

SOUTHERN COLUMBIA AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR MANAGEMENT
FOR EXCEPTIONAL
STUDENTS

ADOPTED: November 20, 2000

REVISED:

<p>1. Purpose</p> <p>2. Definitions Title 22 Sec. 14.2</p> <p>3. Guidelines</p>	<p>113.1. BEHAVIOR MANAGEMENT PLAN FOR EXCEPTIONAL STUDENTS</p> <p>The following words and terms, when used in this section, 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>Behavior management – The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p> <p>Mechanical Restraints – Use of any mechanical device to control involuntary movement or lack of muscular control when due to organic causes or conditions.</p> <p>Physical Restraint – Physical containment of a student by direct contact for more than thirty (30) seconds for the purpose of restricting an inappropriate behavior.</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>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 who exhibits behavior problems which interfere with the student's ability to learn, including students identified as seriously emotionally disturbed, the IEP will include provisions for a program of behavior management in accordance with 22 Pa. Code Chapter 342 (relating to Special Education Services and Programs) (hereafter "Chapter 342").</p>
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Positive rather than negative measures will form the basis of behavior management programs. The types of intervention chosen for a particular student 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. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. Positive behavior management models and techniques may include, but not be limited to the following:

1. Models or Techniques that Focus on Prevention

- a. Preventive Classroom Management – Includes effective teaching practices such as frequent monitoring, clear rules and procedures, social praise, etc.
- b. Prosocial Behavior – Systematic reinforcement, modeling of prosocial behavior, verbal instruction, role playing.
- c. Social Problem Solving – Direct teaching of SPS skills such as alternative thinking, self-instruction training, dialoguing.
- d. Affective and Communication Training – Values clarification activities, active listening, communication and interpersonal skill training (Parent and Teacher Effectiveness Training).

2. Models or Techniques that Focus on the Correction and Control of Misbehavior

- a. Behavior Modification – Direct instruction; reinforcement techniques including social praise, material reinforcers, tokens; punishment-oriented techniques including verbal reprimand, response cost, time-out; group contingency techniques; behavioral contracting.
- b. Assertive Discipline – Teacher assertion, systematic use of behavior modification techniques, continuous monitoring.
- c. Reality Therapy – Confrontational questioning, classroom meetings, logical consequences, time-out, preventive techniques such as democratic governance.

3. Models and Techniques that Focus on Treatment

- a. Social Skills Training – Direct instruction, modeling and rehearsal, coaching self-instruction, manipulation of antecedents and consequences.

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- b. Aggression Replacement Training – Social Skills training techniques, self-instruction (Anger Control Training), moral discussions.

Physical 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, other students or to employees, and only when less restrictive measures and techniques have proven to be or are ineffective. The use of physical restraints shall be documented to include a description of less restrictive measures and techniques implemented prior to the use of physical restraints. The use of physical restraints to control the aggressive behavior of an individual student will necessitate a prompt meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of physical restraints may not be employed as punishment, for the convenience of staff or as a substitute for an educational program.

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

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

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.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods that have not been outlined in the district's plan.

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	<p>The Southern Columbia Area School District will provide training to relevant district staff in the use of the specific procedures, methods and techniques included in this plan.</p>
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