



Positive Behavior Support Policy

Overview:

In accordance with Individuals with Disabilities Education Act (“IDEA”) and the Pennsylvania Department of Education (“PDE”) Chapter 14 (“Chapter 14”), positive rather than negative measures must form the basis of behavior support programs for students who have been determined to be eligible for special education supports and services. Boys’ Latin of Philadelphia (“Boys’ Latin” or “the school”) ensures all eligible students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs should include evidence-based or research-based practices and techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques [§14.133(a)].

The following **aversive techniques of handing behavior are considered inappropriate and ARE PROHIBITED** and therefore they are not used at Boys’ Latin:

- Corporal punishment
- Punishment for a manifestation of disability
- Locked rooms, boxes, or other structures or spaces from which the student cannot readily exit
- Noxious substance
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspension constituting a pattern
- Treatment of a demeaning nature
- Electric shock

Functional Behavior Assessment:

Chapter 14 requires a functional behavior assessment (“FBA”) prior to developing an individual behavior plan. An FBA usually consists of a team-based assessment and inquiry process through which the team identifies target behaviors and determines the antecedent conditions and consequences in order to arrive at the hypothesized function(s) of the behavior. Then, the team uses this information to design an individualized positive behavior support plan for the child. Under the IDEA, an FBA is required when the behaviors in question result in disciplinary exclusion from school (suspension of more than 10 consecutive days or more than 15 cumulative school days or when expulsion is being considered) and when behaviors are determined to be a manifestation of the child’s disability. Under revised Chapter 14, however, an FBA is also required as a prerequisite to all individualized behavior support plans. Further, a positive behavior support plan must be developed by the Individualized Education Program (“IEP”) team for eligible children “who require specific intervention to address behavior that interferes with learning.” The annotated IEP form promulgated by the Pennsylvania Training and Technical Assistance Network (“PaTTAN”) reinforces the point that an FBA and a positive behavior support plan are required whenever the IEP team determines that the “special consideration” of behavior impeding the learning of self, or others, applies to the student in question.

FBA: The Process

Functional Behavior Assessment is a process for gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan (“PSBP”). FBA is a valuable process to identify positive behavior practices and learning. The identification of the function or purpose of a behavior of concern, guides a team through the development of function-based strategies. Function-based behavior plans are an effective method of addressing behaviors, developing positive proactive behaviors, and increasing academic achievement.

In addition, **according to regulatory requirements an FBA must be conducted:**

1. When the IEP team checks “yes” under “Special Considerations for behavior that impedes the student’s learning or the learning of others.”
2. When a behavior violates a “code of student conduct” and is determined by the IEP team to be a manifestation of the student’s disability.
3. When a student is removed from their current placement as a result of weapon possession, and/or illegal drug possession/use, and/or serious bodily injury.
4. When the student is removed from their placement for more than 10 consecutive or 15 cumulative school days and the behavior is determined not to be related to their disability.
5. When the school contacts law enforcement.
6. Whenever the IEP team (1) determines that a student’s behavior is interfering with their learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.

The ultimate goal of an FBA is to develop a testable hypothesis. The hypothesis is an educated guess based on measurable and observational data, which leads a school team to identify the function of the behavior of concern. The information gathered through the FBA process identifies the situations or circumstances when the student engages or does not engage in a target behavior and identifies the consequences that reinforce the student’s engagement in that behavior. This identification process leads to the development of a testable hypothesis.

A hypothesis derived from a completed FBA must provide (a) a precise definition of the target behavior, (b) the antecedent conditions under which the behavior does or does not occur, (c) the consequences that consistently maintain the behavior, and (d) the perceived function the behavior serves the student.

A completed FBA fills in the missing information of the hypothesis statement:

When this occurs (antecedent) _____, the student does (target behavior) _____, in order to get or avoid (function) _____.

There is no one way to complete an FBA; rather the goal of this process is to develop a testable hypothesis. Horner & Sugai (2007) define three levels of FBA as: Informal FBA, Indirect/Simple FBA, and Complex FBA (see below).

Informal	• Archival Review • Problem-solving Meeting • A-B-C Data
Indirect/Simple	• Checklist • Functional Assessment Interview • Initial Line of Inquiry • Brief Observation/Scatter Plot • A-B-C Data

Complex	• A-B-C Data • Structured, Direct Observation
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An **Informal FBA** is conducted in school by staff who regularly interact with the student. It is conducted as part of school team problem-solving activities. An **Indirect/Simple FBA** is conducted by the school entity by individuals such as a school psychologist, special education teacher, or guidance counselor in collaboration with the student team. This level of FBA typically involves interviews, checklists, and brief observation. The most intense level of FBA, known as a **Complex FBA**, is conducted by an IEP team or Multi-Disciplinary Team (“MDT”) team member of the school, district, or intermediate unit with the school-based student team. This level is the most time intensive and involves interviews and extensive direct observations.

All three levels of FBA maintain the same goals:

- Define the target behavior.
- Identify the events/antecedent triggers that reliably predict the occurrence or nonoccurrence of the target behavior.
- Identify the consequences that maintain the behavior.
- Identify setting events that increase the likelihood of the occurrence of the targeted behavior.

Permission to Evaluate or Reevaluate:

An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through 34 CFR §300.311 to assist in determining whether the child is or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan (PBSP). As with other individualized evaluation procedures and consistent with 34 CFR §300.300 (a) and (c), **parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.**

Positive Behavior Support Plan:

A Positive Behavior Support Plan can be used as a proactive action plan to address behavior(s) that are impeding learning of the student or others. PBSPs are appropriate for all students. If developed for a student with an IEP, this becomes a part of IEP. The PBSP includes positive behavioral interventions, strategies, and supports. All Behavior Support Plans should focus on understanding why the behavior occurred (i.e. the function or communicative intent), then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies, and effective communication.

Subsequent to a referral to law enforcement, for a student with a disability who has a PBSP, an updated FBA and PBSP shall be required.

Members of Positive Behavior Support Team:

The members of the Positive Behavior Support Team will depend upon the specific needs of the student in question. In most cases the team may consist of the same members as required and outlined for members of an IEP team. In addition, other experts may be part of the team.

Positive Behavior Support Plan Development:

Developing a PBSP is a process. For the process to be success, several steps must occur. These steps are as follows:

- Address the Problem Behavior:
 - Faculty/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns, and brainstorm possible solutions.
 - School and classroom interventions are implemented and data collection on outcomes begins.

- If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers.
- Understanding the Problem Behavior/ Conducting the FBA:
 - Team professionals (parents/guardians, teachers, counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc.) consult to understand the cause of the misbehavior and brainstorm solutions.
 - Conduct the appropriate level FBA.
- Developing a PBSP:
 - The Positive Behavior Support Plan Team meets to formally discuss and strategize on the results of the FBA: contributing environmental factors and functional factors (**why** the student is misbehaving).
 - A formal plan of action, the PBSP, is developed with behavior goals developed.
 - Roles/responsibilities are assigned, many people can be designated on the PBSP.
 - A system of communication between the involved parties is formalized.
- Implementing the Behavior Support Plan:
 - The environment and/or curriculum is changed to support the identified replacement behavior(s) and general positive behaviors.
 - New appropriate behaviors are taught and reinforced.
 - Goal(s) acquisition is continuously monitored as specified.
 - The communication plan to progress monitor the interventions is followed.
- Monitoring/Evaluating the Plan:
 - The team monitors the success of the plan and document progress.
 - The team reconvenes to review progress, as appropriate.
 - If unsuccessful, the team plans next steps (revise, redo, assess, etc.).

Overview of Physical Restraints:

22 Pa. Code Chapter 14 provides guidance on physical restraints. The regulations state that restraints are only to be considered as a measure of last resort, only after other less restrictive measures have been used, and the use of **prone restraints is prohibited** in Pennsylvania educational settings. Prone restraints are those in which a student is held face down on the floor.

A restraint as defined by Chapter 14 is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body.

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 him/her from one area to another. The term 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.

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.

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

Requirements When Restraint is Used:

The school must notify the parent of the use of restraint to control the behavior of a student. The Bureau of Special Education (“BSE”) recommends this notification be within one school day of the restraint. Additionally, there needs to be an IEP team meeting **within 10 school days** of the inappropriate behavior causing the use of restraints. The only reason for an IEP meeting to not take place is if the parent, after written notice, agrees in writing to waive the meeting.

When an IEP meeting occurs, the team shall consider whether the student or eligible young child 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 outcome of this meeting must be documented.

Restraint Contained in an IEP:

The use of restraints may be included in a student’s IEP only if 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 is authorized to use the procedure and have received the necessary training required to safely implement the use of restraints.
- There is a plan in place for eliminating the use of restraints through the application of positive behavior support.
- 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.
- Parental consent is obtained prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 711.46(f).

Reporting of Restraints:

Chapter 14 requires reporting of restraints in the Commonwealth of Pennsylvania. The web-based system for reporting restraints was developed by the Pennsylvania Department of Education and is known as RISC (“Restraint Information System of Collection”). It can be accessed at <https://apps.lead erservices.com/risc> and is only accessible to individuals designated by the Local Education Agency (“LEA”).

Anytime a restraint is used, it must be reported to PDE via RISC. It is also the responsibility of the home school district to report all incidences of restraints, even for those students attending an Approved Private School or out of district placement.

Each time a restraint is entered into RISC, the BSE staff is notified. A person from the BSE reviews the data within 10 working days of recording. If the BSE has questions, the contact person for the school entity will be notified.

Positive Behavior Support Policy Affirmation Statement:

The Board of Trustees for Boys' Latin of Philadelphia reviewed and approved the Positive Behavior Support Policy on August 5th, 2026.

Signature of Board President

Printed Name of Board President