



Section: Pupils
Title: Student Behavior Management - Special Education
Adopted: 11.21.97
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218 Student Behavior Management - Special Education

The Colonial School District Administration will develop and apply, if appropriate, a Behavior Management Program to exceptional students in accordance with PA State Board of Education Chapter 14, Section 14.36 and PDE Standard Chapter 342, Section 342.36. It shall be the policy of the Colonial School District to apply positive measures as the basis for behavior management. The dignity of an individual is to be a primary consideration in the development of effective programming designed to assist those students whose behavior problems interfere with learning. Written consent is obtained for implementation of the Behavior Management Plan when the parents sign the IEP.

Any special education student who exhibits behavior problems which interfere with his/her ability to learn must have a program of behavior management. This behavior management plan will be included in the IEP and shall:

- 1. Primarily focus on positive rather than negative measures,*
- 2. Use interventions that are the least intrusive necessary,*
- 3. Not substitute aversion techniques, restraints or discipline for the systematic application of behavior change techniques,*
- 4. Only use techniques for which the staff has been adequately trained.*

The Behavior Management Program represents varying levels of interventions based upon the best practices cited in the current professional literature. All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon interaction among school, student and family.

Level I *Good classroom management strategies. A Behavior Management Program is neither a requirement for the IEP or for parental consent.*

Level II *Moderately Intrusive Management. A Behavior Management Program is required as part of the IEP as is parental consent.*

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Level III *Restrictive interventions which are to be considered after Level II interventions are determined ineffective. Prior parental consent is required for Level III interventions.*

Data is to be collected regarding the effectiveness of the plan, and parents are to be involved in the process of developing the plan via the IEP.

Specific aversion procedures, restraints, or techniques designed and used to control acute, episodic, aggressive behavior, or to control involuntary movements may never be used as a substitute for a Behavior Management Program. Only when a student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, can an emergency physical restraint be utilized. Some more intrusive techniques may be utilized, but only when it has been documented that less restrictive measures have proven to be less effective. The use of mechanical restraints used for positioning or transporting (i.e., splints, wedges, sandbags, safety belts, etc.) are permissible as prescribed by a medical professional qualified to make the determination and as agreed to by the student's parents.

The following aversion techniques of handling behavior are considered inappropriate and may not be used by agencies in education programs (PA Standards 342.36):

- 1. Corporal punishment*
- 2. Punishment for a manifestation of a student's disability*
- 3. Locked rooms, locked boxes, other locked structures or spaces form 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 demeaning nature*
- 8. Electric shock*
- 9. Any method that is implemented by untrained personnel*
- 10. Methods which have not been outlined in this plan*

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LEVEL I

Classroom Management traditionally has 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 not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom management incorporates both proactive planning for and encouragement of productive behavior, as well as reactive responding to unproductive student 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.

STRATEGIES EMPHASIZED

Proactive Classroom Management *Effective Teaching Practices*
Frequent Monitoring
Clear Rules and Procedures
Social Praise
Environmental Adaptations
Curriculum Adaptations
Direct Instruction

Prosocial Behavior *Systematic Reinforcement*
Modeling Prosocial Behavior
Verbal Instruction
Role-Playing
Cueing

Social Problem-Solving *Classroom Discussion of Real Life*
Dilemmas
Role-Playing
Student Participation in Decision-Making
Activities
Alternative Thinking

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*Means-End Thinking
Cognitive Behavior Therapy*

Affective and Communication

*Values Clarification Activities
Active Listening
Communication Skills Training*

Use of Assistive Devices

*Allow students to express oneself through;
Augmentative communication
Functional Communication Training*

(See additional strategies and definitions in Appendix A)

LEVEL II

The twin goals of behavioral intervention are to increase appropriate or adaptive behavior and decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that student's behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior, but may for some reason lack the motivation to perform at a level commensurate with ability. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors.

This program will not attempt to list the individual procedures that may be appropriate for specific problems. However, guidelines are offered that may increase the likelihood of successful intervention.

- 1. Define the behavior in objective and measurable terms.*
- 2. Analyze the problem carefully. As much as possible, behavioral interventions should be tailored to the student, setting, and problem behavior. Analyzing elements in the environment that are shaping or maintaining the inappropriate behavior makes any plan more likely to succeed.*
- 3. Measure the student's behavior before, during and after an intervention.*

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Baseline: *Analysis before an intervention begins serves as the basis for evaluating the nature of the problem.*

Formative: *Analysis of behavior during the intervention may serve as a basis for alternating an inappropriate program.*

Summative: *Analysis after the intervention serves as a basis for judging effectiveness. Based on this assessment, a hypothesis about the function of a behavior is to be formulated.*

- 4.** *Be consistent, specific, and immediate with positive, negative or neutral consequences.*
- 5.** *Choose the least intrusive level of intervention that is likely to be effective.*
- 6.** *Program a “Fair Pair”. The term “fair pair” refers to the fact that the addition of any negative component in an intervention should always be accompanied by the introduction of an additional opportunity to earn a positive reward.*
- 7.** *Plan for generalization and maintenance of treatment effects from the outset.*

STRATEGIES EMPHASIZED

Behavior Modification

***Cueing
Redirection
Time-Out (within classroom)
Behavioral Contracting
Environmental Restructuring
Manipulation of Antecedents &
Consequences***

Reality Therapy

***Confrontational Questioning
Classroom Meetings
Social Problem-Solving
Behavioral Contracting
Logical Consequences
Time-Out (within classroom)***

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Social Skills Training

*Modeling and Rehearsal
Coaching
Self-instruction*

Parental disagreement will invoke the district's request for a re-evaluation, pre-hearing, mediation, and/or due process hearing.

A copy of a Behavior Management Program form can be found in appendix B.

LEVEL III

These interventions are formal programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or II interventions.

PURPOSE

Physical Restraint

Used to control acute or episodic, aggressive behavior

Mechanical Restraints

Used to control involuntary movement or lack of muscular control of students due to organic causes or conditions

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

Exclusionary Time Out

Used to extinguish external stimuli so that student may regain emotional composure

Procedures for developing and implementing Level III interventions:

- 1. These interventions must be specifically based upon a Multidisciplinary Team.*

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The Multidisciplinary Team must offer a compelling argument that presents:

- a. Less restrictive measures were unsuccessful;*
- b. Behavior is dangerous to self or others;*
- c. Alternative placements have been ruled out;*
- d. Program is therapeutically justified.*

Note: A qualified medical professional must be a member of the MDT for mechanical restraints.

- 2. The IEP team must be convened to specifically discuss any Level III intervention as recommended by the MDT. The IEP Team should ascertain that the use of restraints is NOT:*
 - a. Employed as punishment;*
 - b. For the convenience of staff;*
 - c. As a substitute for an educational program.*
- 3. All Level III intervention must be agreed to by the student's parents via the IEP conference.*
- 4. Parental disagreement will invoke the district's request for a re-evaluation, pre-hearing, mediation and/or due process hearing.*

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

- 1. Parent contact to immediately remove student from school*
- 2. Notifying police*
- 3. Notifying mental health agencies*
- 4. Calling emergency services and ambulance*
- 5. Nonviolent therapeutic physical crisis intervention by trained staff*

Procedures regarding suspension/expulsion of an exceptional student can be found in the school district Policy Section 6-100, pgs. 1-6.

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APPENDIX A - GLOSSARY OF INTERVENTION STRATEGIES

CONSEQUENT STIMULUS EVENT (CSE): *The effect produced by the operant on the environment. It is the result after a behavior occurs that serves to strengthen or weaken the operant.*

CONTINGENCY CONTRACTING: *A comprehensive behavior management program (in some instances, it is called contingency management). It involves use of contracts between teachers and students with the latter contracting or agreeing to perform low-frequency behaviors (e.g., completing assignments in return for engaging in high-frequency behaviors) (e.g., free time at a favored activity) as a reward.*

CORRECTION: *Verbal and physical prompts used to help the student correct the effects of his inappropriate behavior.*

COUNTDOWN: *An observation and recording form used by the student to monitor his or her own behavior. It is usually in the form of a card taped to the student's desk and includes three components: (1) a cartoon drawing of the behavior you want, (2) a number chart on which the student counts each instance of the behavior being monitored, and (3) a cartoon drawing of what happens if the student reaches a prespecified number (i.e., the CSE).*

EXTINCTION: *The weakening of an operant by withholding a known reinforcer contingent upon the emission of the operant. For example, a known reinforcer for hand-raising behavior is teacher attention. A teacher usually calls on a student who raises his or her hand. Calling on the student tends to reinforce hand-raising behavior. In extinction, the teacher may forget to call on the student whose hand is raised, with the result that hand-raising behavior is weakened. In planned extinction, the teacher deliberately withholds the known reinforcer in order to weaken the behavior.*

FADING: *The process of gradually changing the environmental (i.e., antecedent or consequent) events surrounding a student's response. For example, token reinforcement or a certain stimulus or cue might be faded out to get the student to perform without it. This differs from shaping primarily in that the latter requires a gradual change of the student's response.*

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FAIR PAIR: *When the strengthening of a target behavior directly leads to the weakening of a maladaptive behavior, the two behaviors may be referred to as a fair pair. Examples are strengthening in-seat behavior to weaken out-of-seat behavior and strengthening on-task behavior to weaken off-task behavior. Change agents are encouraged to use fair pairs when attempting to modify student behavior.*

FUNCTIONAL COMMUNICATION TRAINING: *The premise is that challenging behaviors are a means of communicating a message. The student is taught an acceptable alternative means of communicating a message. Data is collected to see if there is a concomitant decrease of the target behavior when the person increases his/her use of the new means of communication.*

HAND DOWN PHYSICAL RESTRAINT: *A technique used when a student uses his hands in an abusive manner, (scratching, clawing). The hands are held down for a specified period of time.*

MECHANICAL RESTRAINT: *Used to control involuntary movement or lack of muscular control of students due to organic causes or conditions. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body position and physical functioning.*

MODELING: *The process of providing a person with a visual, verbal or manual representation of the behavior in which you want him or her to engage. The student may practice the modeled behavior.*

PHYSICAL RESTRAINT: *Used to control acute or episodic, aggressive behavior.*

PREMACK PRINCIPLE: *When high-frequency behavior is made contingent upon low-frequency behavior, the low-frequency behavior tends to increase in frequency. Also know as “Grandma’s Rule”: Children who eat their vegetables get their desserts.*

PROACTIVE CLASSROOM MANAGEMENT: *A systematic approach which is designed to prevent problems from occurring. Emphasis is placed on establishing and implementing a management system through the identification and presentation of clear expectations and careful monitoring throughout the*

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year. Effective classrooms are well run, stimulating, and task oriented, and may include the following elements:

- a) **Environmental Adaptations** - The student's environment is structured positively and supportively to maximize learning. The environment is examined to determine its role in either contributing to, or eliminating challenging behaviors. Bothersome aspects of the student's environment are eliminated or minimized with the hope that this will reduce the rate of challenging behavior.*
- b) **Gentle Teaching** - This is a methodology which relies on developing a bond between the teacher and the student, while teaching the values of human presence, participation, and reward.*
- c) **Functional Curriculum** - This approach suggests that some of the difficulties experienced by students who have challenging behaviors are the direct results of the types of activities they are required to do. Functional curriculum models focus on teaching students to learn to deal with and control the environments in which they live. Functional curriculum focuses on teaching an applied skill in its real environment rather than teaching pre-skills.*
- d) **Building Mutual Respect** - Examines the students as whole people, with feelings, emotions, hope and desires. Their experiences color the way they view and respond to situations. The teacher must work honestly and respectfully to develop a trusting relationship with the student. This fosters positive relationships that afford the student the opportunity to feel a sense of belonging. Positive aspects of life (i.e., trust, friendship, self-esteem, happiness) are also stressed.*
- e) **Classroom Rules** - Clearly defined classroom expectations and procedures. These usually do not exceed five in number and are consistently enforced.*

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- f) Praise and Attention - Pointing out positive aspects of the individual's behavior by giving praise and attention.
- g) Educative Approach - A practical decision model for interventions for students with multiple disabilities. The focus is on teaching those skills required to meet their needs. This approach may be used in combination with other more direct intervention programs designed to decrease the target behavior, or may be used alone with the belief that once the student has the skills to meet his/her needs the target behavior will desist.

REDIRECTION: Interrupting an ongoing behavior and attempt to involve student in a more socially acceptable behavior.

REINFORCEMENT: The act of strengthening an operant by following it with the presentation of a Consequent Stimulus Event (CSE) the person likes, wants, or values or by removing a CSE the person considers aversive. The two kinds of reinforcement are positive and negative.

- a) Extrinsic - Strengthening an operant with external CSE's. In other words, reinforcement such as a token or verbal praise comes from the environment. A student who engages in a low-frequency behavior, such as doing a difficult homework assignment, will probably need extrinsic reinforcement to stay on task.
- b) Intrinsic - Strengthening an operant with internal CSE's. In other words, reinforcement comes from engaging in the behavior. A student who engages in a high-frequency behavior such as comic book reading is usually getting intrinsic reinforcement, without needing tokens or verbal praise for this behavior. The student does it because of the pleasure he or she derives from it.
- c) Negative - The strengthening of an operant by following it with the removal of an aversion CSE contingent upon the occurrence of the operant. For example, if a student doesn't like schoolwork and also doesn't like detention, the teacher can negatively reinforce (strengthen) the student's schoolwork either by threatening detention if he or she

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doesn't do the work, or by actually keeping the student in detention until the work is done.

- d) Non-contingent - Presenting a reward to the student without making it contingent upon some positive behavior; for example, letting a student leave class early whether or not she or he has completed the work.

REINFORCERS: CSE's that serve to strengthen the operants they follow. Examples are listening to a person speaking, laughing at someone's joke and complimenting a person's behavior or appearance.

- a) Activity – CSE's that allow the student to engage in a favored activity contingent upon performing the desired operant. Examples are doing work from another class, taking over as teacher, reading comic books or magazines, listening to music, and working on arts and crafts projects.
- b) Learned – CSE's that have to be paired with other CSE's before they can strengthen the operants they follow. Examples are smiles, verbal praise, passing grades and money. Also known as secondary reinforcers.
- c) Social – CSE's that meet a person's psychological needs. Examples are smiles, eye contact, handshakes, pats on the back, compliments and other verbal praise.
- d) Tangible – CSE's that are physical objects (e.g., toys, coloring books, pocket combs, and crayons).
- e) Unlearned – CSE's that do not have to be paired with other CSE's to strengthen the operants they follow. Examples include anything that provides physical comfort or pleasure (e.g., being held) or helps the individual meet a biological need (e.g., being fed). Also known as primary reinforcers.

DIFFERENTIAL REINFORCEMENTS: Systematic delivery of a reinforcement following an appropriate behavior and systematic extinction of inappropriate behavior.

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- a) **Differential Reinforcement of Alternative Behavior (DRA)** - In this procedure, reinforcement is contingent upon the presence of an appropriate alternative response (also known as ALT-R).
- b) **Differential Reinforcement of Incompatible Behavior (DRI)** - The delivery of reinforcement following the occurrence of a specified behavior which is incompatible with the undesired behavior.
- c) **Differential Reinforcement of Low Rates of Behavior (DRIR)** - The delivery of reinforcement following the occurrence of behavior which occurs at or below a predetermined rate. The converse of this procedure would be the Differential Reinforcement of High Rates of Behavior (DRH). In either case, a specified rate of responding is emphasized.
- d) **Differential Reinforcement of Other Behavior (DRO)** - The delivery of reinforcement following any behavior other than targeted undesired behavior. The individual is reinforced for not emitting a specified undesired behavior (sometimes known as omission training).

SCHEDULE OF REINFORCEMENT: This tells the change agent when to reinforce the student. There are three basic schedules: continuous, fixed, and variable.

- a) **Continuous** - Schedules of reinforcement used when you want to condition a response that is new to the student. The student is reinforced for every correct response or is reinforced continuously over time.
- b) **Fixed** - Schedules of reinforcement used when moving from a continuous schedule to a variable schedule of reinforcement. The student is reinforced for a certain number of consecutive desired responses or units of time engaged in the desired behavior. Examples of fixed schedules of reinforcement are reinforcing the student for every two consecutive correct responses or for every consecutive four minutes on task.
- c) **Interval** - Schedules of reinforcement based on the amount of time the student engages in the behavior. For example, a student on a fixed-

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interval schedule of 2:1 would be reinforced once every consecutive two minutes of being on task.

A student on a variable-interval schedule of 3:1 would be reinforced on the average of every three minutes of in-seat behavior.

TOKEN ECONOMY: *A program which involves the use of secondary reinforcers such as tokens (i.e., points, chips, stars, or play money) contingent upon prespecified target behaviors. The tokens are turned in at a later time for backup reinforcers such as food, favored activities, or other tangible items. The advantage of the token economy is that because the tokens act as substitutes for the backup reinforcers, they may be given at times when it would be inappropriate to give a backup reinforcer. Also, because the tokens are generalized reinforcers, like money, they can be given again and again without the likelihood of satiation.*

RELAXATION: *This procedure involves relaxation by an agitated or hyperactive student. The student is encouraged by staff to regain his composure by relaxing in a chair or on a bed. Verbal and gentle physical prompts may be used as part of this process. The student shall not be physically restrained.*

SELECTIVE INATTENTION: *This procedure involves physical and social inattention to the undesirable behavior. This may include no eye contact, no verbal interaction, turning back on student, or withdrawal to a distance. Selective inattention only occurs while the maladaptive behavior is displayed and must not be employed if the behavior presents the potential of physical injury to the student or others.*

SELF-MANAGEMENT: *A set of skills used by students (or teachers) to manage their own behavior. These include (1) self-assessment, in which students evaluate their own behavior and decide whether or not they are behaving appropriately; (2) self-reinforcement, in which students determine how much they should be reinforced for their behavior and dispense the reinforcer; and (3) self-monitoring, in which students collect daily data on their behavior and evaluate the efficacy of the intervention.*

SHAPING: *The process of gradually changing a person's behavior by reinforcing progressively closer approximations of the target behavior. This differs from fading primarily in that the latter requires changing the*

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environmental (i.e., antecedent and consequent) events surrounding a student's behavior; in shaping, changes are made in the behavior. For example, a student who is seldom in seat more than two minutes at a time might be reinforced for progressively closer approximations of the target behavior (e.g., "stays in seat for 15 minutes at a time"). First, the students would be reinforced for being in seat for two minutes, then three minutes, then four, five and so on until target behavior is performed.

TIME-OUT: *Technically, time-out (TO) refers to a strategy that involves the removal of all reinforcement for all behavior for a specific period of time, based on the developmental level and chronological age.*

- a) **Nonexclusionary** - *This procedure involves a conditioned reinforcer such as a band of time-out ribbon which signals the availability of primary reinforcement to be terminated or removed for a specified period of time. The student is not physically separated or removed from the area.*
- b) **Corner Time-Out** - *The student is removed from an activity to the time out corner where he remains for a specified period of time (general guideline: not more than one minute per chronological year).*
- c) **Corner Time-Out with Physical Restraint** - *Used when the student physically refuses to comply with Level I corner time-out. The student is held in time-out for specified time period or until student becomes calm (no more than one minute per chronological year).*
- d) **Exclusionary Time-Out (Room Time-Out)** - *The student is removed from his immediate environment following an inappropriate behavior and restricted alone to an unlocked time-out room/area. The student must remain calm for a specified time in order to be removed from time-out. A student may not remain in time-out for more than 45 consecutive minutes. The student must be observed continually by staff during the procedures but is not allowed in the immediate vicinity of staff or students and all possible reinforcers are removed from the environment.*

VERBAL DIRECTIONS: *Immediate verbal prompts for the cessation of inappropriate behavior.*

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VERBAL GUIDANCE: A calm verbal explanation regarding the appropriateness or inappropriateness of the student's behavior.

APPENDIX B - BEHAVIOR MANAGEMENT PROGRAM

NAME _____ DATE WRITTEN _____

1. **TARGET BEHAVIOR and BASELINE MEASUREMENT OF THE BEHAVIOR(S)**
2. **DESIRED OUTCOME OF THE PROGRAM**
3. **CONDITIONS UNDER WHICH THE BEHAVIOR IS EXPECTED TO OCCUR/NOT OCCUR and CRITERIA FOR PERFORMANCE**
4. **METHOD/MATERIALS**
5. **DATA COLLECTION PROCEDURE**
6. **COMMUNICATION COMPONENT**
7. **START DATE** _____
8. **ANTICIPATED COMPLETION DATE** _____
9. **TIME INTERVAL FOR PROGRAM REVIEW** _____
10. **PERSON RESPONSIBLE** _____

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