

EASTON AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: POSITIVE BEHAVIOR
SUPPORT FOR STUDENTS
WITH DISABILITIES

ADOPTED: April 16, 2009

REVISED: November 22, 2016

<p>1. Purpose</p> <p>2. Authority Title 22 Chapter 14</p> <p>3. Delegation of Responsibility</p> <p>4. Definitions Title 22 Sec. 14.133</p>	<p style="text-align: center;">113.2. POSITIVE BEHAVIOR SUPPORT FOR STUDENTS WITH DISABILITIES</p> <p>The Easton Area School District believes in the importance of supporting students with disabilities using Positive Behavior Support (PBS) techniques for the development, change, and maintenance of behaviors that are designed to be the least intrusive to the student. We also believe that positive behavior supports are a district-wide initiative being implemented across school buildings, classrooms, and individual student levels.</p> <p>The Easton Area School District will use Positive Behavior Support (PBS) techniques in accordance with 22 Pa. Code Chapter 14, Special Education Services and Programs.</p> <p>Additionally, this policy is designed to enable students with Individualized Education Programs (IEPs) who need a Positive Behavior Support (PBS) Plan to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and the accompanying Pennsylvania Regulations (Chapter 14).</p> <p>The Superintendent and/or his/her designees are authorized to carry out the requirements of this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Superintendent and/or his/her designees shall conduct appropriate behavior support activities including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>The following terms, when used in this section, have the following meanings unless the context clearly indicates otherwise:</p> <p>1. Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.</p>
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<p>Title 22 Sec. 14.133</p>	<p>2. Behavior support - the development, change, and maintenance of selected behaviors through the systematic application of positive behavior change techniques.</p> <p>3. Positive techniques - methods utilizing 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>4. Restraints - devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.</p>
<p>Title 22 Sec. 14.133</p>	<p>a. Restraints to control acute or episodic aggressive behaviors may be used only when the students 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.</p> <p>1) The use of restraints cases of clear and present danger will result in a meeting for the IEP team to review the current IEP for appropriateness and effectiveness.</p> <p>2) 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>3) EASD staff shall maintain and report data on the use of restraints as required by the Secretary of the Pennsylvania Department of Education or other proper authority.</p>
<p>Title 22 Sec. 14.133</p>	<p>b. Mechanical restraints used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions may be employed only with 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. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p>
<p>5. Guidelines Title 22 Sec. 14.133</p>	<p>The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <p>1. Corporal punishment.</p>

2. Prone restraints (those restraints where the student is held face down on the floor).
3. Punishment for a manifestation of a student's disability.
4. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit.
5. Noxious substances.
6. Deprivation of basic rights, such as withholding meals, water, or fresh air.
7. Suspension constituting a pattern and not addressed within a student's IEP.
8. Treatment of a demeaning nature.
9. Electric shock.

The use of restraints can be used only in a student's IEP when:

1. The type of restraint, frequency, and duration of the restraint is clearly written in a student's IEP.
2. The staff is properly trained on the use and implementation of the restraint technique.
3. The parent/guardian/surrogate is notified immediately, by telephone no later than the end of that school day, as well as via written notification through the Invitation to Participate in an IEP Team Meeting Due to a Restraint stating that a meeting is to be convened within ten (10) school days unless a written waiver is provided by the parents/guardian/surrogate.
4. The student with an IEP has a positive behavior support plan that also includes positive approaches to addressing the behaviors of concern (e.g., de-escalation techniques).
5. The student's IEP specifically permits the use of restraints.
6. The IEP states how the restraints will be used (with positive behavior supports and the teaching of socially acceptable behaviors) as well as a plan for eliminating the use of restraints.

Positive Behavior Support (PBS) plans should include:

1. A record of the IEP team's attempts to include parents/guardians/surrogates, via written notification to participate in the team meeting, in the development of the student's positive behavior support (PBS) plan.
2. A meeting with members of the IEP team to design a positive behavior support (PBS) plan.
3. Positive techniques, rather than negative techniques, should be used in addressing the behaviors of concern.
4. A functional behavior assessment (FBA) that addressed the antecedents, behaviors of concern, consequences maintaining the behavior, and function of the behavior.
5. Research based practices and techniques used to develop the desired behaviors.
6. Replacement skills, alternative teaching strategies and consequence strategies in decreasing the behaviors of concern as well as increasing the desired behaviors should be included.
7. Interventions selected should be the least intrusive necessary.
8. Parental consent shall be obtained prior to the use of highly restraining or intrusive procedures.

References:

State Board of Education Regulations – 22 PA Code Sec. 14.133

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