

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: March 22, 2005

REVISED: February 28, 2012

LINE MOUNTAIN SCHOOL DISTRICT

	<p style="text-align: center;">113.2. BEHAVIOR SUPPORT</p>
<p>Purpose Title 22 Sec. 14.133</p>	<p>Behavior support programs and techniques used with students with disabilities 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 for any student.</p>
<p>Definitions Title 22 Sec. 14.133</p>	<p>Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.</p> <p>Behavior support - the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p> <p>Positive techniques - methods which utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards and positive behavioral support.</p> <p>Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:</p> <ol style="list-style-type: none">1. Briefly holding a student, without force, to calm or comfort him/her.2. Guiding a student to an appropriate activity.3. Holding a student's hand to escort him/her safely from one area

	<p>to another.</p> <ol style="list-style-type: none"> 4. Hand-over-hand assistance with feeding or task completion. 5. 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/guardians and specified in the IEP. 6. 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>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.</p>
<p>Authority</p> <p>34 CFR Sec. 300.8(c)</p> <p>Guidelines</p>	<p>The Individual Education Plan (IEP) of each eligible student with disabilities who exhibits behavior problems which interfere with his/her ability to learn (including students identified with emotional disturbance) must include provisions for a behavior management program in accordance with Chapter 14 of the current special education regulations and standards.</p> <p>Behavior support shall be positive in nature. The technique/intervention chosen for a particular student should be the least intrusive necessary and shall be in accordance with Chapter 14 of the current special education regulations and standards.</p> <p>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.</p>
<p>Title 22 Sec 14.133</p>	<p>Restraints may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees and only when less restrictive techniques have been less effective. Parental consent must be obtained prior to the use of highly restrictive or intrusive procedures. Personnel using restraints will be trained in specific procedures, methods, and technology. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness.</p>

<p>Title 22 Sec 14.143</p>	<p>The use of restraints shall not be utilized beyond the necessary time to ensure student safety and the safety of others. 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>Mechanical restraints, which are used to control involuntary movement or lack of muscular control due to organic causes, may be used only when specified in an IEP, when specified by a qualified medical professional, and when agreed to by the student's parents/guardians. These mechanical restraints are for prevention of injury to the student or to promote normal body positioning and physical functioning.</p>
<p>Title 22 Sec 14.133</p>	<p>The following aversive techniques of handling behavior 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 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. Suspensions constituting a pattern as defined in state regulations. 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone Restraints, which are restraints in which a student is held face down on the floor.
<p>Title 22 Sec 14.133</p>	<p>Physical Restraints</p> <p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only</p>

	<p>in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143</p> <p>Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300</p>
--	--