No. 5375
SECTION: STUDENTS
TITLE: BEHAVIOR SUPPORT

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REVISED:

OXFORD AREA SCHOOL DISTRICT

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriated supplementary aids and services cannot be achieved satisfactorily. The IEP Team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.

Behavior support – development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan – plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP Team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

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 behaviors to specific tangible rewards.

Restraints – application of physical force, with or without the use of any device designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatments, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as 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.

Seclusion – confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities – school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required.

Such reports shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district buy entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Philosophy

The District recognizes that optimal learning occurs in an appropriately managed classroom. When student behaviors interfere with learning, a plan of intervention will be implemented.

This plan represents a three-tier hierarchal model based upon current best practices. Interventions focus upon positive rather than negative measures and must be clearly outlined to all personnel who interact with students with disabilities via ongoing, regularly scheduled in-service training with guided practice. These programs will be monitored/modified to ensure their continued effectiveness in the least intrusive manner through ongoing review, evaluation, and redesign by the IEP Team. Recognizing the powerful impact of the family on a student's behavior, the IEP Team will address and encourage parental training.

Each level of intervention represents a higher intensity of intrusion.

Procedures included in each level are not presented in any inferred ascending order or restrictiveness.

Levels of Intervention

Level 1 – Basic Classroom Management

Level 1 is preventative, involves good classroom management strategies and does not require a Behavior Support Plan attached to the IEP.

Successful classroom management is a prerequisite to instruction and involves not only responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Among the various strategies emphasized are effective teaching practices, modeling, verbal instruction of appropriate behavior, classroom discussion and problem-solving, family involvement and cooperation.

MODELS	STRATEGIES
Proactive Classroom Management	·Teacher Rules and Strategies ·Practice Time for Rules and Procedures ·Frequent Monitoring ·Verbal Reinforcement and Praise ·Consistency in Implementation ·Signaling and Prompting ·Redirection of Inappropriate Behavior
Communications	·Communication Skills Training ·Active Listening
Positive Social Behavior	·Modeling Pro-Social Behavior ·Student Discussion of Values ·Role-Playing ·Class Sharing in Decision-Making Activities

LEVEL 1 STRATEGIES ARE NOT NECESSARILY INCLUDED IN THE BEHAVIOR SUPPORT PLAN OF A STUDENT'S IEP.

Level 2 – Individualized Support Plan

Level 2 involves specific interventions designed for individual students and requires a Behavior Support Plan attachment to the IEP.

These formal techniques are developed to increase appropriate behavior or to decrease inappropriate behavior.

If a student cannot achieve an expected behavior due to the lack of skills, then developing those necessary skills becomes a priority. A student who can achieve an expected behavior may lack the needed self-motivation to carry it out. In addition, other interfering behaviors may be present. In such cases, an individual Behavior Support Plan would follow these guidelines:

1. Defining the behavior in objective and measurable terms.
2. Analyzing the problem carefully in terms of environmental factors which may be shaping or maintaining the inappropriate behavior.
3. Developing a plan involving the least intrusive level of intervention that is likely to be effective.
4. Periodic evaluation of the plan for effectiveness.

Some strategies emphasized include problem-solving sessions involving the student, parent/guardian, teacher, psychologist and other appropriate personnel; behavioral contracting; social skills training; environmental restructuring; verbal prompts; reinforcement techniques; and parent/guardian training in the application of behavioral techniques.

The use of Level 2 techniques must be included in an individual Behavior Support Plan on the student's IEP when said techniques are targeted toward an individual student with disabilities.

MODELS	STRATEGIES
Behavior Modification	·Token Reinforcement ·Behavior Contracts ·Time for "Cool-Down" within the Classroom ·Physical/Verbal Prompts ·Environmental Adaptations
Assertive Discipline	·Warning ·Time Reduction for Recess ·Written Assignments in a Behavior Log ·Contact Parents/Guardians ·Detention/Loss of Privileges ·Severe Cases: by-pass all of the above
Valentine Model	·Clear, Concise Communication ·Family Involvement
Reality Therapy / Control Therapy	·Social Problem-Solving ·Contacts/Responsibility Training
Social Skill Training	·Self-Instruction / Anger Control
Cognitive Therapy Training	·Self- Instruction (Verbalize to themselves) ·Self-Monitoring ·Self Reinforcement
In-School Suspension	·To be determined on a district basis

Level 3 – Highly Restrictive Interventions

These techniques can be considered only after Level 1 and Level 2 have been proven to be ineffective. All Level 3 interventions required the IEP Team, including parents/guardians, to convene and to approve the strategies.

Level 3 interventions are formal behavior programs that are restrictive in nature.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that present a clear and present

danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Superintendent or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP Team within ten (10) school days of the use of restraints, unless the parent/guardian, 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, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff is authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control the 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/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educations programs:

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. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held, face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for student with disabilities who have Behavior Support Plans at the time of such referral.

If as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP Team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations with Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive support program.