Revised Delta School
Positive Behavior Support Policy

Section: **Students**

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Behavior management programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Potential causes of behavior problems, such as physical or medical concerns, shall be reviewed and addressed prior to development of a behavior management program.

For each eligible student who exhibits behavior problems that interfere with the student's ability to learn, the Individualized Education Program ("IEP") shall include provisions for the development of a Positive Behavior Support Plan ("PBSP") in accordance with Pennsylvania Department of Education standards, Chapter 342 (relating to special education services and programs).

Positive, rather than negative, measures shall form the basis of behavior management programs. The types of intervention chosen for a particular student shall be the least intrusive necessary and shall be in accordance with Chapter 342. Aversive techniques, restraints, or punitive procedures may not be used as a substitute for a behavior management program. Positive behavior support (PBS) should be the primary method used by staff for addressing problem student behavior. IEPs that include the use of a restraint must also include a plan for eliminating the use of restraints through the application of positive behavior support (PBS).

The following words and terms used in this Policy have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques - Deliberate activities designed to establish a negative association with a specific behavior.

Positive Behavior Support (PBS) - The development, change, and maintenance of selected student behaviors through the systematic application of positive behavior change techniques.

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 behavior to specific tangible rewards.

Physical 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 mechanical restraints, which are a specific type of physical restraint. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort her from one area to another. The term similarly does not include hand-over-hand assistance with feeding or task completion and 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 and specified in the IEP

Mechanical restraint - The use of any device or object used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions. 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 are examples of mechanical restraints which are excluded from this definition

Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. This SAP provides a list of researched-based practices that can be employed when using positive behavior support for students. These practices are identified as levels in order of level of intensity or intrusiveness.

Physical restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student 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 or techniques have proven to be or are less effective. The use of physical restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team within 10 school days to review the current IEP for appropriateness and effectiveness, unless the parent, 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 physical restraints may only be included in a student's IEP when the following conditions apply:

- The restraint is utilized with specific component elements of positive behavior support.
- The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
- Staff are authorized to use the procedure and have received the staff training required.
- There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

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.

School entities shall maintain and report data on the use of restraints as prescribed by the Secretary of Education. The report shall be reviewed during cyclical compliance monitoring conducted by the Department.

*Delta School will provide Restraint training, De-escalation training and Positive Behavior Support Training by the beginning of the school year and ongoing training as needed. New employees will be training during orientation for new employees and within 30 days of employment.

*Delta School will provide parents with the School Positive Behavior Support Policy yearly Via google classroom, via U.S mail and during Parent Training workshops

Delta School has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 14, including the training of personnel for the use of specific procedures, methods, and techniques. The District must obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 14.133(f).

Mechanical restraints may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed by the student's parents. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The use of restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

- Corporal punishment
- Punishment for a manifestation of a student's disability
- Locked rooms, locked boxes, other locked structures, or spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern under 22 PA Code 14.143 (a)
- Treatment of a demeaning nature
- Electric shock
- Methods implemented by untrained personnel
- Methods that have not been outlined in the agency's plan
- Prone restraints

Subsequent to a student with disabilities who has a positive behavior support plan being referred to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required.

<u>LEVEL 1</u>

Class Programming and Management

Effective class management strategies create an environment conducive to learning. Level 1 strategies, the first method of intervention to be attempted in addressing behavioral concerns, are directed toward total class management.

Proactive and positive class management requires planning of procedures and rules, presenting and implementing these expectations, and maintaining the process throughout the year. Level 1 strategies are preventative interventions designed to:

- facilitate learning through effective teaching techniques;

- provide ongoing and frequent feedback regarding students' instructional and behavioral needs;

- teach appropriate social and academic behaviors;

- create an environment that is flexible and responsive to students' individual needs;

- provide students with opportunities to monitor themselves and to participate in decision- making activities;

- structure positive and constructive interaction among students and between students and staff.

Level 1 interventions are positive and non-intrusive and are not necessarily identified as part of a student's IEP. Classroom rules and expectations should be clearly stated to parents/guardians and student and reinforced at the IEP meeting. Some examples of Level 1 strategies include:

- Clear statement of class rules and management expectations

- Practice time for rules and procedures

- Physical environmental adjustments

- Effective teaching practices (e.g. functional curriculum, direct instruction, cuing, promoting)

- Verbal reinforcement and praise

- Instructional activity adjustments (e.g. pacing, length, level of difficulty, etc.)

- Feedback adjustments (e.g. more frequent feedback, stronger feedback, etc.)

- Redirection

- Differential reinforcement of other behavior

- Positive programming (e.g. instruction in communication skills, social skills, affective skills, etc.)

- Self-monitoring systems

- Classroom-wide reinforcement systems

- Peer systems (e.g. cooperative learning)

- Positive social behavior (e.g. modeling pro-social behavior, role playing, decision making activities)

- Contingent observation

LEVEL 2

Individualized Management Plans

Formal techniques are utilized to increase appropriate behavior and/or decrease inappropriate behavior. Emphasis is placed upon a diagnostic/prescriptive approach whereby consideration is given to why a student is unable to achieve expected behaviors. The development of an appropriate intervention plan is contingent upon these factors:

Level 2 interventions are individualized and incorporated into a student's IEP, when necessary, through specific objectives and/or specially designed instruction. A Positive Behavior Support Plan is to be completed only if deemed necessary by the IEP team. When a behavior model is used for the entire class, the design of the program is not to be included in the student's IEP.

Level 2 interventions include non-restrictive and mildly restrictive procedures. All restrictive interventions must be accompanied by both positive and proactive interventions. Level 2 procedures are designed to:

- provide structured, individualized support to students whose behaviors warrant support beyond existing whole class systems, and
- complement existing class strategies to provide consistency.

Mildly restrictive procedures are to be used for behaviors that are: disruptive to the class; likely to become more serious in nature in the near future if not modified immediately; potentially dangerous to others; and/or of great concern to caregivers.

Level 2 interventions are part of the IEP and can be identified as Specially Designed Instruction. A Positive Behavior Support Plan is to be completed as determined necessary by the IEP team. Some examples of Level 2 strategies include:

- Individualized and structured reinforcement schedules
- Token economies
- Contingent separation
- Behavioral contracting
- Extinction and response cost
- Curriculum adaptations and modifications
- Multi-Sensory instruction
- Cognitive/behavioral approaches
- Correction/restitution procedures
- Physical prompts
- Extended time to complete tasks

LEVEL 3

Individualized Restrictive Procedures

Implementation of a Positive Behavior Support Plan based on the results of a Functional Behavior Assessment containing restrictive procedures is considered only after the use of less restrictive interventions outlined in Levels 1 and 2 have proved ineffective. All restrictive interventions must be accompanied by both positive and proactive interventions. The development of a behavior management plan with Level 3 intervention requires the IEP Team, including parents, to convene and to approve the strategies.

Positive Behavior Support Plans with Level 3 procedures are used for behavior identified as serious in nature and must meet one or more of the criteria listed below:

- the behavior threatens the health or life of the individual;
- the behavior is likely to become more serious in the near future if not terminated or modified immediately;
- behavior is dangerous to self and/or others;
- the behavior is of great concern to staff; and/or
- the behavior interferes with learning.

Level 3 strategies are to be defined within a Positive Behavior Support Plan that is maintained in the student file and referenced within the IEP as Specially Designed Instruction. Level 3 strategies* include: property removal; contingent exclusion; personal restraint (parental permission must be obtained prior to the use of highly restraining or intrusive procedures); out-of-school suspension; and the suspension of transportation as delineated by the LEA.

If a student exhibits behaviors that require a Level 3 intervention not identified in a Positive Behavior Support Plan, discretion is to be used by the teacher in determining an appropriate strategy for the serious behavior. Refer to the criteria stated above. When a Level 3 strategy is implemented under such circumstances, the following must occur: (1) completion of a Behavior Incident Report; (2) notification to supervisor and parent; and (3) IEP review/revision.

When a student is referred to law enforcement, an IEP meeting must be held and the functional behavioral assessment (FBA) updated and/or developed, and the student's PBSP developed/revised by the team.

LEVEL 4

Emergency Procedures

Behaviors that present a clear and immediate danger to students or others and/or cause serious property damage constitute an emergency and require immediate attention. Emergency procedures are directed by supervisory personnel. The chain of command utilized for emergencies includes: CEO, Assistant CEO and the principal.

The use of emergency procedures is temporary. Reactive in design, Level 4 interventions respond to an immediate crisis. A positive and proactive strategy must be implemented as soon as reasonably possible. Level 4 strategies include: emergency removal from school; suicide prevention, runaway intervention; emergency contact of other agencies including the

Emergency procedures require parental and supervisory notification. A formal report is submitted using a Behavior Incident Report. The IEP Team convenes, including parents and appropriate agencies as needed, to review student's current program. Principal or designee reports the LEA data when a restraint is used. The data includes the date that parent notice was given when the restraint was employed, the date of the IEP meeting that is held within 10 school days of the restraint usage or the date that the parent may have waived the meeting.

Use of Calming Rooms: A calming room may be available for de-escalation. Calming rooms are used as specified in a student's IEP/Positive Behavior Support Plan. Staff trained in positive behavior support may escort a student to the calming room or the student may request to use the calming room. An adult must always be present. A calming room shall not be locked.

Use of Break Rooms: A break room may be used by students to facilitate sensory regulation or de-escalation. Students who need support to self-regulate their sensory system, to de-escalate or to take a temporary break from instructional activities may be taught to request to access the break room if specified in their IEP. An adult must always be present. A break room shall not be locked.

Appendix - Definitions

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.

Behavioral Contracting: When a student wants/needs to have a certain amount of control in making decisions regarding his/her education, behavioral contracting is extremely helpful. A behavior contract is an agreement between two or more persons that clearly lists specific behaviors that the parties will perform and the consequences (positive and negative) that will result from those behaviors. Contracts may be adjusted to ensure success with increasing expectations over time.

Class Meetings: Class meetings are structured formats for a class as a whole to discuss and seek to resolve/ provide direction regarding classroom behaviors. Discussion notes (refer to definition below) may be used in conjunction with class meetings. This method allows students the opportunity to be resources for each other rather than developing sole dependency on the teacher.

Class Rules: Class rules should be stated in positive terms and kept to a minimum. Rules and consequences guiding appropriate behavior within the class are posted, taught, and discussed. The teacher should periodically check for the students' understanding of the rules. Whenever possible, student input should be incorporated into the formation of the rules and their consequences, both positive and negative.

Class-Wide Reinforcement Systems: Planned systems of reinforcement that are applied to all students in the class. The desired behavior is rewarded with a positive/desirable outcome. Examples include: extra recess earned if entire class fills "sticker chart" (stickers are earned through specific behaviors) and students earning a given number of points during the week have a "homework-free" weekend.

Cognitive/Behavioral Therapy: Cognitive/behavioral therapy is based upon the premise that students can be taught specific thinking patterns to use when presented with situations that challenge them. There are a variety of cognitive/behavioral therapy models in use in educational settings and school psychologists are valuable resources regarding this type of intervention. For example: "Stop" - "Think" - "Act" - "Evaluate" pattern.

Contingent Exclusion: A student is temporarily removed from the group to a location away from the class as a logical consequence of disruptive or dangerous behavior.

Contingent Observation: A student is removed from an activity for a very brief period of time (generally under two minutes) as a consequence of inappropriate behavior. The appropriate alternative/replacement behavior is identified. Removal is to a space just away from the activity area where the student may still observe the activity. The student returns to the activity at the end of the established time. Examples include: creation of a "penalty box" to be used for negative behavior exhibited during class time or a student is flashed a sign which indicates "time out" from participating in the activity when a specific behavior is exhibited.

Contingent Separation: Frequently identified as "time out," contingent separation is the removal of a student from one area in the classroom to another area within the classroom where he/she cannot receive positive reinforcement. The student should be able to hear and/or see portions of the lesson. When a student is removed, the reason for the separation should be explained. Contingent separation limits should be no more than one minute of time for each year of age up to 10 minutes with consideration given to the cognitive ability of the student (e.g., a 6 year old child with moderate mental retardation might have a two-minute contingent separation.

Correction/Restitution Procedures: When a student has engaged in a behavior that has negatively impacted on others and/or on the environment, the student is prompted to correct the effects of his/her actions. Examples include: apologizing to someone he/she has called a name; cleaning up papers that he/she had thrown on the floor, and/or offering assistance to someone whose work was disturbed by his/her behavior.

Differential Reinforcement of Other Students: The students who are behaving appropriately are reinforced by the teacher. It is hoped that the reinforcement of these students will provide motivation to the student who is not appropriate to change his/her behavior in order to gain reinforcement from the teacher. Examples include: a teacher who praises those students who get their books ready at the first request and the teacher who provides free time to those students who complete their work in the proper manner.

Discussion Notes: The process of a student and a teacher addressing a concern by writing it down for review at a later meeting is a discussion note. This procedure can be used as a method of addressing both desirable and undesirable behaviors. It not only provides a communication format for the moment but also provides a basis for follow-up discussion (with the individuals who are involved in the writing and other key persons as appropriate). Discussion notes often request that the student engage in some sort of appropriate behavior as part of the discussion process.

Effective Teaching Practices: Teaching methods that are considered the "best practices" are used within the classroom as appropriate. Examples include: functional curriculum; multi-modality instruction; cooperative learning; and guided practice.

Emergency Contact of Other Agencies/Police: A student's behavior becomes so assaultive or destructive within the school setting that contacting other agencies or the police for assistance is the only recourse. Such extreme circumstances are considered emergencies. Refer to Superintendent's Administrative Procedure "Police and School District Interaction" in the Community Relations section.

Emergency Removal from School: Given extreme circumstances, a student can be removed from school early on a particular day when his/her behavior is uncontrolled and staff determine emergency removal is necessary. A student can only be removed with the approval of the building principal in consultation with the Superintendent's Office.

Environmental Adjustments: The environment is examined to determine the role it plays in contributing to the student's appropriate and inappropriate behavior. Consideration should be given to the teaching style and its match with the student's learning style, the length of the lesson, the size of the instructional group, the noise level, the types of adaptations made, etc. Examples include the use of a study carrel, decrease in the amount of materials on the student's desk, placing the student in a group of very task-oriented students, providing color-coded organizational folders, and seating the student closer to the teacher.

Extinction: Behaviors can be decreased through ignoring or through withholding of reinforcement. Extinction does not teach an alternative/replacement behavior, however, and should be used judiciously and always accompanied with the use of other positive approaches addressing the same behavior.

Feedback Adjustments: Altering the level of feedback provided to an individual student is considered a feedback adjustment. Some students require more frequent feedback regarding their performance (behavioral and/or academic) while others prefer to proceed with a lower level of feedback (less frequent). Feedback can also be adjusted in terms of how directly it is given. Examples include: writing specific comments regarding segments of an essay test rather than remark on the essay as a whole; adjusting the voice level of the teacher; providing more frequent feedback in regard to on-task behavior; addressing the student individually rather than to simply address the student within the context of the whole class; and giving interim due dates on long term projects.

Individualized Reinforcement Systems: A teacher has an established system of expectations and reinforcements for an individual child that is unique to that student. Such a system may be tied in with a classroom-wide system; the only formalized system within a class; or a unique system for a student while all other students operate under a uniform classroom system. Class-wide systems can be modified to provide individualized systems through a variety of methods that allows the teacher to have a single framework that forms the basis for all of their individual systems. Examples include: a student earns a point for each assignment completed, points are turned in at the end of the day for activity of choice; a student earns feedback at 15-minute intervals.

Instructional Adjustments: Adjustments to the lesson and/or materials that create a better match between the student's learning style, attention span, and the lesson. Examples include: altering the length of the lesson; changing the modality of instruction, decreasing the number of items on a page, changing the words "true/false" to "yes/no" on a test, and testing orally rather than in written form.

Mechanical Restraints: Devices used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions. Mechanical restraints may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning. 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 are examples of mechanical restraints which are excluded from this definition.

Out-of-School Suspension: A student is removed from the school setting for an established period of time. Out-of-school suspension is a consequence for behavior that: endangers the safety of the student; endangers the safety of others; or disrupts the classroom to interfere with all learning. Specific procedures for the suspension of students should be followed as delineated by the LEA.

Peer Systems: When a student's behavior impacts on his/her peers, those peers may be supported to react to that behavior in an appropriate manner. They may be encouraged to: provide the student with prompts regarding appropriate behavior; provide feedback when the student does engage in appropriate behavior; (3) model appropriate behavior; or (4) explain to the individual why they do not want him/her to engage in the behavior of concern. Any such system should be supportive, respectful, and described as a classroom effort to help all students. Examples include: when a student speaks out without raising his/her hand, other students raise their hands and quietly remind the student of what to do; or if a student is placing homework in the wrong box, he/she could be encouraged to wait.

Personal Restraint: A staff person holds a student's limbs, head, or body in a "safe" position when endangering behavior is exhibited. Even though personal restraint is the direct restriction of a student's movements, it is not a punitive measure and may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP, employed as punishment, for the convenience of staff, or as a substitute for an educational program.

Physical Assists: When it is necessary to move a student from one place to another and the student is not responding to verbal directives regarding moving, physical assists may be implemented. An assist is not a restraint; rather it is the use of a gentle physical prompt/support that guides the student in the right direction. Assists may involve one or two teachers. If a student significantly resists the assist and movement is absolutely necessary, then a restraint may be necessary in order to move him/her. Consider when using physical assists that a second teacher or assistant be called into the room to help move the student from one place to another so that two persons are present during such a physical interaction with a student.

Positive Programming: Positive Programming is instructing the student in a new skill or in the refinement of a previously learned skill that will decrease the likelihood of challenging behaviors occurring. Examples include: social skills instruction, affective instruction, communication skills instruction, and traditional academic skill instruction (if lack of academic accomplishment is leading to frustration that results in challenging behavior).

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 behavior to specific tangible rewards.

Property Removal: An educator secures the personal property of a student for a specific period of time when the property is being used by the student in a dangerous or disruptive manner.

Redirection: The teacher provides a student who is engaging in an inappropriate behavior with a cue in regard to an appropriate alternative behavior. Redirection is most effective when provided during the early stages of challenging behavior. Examples include: "Stop this" and "Do that."

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 restraints and mechanical restraints, as defined above. When a restraint is included in an IEP, the IEP should indicate how the restraint will be used within the context of positive behavior support (PBS) and the provision of the teaching of socially acceptable social skills instruction. Personnel who employ a restraint must be authorized and trained in positive behavior support (PBS) and crisis restraint procedures. The term "physical restraint" does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort her from one area to another. The term similarly does not include hand-over-hand assistance with feeding or task completion and 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 and specified in the IEP.

Response Cost: In a response cost system, students who earn reinforces and then engage in identified negative behaviors experience a loss of designated amount of reinforcement. There should be significantly more positive reinforcements used than response cost. Overuse may result in the student ceasing to be motivated to earn the reinforce at all.

Runaway Intervention: A student who leaves the school building and grounds in a moment of distress or upset and who is not in potential danger is considered a runaway.

Self-Monitoring Systems: Many students can be instructed to monitor their own behaviors/achievements. Such monitoring shifts responsibility from an adult (external control) to the student him/herself (internal control), which is critical for normalization. Students need to have guided self-monitoring in initial phases. Pure self-monitoring can follow, allowing the student to compete with him/herself. Examples include: homework log, noting specific behaviors on a graph, and documenting the number of assignments completed on time in a notebook.

Suicide Prevention: Suicide Intervention is any action taken by staff to prevent a student from attempting to take his/her own life. These procedures govern the actions that occur in response to a clear indication that the student may be making a suicidal attempt. Refer to Superintendent's Administrative Procedure "Self- Harming Behavior" regarding suicide prevention.

Token Economies: An established reinforcement system whereby a student receives tokens. The appropriate behaviors are rewarded at established intervals, intermittently, or upon any display of a desired behavior. At a subsequent point, the student can exchange tokens for "back-up" reinforces. The "value" of the reinforce has been predetermined and identified to the student. Token systems can provide both an immediate (the token) and a delayed (the "back-up") reinforcement, which helps to move the student away from more simplistic forms of reinforcement.

Transportation Suspension: A student is temporarily removed from his/her transportation vehicle as a result of continued disruptive, unsafe, or dangerous behavior exhibited while in transit. Specific procedures for the suspension of transportation should be followed as delineated in Superintendent's Administrative Procedure "Exclusions from School" and "Regulations and Loss of Bus Privileges."