



Book	BHASD Policies
Section	100 Programs
Title	Positive Behavioral Support Techniques
Code	113.2
Status	Active
Adopted	June 28, 2004
Last Revised	January 7, 2019

Purpose

The Board directs that the District's Positive Behavior Support Programs and techniques used in special education should be varied and designed to develop and maintain skills that will enhance a student's opportunity for learning. Potential causes of behavior problems such as physical/medical conditions, environmental factors, and staffing/program concerns should be reviewed before developing a specific behavior support program. Positive Behavior Support Programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible child's opportunity for learning and self-fulfillment.[\[1\]](#)[\[3\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

- a. The issue of student discipline procedures such as suspension and expulsion are not part of this policy and are covered in other policies and procedures.
- b. The Brandywine Heights Area School District has developed a three-level sequential intervention plan for students whose behavior problems interfere with learning based on best practices and current professional research.
- c. The use of restraints shall be considered a measure of last resort to control acute or episodic aggressive behavior or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself/herself, to other student(s), or to employee(s) and shall only be used after other less restrictive measures including de-escalation techniques have proven to be or are less effective.

Authority

In compliance with Chapter 14 of the Pennsylvania Department of Education Special Education Regulations and Standards, school entities have the primary responsibility for ensuring that positive behavior support programs meet regulatory requirements, including:

1. The 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.of personnel for the use of specific procedures, methods, and techniques.
2. A written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

For a student whose behavior impedes his/her own learning or the learning of others, the IEP team must consider strategies and supports, including positive behavioral intervention, to address that behavior. The Positive Behavior Support Plan is based on a functional behavior assessment, and this plan becomes part of the student's IEP.

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.[\[1\]](#)

Alternative skills - the teaching of replacement skills, general skills, and coping and tolerance skills.

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.

Functional Behavior Assessment (FBA) - a collection of tools, scales, observations, and interviews that are tailored to the needs of a specific student whose behavior is problematic and/or jeopardizes his/her educational placement. The purpose of the FBA is to determine the antecedents, the behavior(s) of concern, the consequences maintaining the behavior(s) of concern, and the perceived function of the behavior(s) of concern in order to develop a hypothesis statement. This assessment is utilized to create the Positive Behavior Support Plan (PBSP) for the student.

Positive Behavior Support Plan (PBSP) - plan for students with disabilities and eligible young children, who require specific intervention, to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the Individualized Education Program (IEP) team, be based on a functional behavior assessment, and becomes part of the individual eligible young child's or student's IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

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 - application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body. The term does not include briefly holding, without force, a student or eligible young child to calm or comfort him; guiding a student or eligible young child to an appropriate activity; or holding a student's or eligible young child's hands to safely escort him/her from one area to another. Excluded from this definition are 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 or eligible young child's parent(s)/guardian(s) and specified in the IEP. Devices used for physical safety or occupational 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 that are excluded from this definition.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the District who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education supports and services.[\[9\]](#)

Mechanical restraints - are used to control involuntary movement or lack of muscular control due to organic causes or conditions, may be employed only when specified in the IEP, as determined by a medical professional qualified to make the determination, and as agreed upon by the student's parent(s)/guardian(s). Mechanical restraints prevent a student from injuring him/herself or others and should not prevent normative body positioning and functioning.

Prone restraint – defined as a student laying with the front of his/her body on a surface (face down).

Delegation of Responsibility

The Superintendent or designee shall ensure that the Board policy is implemented in accordance with State and Federal laws and regulations.

The Superintendent or designee shall provide training and retraining as needed of appropriate staff in the use of specific procedures, methods and technique that will be utilized to implement the positive behavior support or intervention in accordance with the student's IEP and Board policy.

The Superintendent or designee shall maintain and report on the use of restraints, as required. Such report shall be readily available for review during the State's cyclical compliance monitoring.

Procedures shall be established requiring reports reported to the District by entities educating students with disabilities who attend programs or classes outside of the District, including approved private schools, agencies, intermediate unit(s), or vocational schools. [\[1\]](#)

Guidelines

Behavior support techniques shall be positive rather than negative measures to ensure that all students and eligible children shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. The technique/intervention chosen for a particular student shall be the least intrusive necessary and shall be in accordance with Chapter 14 of the current Special Education Regulations and Standards.

Positive Behavior Support Plans (PBSP) must 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.

Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Prior to the use of more intrusive or restraining measures, positive techniques for the development, change and maintenance of behavior shall be attempted. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Any eligible student who exhibits behavior problems, which interfere with the student's ability to learn, must have a PBSP. [\[1\]\[5\]](#) The PBSP will be included in the IEP and shall:

1. Primarily focus on positive rather than negative measures.
2. Use interventions that are the least intrusive necessary.
3. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
4. Use techniques only for which the staff has been adequately trained.

Positive Behavior Support represents a three-tier hierarchal model based upon research-based practices. The three levels of intervention are:

1. Level I is preventive and involves good classroom management strategies and does not require a PBSP attached to IEP. Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior.
2. Level II involves specific interventions designed for individual students and requires an individualized PBSP attachment to the IEP. Positive behavior support involves a process based on discovering and understanding the relationships between a myriad of student-environmental variables. Understanding the function of behavior and developing a repertoire of management strategies are typically the focus of the intervention.
3. Level III is very restrictive and is only considered after Level II interventions are determined ineffective. In order for Level III interventions to be used, the IEP Team will meet and formally add these procedures to the IEP. Level III interventions are formal behavior support programs, which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student or eligible young child is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.[\[1\]](#)

- The use of restraints to control the aggressive behavior of an individual student or eligible young child shall cause a meeting of the IEP Team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent(s)/guardian(s), after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student or eligible young child needs a FBA, reevaluation, a new or revised PBSP, or a change of placement to address the inappropriate behavior.[\[1\]](#)
- The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or as a substitute for an educational program. The use of restraints may only be included in a student's or eligible young child's IEP when the following conditions apply[\[1\]](#):
 - The restraint is utilized with specific component elements of PBSP.
 - The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
 - Staff is authorized to use the procedure and have received the staff training required.
 - There is a plan in place for eliminating the use of restraint through the application of PBSP.
- The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.
- The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.[\[1\]](#)
- The District prohibits the seclusion of students in a locked room(s), locked box(es), and other structures or spaces from which a student cannot readily exit.
- The following aversive techniques of handling behavior are considered inappropriate and may not be used in the District's special education program[\[1\]](#):
 - Corporal punishment
 - Punishment for a manifestation of a student's disability
 - Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
 - Noxious substances
 - Deprivation of basic human rights, such as withholding meals, water, or fresh air
 - Suspensions constituting a pattern as defined by State regulation

- o Treatment of a demeaning nature
- o Electric shock
- o Methods implemented by untrained personnel

Emergency Procedures

Emergency procedures for behaviors that present a clear and present danger to student or others may be delineated in the IEP. These emergency procedures may include such activities as:

1. Contacting parent(s)/guardian(s) immediately to remove student from school.
2. Notifying police. Subsequent to a referral to law enforcement for students with disabilities who have PSBP, an updated and PBSP must be completed.
3. Notifying mental health agencies.
4. Calling emergency services and ambulances.
5. Implementing mental health commitments procedures.

Referral to Law Enforcement

Subsequent to a referral to law enforcement, an updated FBA and PBSP shall be required for a student with a disability.[\[1\]](#)[\[6\]](#)[\[9\]](#)[\[10\]](#)[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside of the District, the Superintendent or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student FBA and PBSP.[\[1\]](#)

Legal

1. 22 PA Code 14.133
2. 22 PA Code 14.145
3. 20 U.S.C. 1414
4. 34 CFR 300.114
5. 34 CFR 300.324
6. 20 U.S.C. 1415
7. 34 CFR 300.530
8. 34 CFR 300.34
9. Pol. 113
10. Pol. 113.1
11. Pol. 113.3
12. 22 PA Code 14.143
13. 24 P.S. 1302.1-A
14. 22 PA Code 10.2
15. 22 PA Code 10.21
16. 22 PA Code 10.22
17. 22 PA Code 10.23
18. 22 PA Code 10.25
19. 22 PA Code 14.104
20. 34 CFR 300.535
21. Pol. 103.1
22. Pol. 218
23. Pol. 218.1
24. Pol. 218.2
25. Pol. 222
26. Pol. 227
27. Pol. 805.1
- 24 P.S. 1303-A
- 20 U.S.C. 1400 et seq
- 34 CFR Part 300

Pennsylvania Training and Technical Assistance Network (PaTTAN), Questions and Answers on the Restraint Reporting Requirements and System, June 2009