

**211****BEHAVIOR SUPPORT POLICY FOR ELIGIBLE YOUNG CHILDREN**

BOARD ADOPTED MAY 15, 2017

**211 BEHAVIOR SUPPORT POLICY FOR ELIGIBLE YOUNG CHILDREN****A. INTRODUCTION**

1. The Carbon Lehigh Intermediate Unit #21 Early Intervention Program recognizes that a behavior support policy is essential for eligible young children who receive early intervention programs and services. Behavior support programs include a variety of techniques to develop and maintain skills that enhance an individual student's opportunity for learning and building self-esteem. Potential causes of behavior problems, such as, physical or medical conditions, environmental factors, staffing and program concerns, shall be reviewed and addressed prior to the development of a behavior support plan. The Carbon Lehigh Intermediate Unit #21 Early Intervention Program's *Behavior Support Policy for Eligible Young Children* is adopted in accord with Chapter 14 PA Regulations 14.133 and IDEA 2004.

**B. GUIDELINES****1. Definitions of Words and Terms**

- a. With regard to an eligible young child's behavior, these words and terms have the following meanings, unless the context clearly indicates otherwise:
  - i. ***Aversive techniques*** – Deliberate activities designed to establish a negative association with a specific behavior.
  - ii. ***Behavior support*** – The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.
  - iii. ***Positive techniques*** – Methods which utilize positive reinforcement to shape an eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.
  - iv. ***Restraints*** – Devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.

**2. Least Intrusive Interventions**

- a. Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an eligible young child's opportunity for learning and self-fulfillment. The types of intervention chosen for a particular young child shall be the least intrusive necessary.
- b. **Positive Strategies** – Positive and appropriate student behaviors are vital components in the achievement of educational success for all children. Educational progress of an eligible young child could be adversely affected by inappropriate behavior. When behavior interferes

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37 with productive learning, a program of behavior management is needed. The following  
38 positive strategies are suggested to address behavioral concerns:

39 **i. Proactive Classroom Management**

- 40 - Effective Teaching Practices
- 41 - Frequent Monitoring
- 42 - Clear Rules and Procedures
- 43 - Social Praise
- 44 - Environmental Adaptations
- 45 - Curriculum Adaptations
- 46 - Direct Instruction

47 **ii. Prosocial Behavior**

- 48 - Systematic Reinforcement
- 49 - Modeling Prosocial Behavior
- 50 - Verbal Instruction
- 51 - Role-playing
- 52 - Cueing
- 53 - Coaching
- 54 - Self-instruction
- 55 - Student Participation in Decision Making

56 **iii. Behavior Modification**

- 57 - Cueing
- 58 - Redirection
- 59 - Time-out (within classroom)
- 60 - Behavioral Contracting
- 61 - Environmental Restructuring
- 62 - Manipulation of Antecedents and Consequences

63 **iv. Cognitive Training**

- 64 - Self Monitoring
- 65 - Self Evaluation

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- 66                   - Self Reinforcement
- 67           v. **Effective Behavior Patterns**
- 68                   - Clear, Concise Communication
- 69                   - Family Involvement
- 70   3. **Behavior Intervention Plan** – Periodically, the IEP team may decide to develop a Behavior
- 71   Intervention Plan for an eligible young child who does not respond to the listed positive strategies
- 72   when employed by staff. The development of a Behavioral Intervention Plan would be preceded
- 73   by an informal, or formal, behavior assessment of the young child. The process would include
- 74   the following steps:
- 75   a. Identify and describe the behavior of concern.
- 76   b. Gather information about the target behavior.
- 77   c. Develop hypothesis about the function of the behavior.
- 78   d. Design an intervention plan.
- 79   e. Implement the plan and monitor its effectiveness.
- 80   f. Modify the plan as required; fade the support.
- 81   4. **Restraints**
- 82   a. The use of restraints to control acute or episodic aggressive behavior may be used only when
- 83   the young child is acting in a manner as to be a clear and present danger to himself/herself, to
- 84   other young children or to employees, and only when less restrictive measures and techniques
- 85   have proven to be or are less effective. The use of restraints to control the aggressive
- 86   behavior of an eligible young child shall cause a meeting of the IEP team to review the
- 87   current IEP for appropriateness and effectiveness. The use of restraints may not be included
- 88   in the IEP for the convenience of staff, as a substitute for an educational program, or
- 89   employed as punishment.
- 90   5. **Mechanical Restraints**
- 91   a. Mechanical restraints, which are used to control involuntary movement or lack of muscular
- 92   control of young children when due to organic causes or conditions, may be employed only
- 93   when specified by an IEP and as determined by a medical professional qualified to make the
- 94   determination, and as agreed to by the young child’s parents. Mechanical restraints shall
- 95   prevent a young child from injuring himself/herself or others or promote normative body
- 96   positioning and physical functioning.

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100       6. **Prohibited Aversive Techniques**

- 101           a. The following aversive techniques of handling behavior are considered inappropriate and will  
102           not be used by the Carbon Lehigh Intermediate Unit #21's Early Intervention Program:
- 103           i. Corporal punishment (e.g., striking or spanking).
- 104           ii. Punishment for a manifestation of an eligible young child's disability.
- 105           iii. Locked rooms, locked boxes or other locked structures or spaces from which the young  
106           child cannot readily exit.
- 107           iv. Noxious substances (e.g., startling noises or aversive smells or tastes).
- 108           v. Deprivation of basic human rights, such as withholding meals, water or fresh air.
- 109           vi. Suspensions of programming constituting a pattern under Chapter 14 PA Regulations and  
110           IDEA 2004.
- 111           vii. Treatment of a demeaning nature.
- 112           viii. Electric shock.

113  
114 **C. DISCIPLINE**

- 115       1. Any discipline of an eligible young child shall be conducted and implemented in accordance with  
116       state and federal law and regulations.

117       2. **Emergency Procedures**

- 118           a. Emergency procedures for behavior that presents a clear and present danger to the eligible  
119           young child or others or others may include any, or all, of the following actions:
- 120           i. Notify program administrator/supervisor
- 121           ii. Contact parent /guardian
- 122           iii. Notify police
- 123           iv. Notify mental health
- 124           v. Call emergency service and ambulance
- 125           vi. Implement crisis prevention strategies and physical restraint procedure as taught by  
126           school personnel.

127  
128 **D. SUMMARY**

- 129       1. The Carbon Lehigh Intermediate Unit #21 Early Intervention program assumes responsibility for  
130       ensuring that behavior management programs are in accordance with Chapter 14 and IDEA 2004,

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131 including the training of personnel for the use of specific procedures, methods and techniques,  
132 and for having this written policy on the use of behavior management techniques. The CLIU #21  
133 Early Intervention Program will obtain parental consent prior to the use of highly restraining or  
134 intrusive procedures.