

SECTION: PUPILS

TITLE: BEHAVIOR SUPPORT POLICY FOR SPECIAL EDUCATION

ADOPTED: DECEMBER 1, 2004

REVISED: MAY 11, 2005  
APRIL 22, 2009

# FERNDALE AREA SCHOOL DISTRICT

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| <p>1. Purpose</p> <p>2. Authority &amp; Practices</p> | <p style="text-align: center;">216.2 BEHAVIOR SUPPORT POLICY FOR SPECIAL EDUCATION</p> <p>The Ferndale Area School District believes in the use of positive behavior support. The policy is designed to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania’s Chapter 14 Regulations.</p> <p>A. Effective techniques to (1) modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), (2) teach socially appropriate alternative skills, and (3) reduce problem behavior will be employed. Positive side effects (positive techniques for the development, change, and maintenance of particular behaviors shall be attempted prior to the use of more intrusive or restraining measures) (e.g., improved attendance, grades, etc.) will also be monitored along with improvements in student general health/well being as a result of positive behavior support. A least to most intrusive hierarchy of strategies will be utilized.</p> <p>B. The behavior support plan for a child with an IEP must be designed/ implemented in accordance with Pennsylvania Department of Education (PDE) Guidelines for Effective Behavior Support. Specifically, a multi-component approach to (1) modify contextual influences, (2) teach alternative skills, and (3) to reduce problem behavior is to be documented in the Behavior Improvement Plan. Evaluation procedures must also be present.</p> <p>C. Positive rather than negative measures shall form the basis of behavior support programs. 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 12. Aversive techniques, restraints or discipline procedures may not be used as substitute for an educational program, for the convenience of staff, or employed as punishment and may not be included in the IEP.</p> <p>D. The use of physical restraint when implemented as a protective procedure must be documented as a part of a child’s crisis management plan in the child’s Behavior Improvement Plan with his/her IEP. When physical restraint is used as written in the child’s crisis management plan, the IEP team shall review the</p> |
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|  | <p>current IEP for appropriateness and effectiveness. (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 himself, to other students, or to 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>E. Teachers and staff utilizing physical restraint as a protective procedure will be certified in crisis intervention strategies. (Ferndale Area School District personnel will be trained in the use of specific procedures, methods, and techniques for the utilization of physical restraint as a protective procedure. These individuals shall be certified in crisis intervention strategies as per the policy of the Ferndale Area School District.)</p> <p>F. 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 child are being considered.</p> <p>G. 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>H. 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 or legal guardian. Mechanical restraints shall prevent a student from injuring himself/herself or others, or promote normative body positioning and physical functioning.</p> <p>These mechanical restraints are to be used only to control involuntary movement or lack of musculature control of students when due to organic causes and conditions.</p> <p>I. The use of prone restraints (student or eligible young child is held face down on the floor) is prohibited.</p> <p>J. The following aversive techniques of intervening with problem behavior are considered inappropriate and may not be used by Ferndale Area School District personnel agencies working within the school district programs, and school district personnel.</p> <ol style="list-style-type: none"> <li>1. Corporal punishment.</li> <li>2. Punishment for a manifestation of a student's disability.</li> </ol> |
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| <p>3. Delegation of Responsibility</p> | <ol style="list-style-type: none"> <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. Suspensions constituting a pattern under 14.143(a) (relating to disciplinary placement).</li> <li>7. Treatment of a demeaning nature.</li> <li>8. Electric shock.</li> </ol> <p>K. The Ferndale Area School District in conjunction with the IEP team must obtain parental approval through the IEP process for all procedures identified within the child’s individualized Behavior Improvement Plan as a part of the IEP.</p> <p>L. Ferndale Area School District assure(s) that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods, and techniques as outlined in Pennsylvania’s Chapter 14 and PDE Guidelines for Effective Behavior Support. Training will be updated as appropriate.</p> <p>The Superintendent or designee is responsible for ensuring that (1) agreed upon behavior support plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.</p> <p>The Superintendent or designee is responsible for programs that are solely operated by Ferndale Area School District.</p> <p>Ferndale Area School District is responsible for ensuring that (1) agreed upon behavior improvement plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania’s Regulations.</p> |
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