts Cueing/Response Cost Redirection Time-out Behavioral Contracting Environmental Restructuring Manipulation of Antecedents & Consequences	2. Social Skills Training Concept	Direct Instruction/Teaching Modeling/Rehearsal, Role Play Coaching
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<p>4. Special Definitions</p>	<p>3. Cognitive Training</p> <p>4. Reality Training</p> <p><u>Level III</u></p> <p>Level III interventions are more restrictive behavior programs, which may modify the student's rights during implementation. When Level II is no longer adequate to manage the student's behavior, a multidisciplinary reevaluation must be conducted promptly. It is the responsibility of that team to make recommendations to the IEP team about student programming and placement.</p> <p>Note: Level II is no longer adequate when:</p> <ol style="list-style-type: none"> 1. Less restrictive measures were unsuccessful. 2. Behavior is dangerous to self or others. 3. Alternative placements have been ruled out. <p>The interventions for Level III are listed below:</p> <ol style="list-style-type: none"> 1. <i>Physical restraint</i> - Physical containment of a student by direct contact for more than thirty seconds for the purpose of restricting an inappropriate behavior. The behavior must be one that presents a danger to self or others. A student may not remain in a restraint for more than forty-five consecutive minutes. The student must remain calm for a specified time in order to be released from the restraint. <p>As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:</p> <p><i>1. Aversive techniques</i>—Deliberate activities designed to establish a negative association with a specific behavior;</p>
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2. Behavior support—The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques;

3. Positive behavior support plans—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 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.

4. Restraints—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, excluding the following—

- (a) Briefly holding a student, without force, to calm or comfort him or her;
- (b) Guiding a student to an appropriate activity;
- (c) Holding a student’s hand to escort him or her safely from one area to another;
- (d) Hand-over-hand assistance with feeding or task completion;
- (e) 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 IEP;
- (f) Mechanical restraints 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.

The IEP Team should make certain that the use of restraints and/or aversive measures are NOT:

- 1. Employed as punishment.
- 2. For the convenience of staff.
- 3. As a substitute for an educational program.

<p>Title 22 Sec. 342.36</p>	<p>The following aversive techniques for addressing behavior are inappropriate and may not be used in educational programs: behavioral interventions/techniques, according to law are considered inappropriate and may not be used:</p> <ol style="list-style-type: none">1. Corporal punishment.2. Punishment for a manifestation of a student's disability.3. Locked room, 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. The use of prone restraints, which are those by which a student is held facedown on the floor.10. Methods implemented by untrained personnel.11. Methods which have not been outlined in the agency's plan. <p><u>Emergency Procedures</u> Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:</p> <ol style="list-style-type: none">1. Parent/Guardian contact to immediately remove student from school.2. Notifying police.3. Notifying mental health.4. Calling emergency services and ambulance.5. Immediate use of Level III techniques followed by IEP Team meeting to determine appropriateness of technique used.
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<p>Training</p>	<p>If a student's behavior is considered to be life threatening in nature, the classroom teacher will immediately take appropriate action to protect all individuals involved, followed by documentation after the incident. The parent/guardian will be notified of the incident as soon as possible by school personnel. A meeting must be convened with parent/guardian, representatives of the education agency and other appropriate agencies prior to the student returning to the classroom.</p> <p>Reporting and Monitoring. The Superintendent or his or her designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.</p> <p>Referral to Law Enforcement. Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the Director of Special Education or his or her designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.</p> <p>Regular Program of Training. The Superintendent or his or her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy.</p>
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