

NORTHERN WESTMORELAND CAREER AND TECHNOLOGY CENTER

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: October 20, 2011

REVISED:

113.2. BEHAVIOR SUPPORT	
1. Purpose Title 22 Sec. 14.133, 14.145, 339.21 20 U.S.C. Sec. 1414(d) 34 CFR Sec. 300.114, 300.324(a)	Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. A representative from the center shall participate on the IEP team to provide input regarding placement decisions and development of the positive behavior support plan.
2. Authority Title 22 Sec. 14.133 20 U.S.C. Sec. 1414(d), 1415(k) 34 CFR Sec. 300.34(c), 300.324(a), 300.530(d), (f) Pol. 113, 113.1	The Joint Operating Committee directs that the center shall implement students' behavior support programs based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.
3. Definitions Title 22 Sec. 14.133	<p>The following terms shall have these 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>Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p>

<p>Pol. 113</p> <p>4. Delegation of Responsibility</p>	<p>Behavior Support Plan or Behavior Intervention Plan - 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 behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.</p> <p>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.</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 to another. 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>Students with disabilities - school-aged children 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 and related services.</p> <p>The Administrative Director or designee shall ensure that this Joint Operating Committee policy is implemented in accordance with federal and state laws and regulations.</p> <p>The Administrative Director or designee shall develop administrative regulations to implement this policy.</p>
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<p>Title 22 Sec. 14.133</p>	<p>The Administrative Director or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Joint Operating Committee policy.</p>
<p>Title 22 Sec. 14.133</p>	<p>The Administrative Director or designee shall maintain and report data on the use of restraints to participating school districts, as required.</p>
<p>5. Guidelines Title 22 Sec. 14.133</p>	<p>When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.</p>
<p>Title 22 Sec. 14.133</p>	<p><u>Physical Restraints</u></p>
<p>Title 22 Sec. 14.133</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 when less restrictive measures and techniques have proven to be or are less effective.</p>
<p>Title 22 Sec. 14.133</p>	<p>The Administrative Director or designee shall notify the parent/guardian and school district of residence as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall request a meeting of the IEP team convene within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice from the school district of residence, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.</p>
<p>Title 22 Sec. 14.133</p>	<p><u>Mechanical Restraints</u></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 medical professional qualified to make the determination, and as agreed to by the student's parents/guardians and school district of residence.</p>
	<p>Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p>

<p>Title 22 Sec. 14.133</p>	<p><u>Aversive Techniques</u></p> <p>The following aversive techniques of handling behavior are considered inappropriate and shall not be used 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, 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.
<p>Title 22 Sec. 14.143</p>	<ol style="list-style-type: none"> 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 by which a student is held face down on the floor.
<p>Title 22 Sec. 14.133</p>	<p><u>Referral To Law Enforcement</u></p> <p>Subsequent to a referral to law enforcement, the center shall contact the school district of residence to request an updated functional behavioral assessment and Behavior Support Plan for students with disabilities who have Behavior Support Plans at the time of such referral.</p>

References:

State Board of Education Regulations – 22 PA Code Sec. 14.133, 14.143, 14.145, 339.21

Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 300

Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System, June 2009 – www.pattan.net

Board Policy – 000, 113, 113.1