

NORTHERN LEHIGH SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: POSITIVE BEHAVIOR
SUPPORT PLAN

ADOPTED: March 10, 1997

REVISED: May 12, 2003

113.1. POSITIVE BEHAVIOR SUPPORT PLAN	
<p>1. Purpose Title 22 Chapter 14</p>	<p>The Northern Lehigh School District acknowledges that a positive behavior support plan is an important component in the educational process for special education students who exhibit behavior problems, including students identified as Seriously Emotionally Disturbed.</p>
<p>2. Authority</p>	<p>This positive behavior support plan is adopted in accordance with federal and state rules and regulations governing special education.</p>
<p>3. Definition</p>	<p>An effective positive behavior support plan system provides the goals, the structure, the expectations, and the guidelines for acceptable behavior. Techniques are used which are positive rather than negative, and are designed to maintain and enhance a student's opportunity for learning and building self-esteem. Aversive techniques, restraints, or discipline techniques are not to be substituted for a positive behavior support plan.</p>
<p>4. Guidelines Title 22 Sec. 14.133</p>	<p>The need for a positive behavior support plan will be addressed prior to the development, and during the writing of the IEP. Parents, district representatives and the student, when appropriate, will be involved in this process. Potential causes for behavior problems, including physical or medical conditions, and environmental factors will be reviewed and addressed prior to the development of a positive behavior support plan. Positive techniques, which are the least intrusive for the student, will form the basis of an individual positive behavior support plan. The use of physical restraint when implemented as a protective procedure must be documented as a part of a crisis management plan in the child's positive behavior support plan within his/her IEP.</p>
<p>Title 22 Sec. 14.133</p>	<p>Restraints to control acute episodes of aggressive behavior may be used only when the student is a clear and present danger to himself/herself or to other students and employees. Restraints are only to be used when less intrusive measures and techniques have proven to be or are not effective in preventing injury. The use of restraints to control aggressive behavior may not be included in the IEP, be employed as a punishment, or used as a substitute for a positive behavior support</p>

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	<p>plan. 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>Title 22 Sec. 14.133</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 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. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical findings.</p>
<p>Title 22 Sec. 14.133</p>	<p>The following aversive techniques of handling behavior are considered inappropriate and may not be used in educational programs:</p> <ol style="list-style-type: none">1. Corporal punishment.2. Punishment for a manifestation of the 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 which have not been outlined in the behavior management plan.

Approved Behavior Management Techniques

The following is a list of behavior management techniques which are appropriate for classroom use with students needing a positive behavior support plan. These and other positive techniques for the development, change, and maintenance of targeted behaviors will be attempted prior to the use of more intrusive or restraining techniques.

1. **Instructional Planning:** Provides the organization of the school day and provides the structure for individualizing student instruction.
2. **Precision Teaching:** An instructional procedure based upon continuous measurement of a student's progress.
3. **Positive Reinforcement:** The presentation of a pleasant event or reward after a behavior significantly increases the likelihood it will be performed again.
4. **Rules:** The formal codification of classroom expectations which are clearly communicated to students.
5. **Effective Interaction Patterns - Dr. Michael Valentine:** This method is used statewide by Instructional Support Teams and includes clear communication with the student, involvement with the parents and school guidance personnel.
6. **Antecedent Strategies:** The manipulation of events before the response of a student in order to positively affect the consequences of the behavior. The aim is to prevent inappropriate behavior.
7. **Modeling:** The principle that people learn through observation and imitation of appropriate models.
8. **Shaping:** The reinforcement of successive approximations of a desired behavior. This behavior is gradually shaped with each closer approximation of the goal.
9. **Chaining:** Building upon previous appropriate or successful behaviors to expand a student's repertoire of appropriate behaviors.
10. **Ignoring:** Withholding attention from behaviors that are not to be reinforced.
11. **Self-Management/Self-Monitoring:** Students actively participate in selecting of a target behavior and behavioral goals, in identifying the antecedent and consequent events, and in recording and evaluating the behavioral changes. Teacher control is minimal.

12. **Attention/Contingent Attention:** The systematic use of attention to reinforce appropriate behaviors.
13. **Specific Labeled Praise:** A form of contingent attention that includes a description of the behavior being praised.
14. **Cueing:** The systematic use of hints to remind students of expectations. These cues can be verbal or visual.
15. **Signal Interference:** The use of gestures to let a student know that a behavior is inappropriate.
16. **Proximity:** Moving closer to a student (who is about to display inappropriate behavior) in a non-threatening manner in order to decrease the possibility of misbehavior.
17. **Redirection:** Engaging a student in an alternate activity when the one in which they are engaged is resulting in inappropriate behavior.
18. **Relaxation Techniques:** The systematic use of techniques to decrease tension in response to anxiety-producing stimuli.
19. **Conferencing:** An intervention strategy which provides for constructive discussion of an incident.
20. **Reality Therapy:** A cognitive technique for dealing with affective behavior by teaching children actively to change their overt behaviors.
21. **Social Skills Training:** Systematic instruction on the areas of social interaction.
22. **Peer Pressure:** The use of classmates as agents of positive change.
23. **Group Contingencies:** A group management system which uses the group's influence to foster appropriate behaviors and decrease disruptive behavior among its members.
24. **Contracts:** A written agreement that specifies a particular behavior to be exhibited by a student, or group of students, and a particular contingency to be provided by an adult.

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| | <p>25. Token Economies: A management system in which an object ("token") is given as an immediate reward for certain appropriate behavioral responses. The tokens have no value of their own but are exchanged for rewards such as tangible reinforcers, activities, and/or privileges.</p> <p>26. Level System: A management system in which students progress through stages ("levels"). The first level typically has the lowest behavioral expectations and the fewest privileges.</p> <p>27. Point System: A student's behavior is monitored through points earned by displaying appropriate behavior. These points are usually tied in to the class rules.</p> <p>28. Reductive Techniques: Techniques which, however mild, are punitive in nature.</p> <ul style="list-style-type: none">a. Response Cost: Involves the loss of a reinforcer contingent upon an undesired behavior.b. Time Out: Involves the loss of opportunity to obtain positive reinforcement.c. Crisis Prevention/Intervention: A procedure of physical intervention designed to guard the safety of both staff and students. |
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