

# CARBON CAREER & TECHNICAL INSTITUTE

SECTION: PROGRAMS

TITLE: BEHAVIOR SUPPORT FOR  
STUDENTS WITH  
DISABILITIES

ADOPTED: November 21, 2019

REVISED:

<p>1. Purpose</p> <p>2. Authority</p> <p>3. Delegation of Responsibility</p> <p>4. Definitions</p>	<p style="text-align: center;">113.2. BEHAVIOR SUPPORT FOR STUDENTS WITH DISABILITIES</p> <p>The Carbon Career &amp; Technical Institute utilizes positive behavior support techniques.</p> <p>The policy is designed to enable students with Individualized Educational Programs (IEP(s)) who need a Behavior Support Program to obtain a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and Pennsylvania's regulations (Chapter 14).[1][2.1[ ]</p> <p>Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. Behavior support programs shall include a variety of research-based techniques to develop and maintain skills that will enhance student opportunity for learning and self-fulfillment. The types of interventions chosen shall be the least intrusive necessary.[1]</p> <p>The Administrative Director, Principal, Facilitator of Special Education and/or their designees are authorized to carry out the requirements in this policy and are responsible for ensuring that this policy is implemented in compliance with the IDEA and its implementing regulations. The Administrative Director and/or his/her designees shall develop administrative guidelines to implement this policy and appropriate behavior support activities.</p> <p>In addition to or in conjunction with statutory and regulatory provision regarding behavior support, the following words and terms have the following meanings, unless the context clearly indicates otherwise.</p> <p><b>Aversive Techniques</b> – Deliberate activities designed to establish a negative association with a specific behavior.[1]</p> <p><b>Behavior Support-</b> The development, change and maintenance of selected behaviors through the systematic application of behavior change</p>
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	<p>techniques.[1]</p> <p><b>Mechanical Restraints</b> – Restraints used to control involuntary movement or lack of muscular control of students when due to organic causes of conditions.[1]</p> <p><b>Positive Techniques</b> – Methods which utilize positive reinforcement to shape a student's behavior, are ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.</p> <p><b>Prone Restraints</b> – Prohibited restraints in which a student or eligible young child is held face down.</p> <p><b>Restraints</b> -The application of trained therapeutic holds, with or without use of any device, designed to restrain free movement. The term restraint does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him/her, guiding a student or eligible young child to an appropriate activity, or holding a student or eligible young child's hand to safely escort him/her from one area to another.</p> <p>This term does not include common and appropriate hands-on interventions such as hand-over-hand instruction, hand or arm holding to guide the student away from a place, brief physical calming or comforting of the student, and similar actions. The term also does not include hand-over-hand assistance with feeding or task completion or techniques prescribed by a qualified medical professional for reasons of safety or therapy or medical treatment as agreed and specified in the student's IEP.</p> <p>Proper Use of Restraints</p> <p>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, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1]</p> <p>The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team within ten (10) school days of the use of restraints, unless waived by the parent/guardian. At this meeting, the Team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, a change of placement, to address the inappropriate behavior.[1]</p> <p>The use of restraints may not be included in the IEP for the convenience of</p>
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staff, as a substitute for an educational program, or employed as punishment. Restraints may be specified in the IEP only if the restraining (1) is used with specific component elements of a positive behavior support plan; (2) is used in conjunction with teaching socially appropriate alternative skills or behaviors; (3) staff are authorized to use the restraining and have received appropriate training; and (4) the behavior plan includes efforts to eliminate the use of restraints. The use of prone restraints is prohibited in educational programs. CCTI shall not engage in the use of such restraints. 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 by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring themselves or others or promote normative body positioning and physical functioning.[1]

CCTI shall maintain and report data on the use of restraints as prescribed by the Secretary of the Pennsylvania Department of Education or other proper authority.[1]

CCTI shall not use aversive techniques in any of its educational programs.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by the CCTI in educational programs:[1]

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes or other locked structures or space 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. Suspensions constituting a pattern.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Prone restraints (those restraints where a student is held face down on the floor).

CCTI has the primary responsibility for ensuring that positive behavior support used in its programs are in accordance with applicable statutory and

	<p>regulatory requirements, including personnel training for specific procedures, methods, and techniques of behavior support and obtaining parental consent prior to the use of intrusive procedures and restraints as part of the student's IEP.[1]</p> <p>Training</p> <p>Regular Program Training -</p> <p>The Facilitator of Special Education shall provide for the regular training and retraining, as needed, of district faculty and staff in the use of specific procedures, methods, and techniques that those staff members will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy. All training and use of such procedures, methods, and techniques shall conform to this policy.</p>
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