

MIDDLE BUCKS INSTITUTE OF TECHNOLOGY

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT

ADOPTED: January 11, 2016

REVISED:

113.2. BEHAVIOR SUPPORT	
<p>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)</p>	<p>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 a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. A representative from the school shall participate on the IEP team to provide input regarding placement decisions and development of the positive behavior support plan.</p>
<p>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</p>	<p>The Executive Council directs that the school 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.</p>
<p>3. Definitions Title 22 Sec. 14.133</p>	<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>Title 22 Sec. 14.133</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 Executive Director or designee shall ensure that this Executive Council policy is implemented in accordance with federal and state laws and regulations.</p> <p>The Executive 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 Executive Council policy.</p>
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<p>Title 22 Sec. 14.133</p>	<p>The Executive 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 Executive Director or designee shall notify the parent/guardian and student's 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 student's 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>Title 22 Sec. 14.133</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>Title 22 Sec. 14.133</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.

<p>Title 22 Sec. 14.143</p>	<ol style="list-style-type: none"> 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 by which a student is held face down on the floor.
<p>SC 1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.133 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.535 Pol. 113.1, 218, 218.1, 222, 227, 805.1</p>	<p><u>Referral To Law Enforcement</u></p> <p>The Executive Director or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from school or a school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Executive Council policies. The Executive Director or designee, in coordination with the student's school district of residence, shall respond to such incidents in accordance with law and regulations and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.</p>
<p>Title 22 Sec. 10.23, 14.133 34 CFR Sec. 300.530</p>	<p>Subsequent to notification to law enforcement, the school shall contact the student's school district of residence to request an updated functional behavioral assessment and Behavior Support Plan for a student with a disability who has a Behavior Support Plan at the time of such referral.</p>

<p>Title 22 Sec. 10.23, 14.133</p>	<p>For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the school shall contact the student's school district of residence to convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law and regulations.</p>
<p>Title 22 Sec. 10.23 Pol. 805.1</p>	<p><u>Relations With Law Enforcement</u></p> <p>The school shall provide a copy of its administrative regulations and procedures for implementing behavior support plans to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures are revised by the school.</p>
<p>Title 22 Sec. 10.23, 14.133 Pol. 805.1</p>	<p>The school shall invite representatives of each local police department that has jurisdiction over school property to participate in school training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention.</p>
	<p>References:</p> <p>School Code – 24 P.S. Sec. 1302.1-A, 1303-A</p> <p>State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.133, 14.143, 14.145, 339.21</p> <p>Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.</p> <p>Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300</p> <p>Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System, June 2009 – www.pattan.net</p> <p>Executive Council Policy – 000, 113, 113.1, 218, 218.1, 222, 227, 805.1</p>