

MOUNT UNION AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT FOR
STUDENTS WITH
DISABILITIES

ADOPTED: April 9, 2001

REVISED: August 24, 2009

<p>1. Purpose Title 22 Sec. 14.36</p> <p>Authority Title 22 Sec. 14.133 20 U.S.C. Sec. 1400 et seq 34 CFR Part 300</p>	<p style="text-align: center;">113.1. BEHAVIOR SUPPORT FOR STUDENTS WITH DISABILITIES</p> <p>The Mount Union Area School District (MUASD) believes in the use of positive behavior support techniques.</p> <p>The policy is designed to enable students with Individualized Educational Programs (IEP(s)) who need a Behavior Support Program 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 its accompanying regulations and Pennsylvania’s regulations (Chapter 14).</p> <p>Behavior management programs include a variety of techniques to develop and maintain skills that will enhance an individual student’s or young child’s opportunity for learning and self-fulfillment. Potential causes of behavior problems, such as physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to development of a behavior management program.</p> <p>For each eligible student or young child who exhibits behavior problems which interfere with the student’s ability to learn, including students identified as seriously emotionally disturbed, the IEP shall include provisions for a program of behavior management in accordance with Chapter 342 (relating to special education services and programs).</p> <p>Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. Behavior support programs shall include a variety of research-based techniques to develop and maintain skills that will enhance student opportunity for learning and self-fulfillment. The types of intervention chosen for a particular student or young child shall be the least intrusive necessary and shall be in accordance with Chapter 342. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program.</p>
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<p>2. Definitions Title 22 Sec. 342.36</p>	<p>The following words and terms, when used in this policy, have the following meaning, unless the context clearly indicates otherwise:</p> <p>Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.</p> <p>Mechanical restraints – Restraints used to control involuntary movement or lack of muscular control of students when due to organic causes of conditions.</p> <p>Behavior support – the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p> <p>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.</p> <p>Prone restraints – Prohibited restraints in which a student or eligible young child is held face down.</p> <p>Restraints –The application of trained therapeutic holds, with or without use of any device, designed to restrain free movement. The term restraint does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him/her, guiding a student or eligible young child to an appropriate activity, or holding a student or eligible young child’s hand to safely escort him/her from one area to another. This term does not include common and appropriate hands-on interventions such as hand-over-hand instruction, hand or arm holding to guide the student away from a place, brief physical calming or comforting of the student, and similar actions. The term also does not include hand-over-hand assistance with feeding or task completion or techniques prescribed by a qualified medical professional for reasons of safety or therapy or medical treatment as agreed and specified in the student’s IEP.</p>
<p>3. Guidelines</p>	<p>Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.</p> <p>Restraints to control acute or episodic aggressive behavior 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 measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team within 10 school days unless waived by the parent/guardian. At this meeting, the team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, a change of placement</p>

	<p>to address the inappropriate behavior, to review the current IEP for appropriateness and effectiveness.</p> <p>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. Restraints may be specified in the IEP only if the restraining (1) is used with specific component elements of a positive behavior support plan; (2) is used in conjunction with teaching socially appropriate alternative skills or behaviors; (3) staff are authorized to use the restraining and have received appropriate training; and (4) the behavior plan includes efforts to eliminate the use of restraints. The use of prone restraints is prohibited in educational programs. The MUASD shall not engage in the use of such restraints.</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. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.</p> <p>The MUASD shall maintain and report data on the use of restraints as prescribed by the Secretary of the Pennsylvania Department of Education or other proper authority.</p> <p>The MUASD shall not use aversive techniques in any of its educational programs.</p> <p>The following aversive techniques of handling behavior are considered inappropriate and may not be used by the MUASD 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.6. Serial suspensions.7. Treatment of a demeaning nature.
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<p>4. Delegation of Responsibility</p>	<p>8. Electric shock.</p> <p>9. Methods implemented by untrained personnel.</p> <p>10. Methods which have not been outlined in the district's plan.</p> <p>11. Prone restraints (those restraints where a student is held face down on the floor).</p> <p>The district has the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter and Chapter 14 (relating to special education services and programs), including the training of personnel for the use of specific procedure, methods and techniques, and for having a written policy on the use of positive behavior support techniques and obtaining parent consent prior to the use of highly restraining or intrusive procedures.</p> <p>In accordance with their plans, the district may convene human right committees to oversee the use of restraining or intrusive procedures and restraints.</p> <p>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 CFP Part 300</p>
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