



<p>4. Guidelines</p>	<p><b>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.</b></p> <p>Effective techniques to: modify the contextual influences of behavior (i.e. setting events and immediate antecedent events); teach socially appropriate alternative skills; and reduce problem behavior will be employed. Positive techniques shall be attempted prior to the use of more intrusive or restraining measures and will also be monitored along with improvements in the student’s general health and well-being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.</p> <p>The behavior support plan for a <b>student</b> with an IEP must be designed/implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multicomponent approach to modify contextual influences, teach alternative skills, and reduce problem behavior is to be documented in the Behavior Improvement Plan. Evaluation procedures must also be present.</p> <p>Positive rather than negative measures shall form the basis of behavior support programs. The types of intervention chosen for a particular student shall be the least intrusive necessary. Aversive techniques, restraints or discipline procedures may not be used as a substitute for an educational program, for the convenience of staff or employed as punishment, and may not be included in the IEP.</p> <p>The use of physical restraint when implemented as a protective procedure must be documented as a part of a <b>student’s</b> crisis management plan in the <b>student’s</b> Behavior Improvement Plan with his/her IEP. Restraints used 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, other students, or employees, and only when less restrictive measures and techniques have been 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 to review the current IEP for appropriateness and effectiveness.</p> <p>District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure and shall be certified in crisis intervention strategies.</p>
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<p><b>Title 22 Sec. 14.133</b></p>	<p>If the use of physical restraint is considered for use as a protective procedure as a part of the crisis management plan, the Behavior Improvement Plan may be reviewed by a human rights review committee for positive effective techniques to assure the dignity and rights of the <b>student</b> are being considered.</p> <p>The use of reduction-oriented consequence strategies, including the crisis management plan, may not be employed as punishment for the convenience of staff, or as a substitute for an educational program.</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 included in the IEP only when recommended by a qualified medical professional and agreed upon 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>The following aversive techniques of <b>handling</b> behavior are considered inappropriate and may not be used <b>in educational programs</b>:</p> <ol style="list-style-type: none"> <li>1. Corporal punishment.</li> <li>2. Punishment for a manifestation of a student's disability.</li> <li>3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.</li> <li>4. Noxious substances.</li> <li>5. Deprivation of basic human rights, such as withholding meals, water or fresh air.</li> <li>6. <b>Serial</b> suspensions.</li> <li>7. Treatment of a demeaning nature.</li> <li>8. Electric shock.</li> <li><b>9. Methods implemented by untrained personnel.</b></li> <li><b>10. Methods that have not been outlined in the plan.</b></li> </ol> <p>The district, in conjunction with the IEP team, must obtain <b>parent/guardian</b> approval through the IEP process for all procedures identified within the <b>student's</b> individualized Behavior Improvement Plan as a part of the IEP.</p>
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<p>5. Delegation of Responsibility</p> <p>PA Code Title 22 Sec. 14.133</p>	<p>The district assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in <b>state regulations</b> and PDE Guidelines for Effective Behavior Support. Training will be updated, as appropriate.</p> <p>The Superintendent or designee is responsible for ensuring that agreed upon behavior support plans within IEPs for students are implemented in a consistent manner, and this policy is implemented in compliance with <b>applicable state regulations</b>.</p>
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