

Centre Learning Community Charter School

SECTION: PROGRAMS

TITLE: POSITIVE BEHAVIOR
SUPPORT

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108. POSITIVE BEHAVIOR SUPPORT PLAN

The Centre Learning Community Charter School recognizes that a system of positive behavior support (PBS) is a necessary system-wide source of intervention for the prevention of behavior problems, and for organizing and monitoring behavioral interventions for students with disabilities who exhibit problem behaviors. Problem behaviors can interfere with a student's learning, and may interfere with the learning of others.

This positive behavior support policy is adopted in accordance with federal and state rules and regulations governing special education, and contains procedures that conform to the regulatory requirements of 22 PA Code 711.46.

An effective system of positive behavior support specifies the behavioral expectations for all students and provides the means for encouraging prosocial and academically productive behaviors among all students within the school, including students with disabilities. Behavioral expectations will vary between different school environments and situations, such as classroom instruction, transitions between class, lunch period, recess, arrival and dismissal.

A system of positive behavior support relies upon preventive and positive programs and interventions, and does not rely upon negative methods that are demeaning, aversive, or that involve unreasonable or dangerous use of physical restraint.

Centre Learning Community Charter School employs school-wide methods for encouraging positive behavior, and for preventing more serious behavior problems among all students. Preventive methods include parent-teacher communication and collaboration, teacher-student communication, classroom meetings, all school meetings, and use of recognition and reward systems by all teachers and staff for encouraging positive, prosocial behavior.

Students who engage in problem behavior that impedes their learning or the learning of others are to be identified to the appropriate team by their teachers. Students with disabilities who are identified with problem behaviors are referred for further evaluation by their IEP Team, where the evaluation is to include a functional behavioral assessment leading to possible revision of the student's IEP.

Within an effective school-wide system of **positive behavior support**, techniques are used which are positive rather than negative. Methods and programs are designed to maintain and enhance each student's engagement with learning while fostering positive peer relationships and building self-esteem. A system of positive behavior support relies upon preventive and positive programs and interventions, and avoids or prohibits the use of negative methods that are demeaning, aversive, or that involve unreasonable or dangerous use of physical restraint.

For students identified with a special education disability, the IEP Team will consider the results of the functional behavioral assessment and other assessment information while determining the student's need for a behavior support plan as part of the student's IEP. Members of the IEP team, including parents, Centre Learning Community Charter School representatives, and the student, when appropriate, will participate in this process. The functional role of the problem behavior and other possible causes, including physical or medical conditions, academic underachievement, and environmental factors will be reviewed as part of the functional behavioral assessment.

The positive behavior support plan is to include methods that use instructional consequences (positive reinforcement) in addition to other positive techniques to address the student's behavior. Positive techniques, which are the least intrusive for the student, will form the basis of an individual positive behavior support plan. Positive behavior support programs include research-based practices and techniques to develop and maintain skills in order for the student's behavior to support his or her learning, or the learning of others.

When used strategically in combination with instructional consequences (i.e., positive reinforcement) reductive consequences can be an essential component in a student's behavior support plan, though they play a minor part among all interventions in the plan. Positive interactions and positive behavior supports should be the main focus when intervening in student misbehavior. Reductive consequences should be used sparingly and in an effective manner, and are only effective when built on a foundation of positive interactions. Reductive consequences can include loss of recess or limiting access to technology, and should be brief, immediate and related to the behavior that the plan is trying to encourage through differential reinforcement of competing preferred behaviors.

Restraints:

The use of restraints is considered a measure of last resort and is only to be used after other less restrictive measures, especially de-escalation techniques. Restraint means the application of physical force in order to restrain the free movement of a student's body. Restraint does not include briefly holding, without force, a student to calm or

comfort him/her, 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 also 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 treatment, as agreed to by the student's parents and specified in the IEP.

The use of restraints are never included in a student's IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. 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 him/herself, to other students or to CLC staff members, and only when less restrictive measures and techniques have proven to be or are less effective.

When a student's IEP team determines that it is necessary to include the use of restraints in a student's IEP, Centre Learning Community Charter School will obtain parental consent prior to use of those restraints. The student's IEP will explain how the restrictive or intrusive procedures or restraints will be used only with specific component elements of positive behavior support, in conjunction with the teaching of alternative, socially-acceptable behavioral skills to replace problem behavior, and will include a plan for eliminating the use of restraints through the application of positive behavior support methods.

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 are to prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Mechanical restraints can include a standing table, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and similar devices used as part of physical or occupational therapy.

The following techniques are prohibited and are never to be used in Centre Learning Community Charter School:

- Corporal punishment
- Punishment for behavior that is a manifestation of the child's disability
- Prone restraints: those restraints in which a student is held face down on the floor
- Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic human rights, such as withholding meals, water, or fresh air
- Suspensions that constitute a pattern of removals

- Treatment of a demeaning nature
- Electric shock

When a student has been physically restrained, the parent shall be notified and an IEP team meeting shall be convened within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent(s)/guardian(s) agree in writing to waive the meeting, after being provided written notice.

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. In the meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

Only those Centre Learning Community staff members and school personnel who are authorized may use restraints to control a student's behavior. All authorized personnel are to receive initial training and annual professionally supervised practice and renewal training in the use of positive behavior support, de-escalation techniques and emergency responses, and crisis restraint procedures .

Centre Learning Community Charter School will maintain and report data on the use of restraints as required by the Pennsylvania Secretary of Education. This report will be reviewed during cyclical compliance monitoring conducted by the Department of Education.

In the event that a student with a disability who has a behavior support plan requires referral to law enforcement for alleged criminal activity, the student's IEP team will be convened to review the current IEP for appropriateness and effectiveness, update the functional behavior assessment, and update the positive behavior support 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. **Progress Monitoring:** An instructional procedure based upon continuous measurement of a student's progress.

3. **Positive Reinforcement or Instructional Consequence:** The delivery of an event contingent to a behavior, such as praise or access to a preferred activity, intended to increase the likelihood of the behavior occurring in the future.
4. **Rules:** The formal codification of classroom expectations which are clearly communicated to students.
5. **Precision Commands:** Clear, direct, unambiguous communication of directions or performance expectations to the student.
6. **Antecedent Strategies:** The management of the conditions known to influence the occurrence of a behavior in order to increase or decrease its occurrence in the future. The aim may be to increase a preferred behavior or limit the occurrence of inappropriate behavior.
7. **Modeling:** The principle that people learn through observation and imitation of appropriate behavior displayed by others.
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 participate in the selection selecting of a behavioral goals, and record and evaluate changes in their behavior or performance with teacher support. This can include “check in – check out”.
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. **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.

16. **Redirection:** Engaging a student in an alternate activity when the one in which they are engaged is resulting in inappropriate behavior.
17. **Relaxation Techniques:** The systematic use of techniques to decrease tension in response to anxiety-producing stimuli.
18. **Conferencing:** An intervention strategy which provides for constructive discussion of an incident.
19. **Social Skills Training:** Systematic instruction on the areas of social interaction.
20. **Group Contingency:** The use of the opportunity for delivering rewards to a student's classmates as a consequence for positive behavior or performance by the student, or by the student's group.
21. **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.
22. **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.
23. **Mystery Motivators:** Providing the student access to a chance at receiving a reward or preferred activity as an instructional consequence for preferred behavior.
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.
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.
28. **Reductive Consequences:** Techniques which, while mild, are designed to reduce future occurrence of a behavior. These can include:
- 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. **Contingent Loss of Preferred Activity or access to reward(s).**