

FAIRVIEW SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT PLAN

ADOPTED: April 28, 2003

REVISED:

<p>1. Purpose</p> <p>34 CFR 300.550</p> <p>2. Guidelines Title 22 Sec. 14.133</p>	<p style="text-align: center;">113.2. BEHAVIOR SUPPORT PLAN</p> <p>The Board recognizes that a Behavior Support Plan is extremely important for students in special education programs. Behavior support programs include a variety of techniques to develop and maintain skills that enhance a student’s opportunity for learning and building a sense of confidence.</p> <p>The Board acknowledges that each student exists as part of the whole community, both in and out of school. Each eligible student in the district is entitled to receive an education in the least restrictive environment. All students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others. Accordingly, effective behavior support is necessary and is predicated upon the clear, direct, specific and concrete communications among school, students and family. It is essential for all districts to provide staff training for a behavioral support system to be effective. Where possible, the district administration should tap a wealth of community resources.</p> <p>Positive techniques for the development, change and maintenance of selected behavior shall be attempted prior to the use of more intrusive or restraining measures.</p> <p>When specialized intervention is required, the following basic premises are to be pursued:</p> <ol style="list-style-type: none"> 1. Behavior concerns should be addressed through goals established in the student’s IEP. 2. Positive, rather than negative, measures shall be used in designing interventions. 3. The least restrictive alternative necessary to develop and maintain appropriate change in behavior shall be used. 4. Appropriate replacement behavior should be identified.
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<p>Pol. 218</p>	<ol style="list-style-type: none"> 5. Instruction in task and/or work related behaviors which lead to increased academic growth and post-secondary opportunities shall be provided. 6. Procedures should be used which can be faded, normalizing consequences to a level and type found in the community. 7. Components of the district’s Code of Student Conduct shall be used as appropriate. 8. A team process involving appropriate students and staff shall be used when making decisions regarding any change in placement. <p>When strategies are necessary to intervene in dangerous and seriously disruptive behavior, students’ rights are protected only through the use of clearly delineated and approved procedures, including classroom management strategies and behavior plans. The following safeguards shall be used to protect students’ rights and prevent misuse of procedures:</p>
<p>Title 22 Sec. 14.133</p>	<ol style="list-style-type: none"> 1. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner so as to be a clear and present danger to himself/herself, to other students, or to employees, and only when less restrictive measures and techniques have been proven to be ineffective.
<p>Title 22 Sec. 14.133</p>	<ol style="list-style-type: none"> 2. The use of restraints to control the aggressive behavior of a student shall cause the meeting of an IEP team to review the current IEP and the appropriateness and effectiveness thereof. Wherever possible, this meeting shall occur within twenty-four (24) hours of the use of the restraint.
<p>Title 22 Sec. 14.133</p>	<ol style="list-style-type: none"> 3. The use of restraints may not be included in the IEP solely for the convenience of staff, or as a substitute for an educational program.
<p>Title 22 Sec. 14.133</p>	<ol style="list-style-type: none"> 4. Mechanical restraints to control involuntary movement, or lack of muscular control, to control a student 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. Use of mechanical restraints must be agreed to by the student’s parents. Mechanical restraints shall prevent a student from injuring himself/herself or others, or to promote normative body position and physical functioning. 5. The IEP team will decide the specific behavior or support plan elements necessary for each eligible student.

<p>34 CFR 300.24 Title 22 Sec. 14.133</p>	<p><u>Behavior Support Plan</u></p> <p>A behavior support plan is a special education service for eligible students whose behavioral problems interfere with their own learning or the learning of others. Positive approaches that are less intrusive will be attempted in order to maintain and support the dignity of the individual, and shall be attempted prior to the use of any negative approaches. Any student with disabilities whose behaviors interfere with learning will have a program of behavior support. A behavior support plan shall be included in the IEP of any student, when appropriate, and shall include the following:</p> <ol style="list-style-type: none"> 1. Primary focus on positive rather than negative measures. 2. Interventions that are the least intrusive necessary. 3. Use of systematic application of behavior change techniques, and not substitute aversive techniques, restraints or discipline; use only those techniques for which the staff has been adequately trained. <p>The behavior support plan shall utilize two (2) levels of intervention from which to choose, depending upon staff training and type of behaviors which require attention. The two (2) levels of intervention are:</p> <p style="padding-left: 40px;">Level 1 – Good classroom management strategies. No individual behavior support plan will be required as part of the IEP for Level 1 intervention.</p> <p style="padding-left: 40px;">Level 2 – Specific interventions designated for individual students. An individual behavior support plan shall be required as part of the IEP, with parental consent.</p>
<p>Pol. 113.1, 218, 233</p>	<p>Students with disabilities are subject to district and building discipline policies to the extent that these policies comply with special education regulations on suspension and expulsion.</p>
<p>Title 22 Sec. 14.133</p>	<p>Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavioral support program.</p>
<p>Title 22 Sec. 14.133</p>	<p>The following aversive techniques for handling behavior are considered inappropriate and may not be used for students in special education programs of the district:</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, or other locked structures or spaces from which the student may not readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, including the withholding of meals, water, etc.
6. Serial suspensions.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Implementation of the behavioral method by untrained personnel.
10. Methods which have not been outlined in this policy.

Intervention Levels

The following interventions identified in levels 1 and 2 are offered as suggested activities only. Other interventions may be recommended by the IEP team with parental consent.

Level 1 -

Classroom management has traditionally been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Management is commonly reviewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom management involves responding effectively by creating environments that encourage learning and appropriate behavior. Comprehensive classroom management incorporates both proactive planning for and encouragement of productive behavior. Proactive classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior change interventions will have limited long-term effectiveness.

Level 1 – Models	Strategies Emphasized
1. Proactive classroom management	<ul style="list-style-type: none"> • Effective teaching practices • Frequent monitoring • Clear rules and procedures • Social praise • Classroom management system
2. Pro-social behavior	<ul style="list-style-type: none"> • Systematic reinforcement • Modeling pro-social behavior • Verbal instruction • Role-playing • Token economy • Response cost
3. Social problem solving	<ul style="list-style-type: none"> • Classroom discussions of real dilemmas • Role-playing • Student participation in making decisions • Alternative thinking • Means/ends thinking • Self-instruction training • Social skills instruction
<p>Level 2 –</p> <p>Specific intervention may be necessary for individual students whose behaviors continue to be challenging after Level 1 strategies have been implemented. These students need to have an individual behavior support plan as part of their IEP.</p> <p>A team approach is required to develop a comprehensive behavior support plan for a student. The team should be comprised of people who know the student well. Where possible, the team should include representatives from the school, home and community environments. As a general rule, the IEP team requirements will provide a good cross-section of individuals knowledgeable about the student’s behaviors sufficient for developing a behavior support plan. In some cases, students may have community resources available as well, and individuals of this type from the community may also be invited to participate in the development of the behavior support plan for the student.</p>	

Positive behavior supports focus on the design and delivery of strategies to help the student across his/her needs. Instructional strategies are used to teach the student socially acceptable alternative behavior that can be delivered within typical school settings.

The behavior support teams working with the children who demonstrate challenging behaviors are encouraged to use a five-step process in designing behavior support plans:

1. Define the problem behavior and indicate why it is in need of change. This should be followed by conducting a functional behavior assessment.
2. Develop hypotheses statements concerning the function of the defined behavior.
3. Design and implement a behavior support plan that simultaneously uses proactive and reactive strategies.
4. Evaluate the effectiveness of the plan with the student and the student's family, as well as other people involved.
5. Modify the behavior support plan as needed.

Level 2 – Sample Strategies

- Skillstreaming
- Daily behavior logs
- Home/school incentive programs
- Cool down time
- Anger management group
- Social skills group
- Individual student goal review/self-evaluation
- Frequent team meetings/progress checks
- Daily data collection process