No. 113.2

SECTION: PROGRAMS

LINE MOUNTAIN SCHOOL DISTRICT

TITLE: BEHAVIOR SUPPORT

ADOPTED: March 22, 2005

REVISED: February 28, 2012

Purpose Title 22 Sec. 14.133	113.2. BEHAVIOR SUPPORT 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.
Definitions Title 22 Sec. 14.133	Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior. Behavior support - the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.
	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.
	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:
	 Briefly holding a student, without force, to calm or comfort him/her. Guiding a student to an appropriate activity. Holding a student's hand to escort him/her safely from one area

	 to another. Hand-over-hand assistance with feeding or task completion. 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. 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.
	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.
Authority	The Individual Education Plan (IEP) of each eligible student with disabilities who exhibits behavior problems which interfere with
34 CFR Sec. 300.8(c)	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.
Guidelines	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.
	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.
Title 22 Sec 14.133	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.

	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.
Title 22 Sec 14.143	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.
	The following aversive techniques of handling behavior are considered inappropriate and may not be used:
	1. Corporal punishment.
Title 22	2. Punishment for a manifestation of a student's disability.
Sec 14.133	 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.
	 Prone Restraints, which are restraints in which a student is held face down on the floor.
Title 22 Sec 14.133	Physical Restraints
	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

	when loss restrictive measures and techniques have proven to be or are
	when less restrictive measures and techniques have proven to be or are less effective.
	The Administration shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school 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 behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.
	 The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially
	appropriate alternative skills or behaviors.
	3. Staff are authorized to use the restraint and have received appropriate training.
	4. Behavior Support Plan includes efforts to eliminate the use of restraints.
Title 22 Sec 14.133	Seclusion
	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.
	The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.
Title 22 Sec 14.133	Referral To Law Enforcement
500 14.155	Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have 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 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.
References:
State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143
Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300