

<p>3. Guidelines</p>	<p>The issue of discipline is not a specific part of this policy. PA State Board of Education Chapter 14, Section 14.35 and the PDE Standards, Chapter 342, Section 342.35 specifically delineate suspension/expulsion procedures and policy.</p> <p>Level I</p> <p>Level I interventions (normal classroom management) are routinely implemented within everyday operations of a classroom. These interventions are used to teach students appropriate social and academic behaviors. The interventions for Level I are listed below:</p> <ol style="list-style-type: none"> 1. Correction: verbal and physical prompts used to help the student correct the effects of his/her inappropriate behavior. 2. Verbal Guidance: a calm verbal explanation regarding the appropriateness or inappropriate news of the student's behavior. 3. Redirection: interrupting an ongoing inappropriate behavior and attempt to involve student in a more socially acceptable behavior. 4. Selective Inattention (planned ignoring): withdraw of physical and/or social attention to the inappropriate behavior. 5. Suggested relaxation: relaxation of a student who is agitated and/or hyperactive. 6. Verbal Direction: immediate verbal prompts for the cessation of inappropriate behavior. 7. Contingent Separation: separating student from an activity to a location where s/he must remain in close proximity to the teacher. Verbal guidance, redirection, correction, or relaxation may then be used. 8. Differential Reinforcements: systematic delivery of a reinforcement following an appropriate behavior and systematic extinction of an inappropriate behavior. 9. Corner Time Out: the student is removed from an activity to the time out corner where s/he remains for a specified period of time (general guideline: not more than 1 minute per chronological year). 10. Response Cost: this procedure involves the time limited removal of a token privilege or secondary reinforcement upon occurrence of an inappropriate behavior.
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11. Restitution/Restoration: this procedure involves the requirement that the student correct the effects of his/her actions. This includes, but not limited to, picking up objects s/he has upset, cleaning messes made, or apologizing to people s/he has offended. Verbal and physical prompts may be given to gain compliance. The student may be required to complete the restoration to the criteria specified in the plan as a condition for being allowed to resume normal activities.

Level II

Level II interventions are formal behavior programs that have been developed by the IEP planning team. The interventions for Level II are listed below:

1. Required Relaxation: this procedure involves requiring an agitated or hyperactive student to relax on a chair or bed for the purpose of regaining his/her composure. The student is required to remain in the relaxation posture until s/he becomes calm or until he attains the release clause which must be clearly defined in the plan. Verbal and physical prompts may be used to enforce the relaxation. Other formal relaxation training procedures may be employed where appropriate. If the plan contains a contingency for use or physical restrains to enforce relaxation, then the procedure shall be classified as physical restraint, a Class III intervention.
2. Nonexclusionary Time Out: this procedure involves a conditioned reinforcer such as a time out ribbon or sign which signals the termination or removal of a primary reinforcer for a specified period of time. The student is not physically removed from the area.
3. Overcorrection: the act of restitution/restoration is required to be rehearsed for a specific number of times.
4. Sensory Extinction: a device is used to inhibit the consequences derived from various forms of self-abusive or self-stimulated behavior, i.e. gloves.
5. Negative Practice: the student is required to repeat the inappropriate behavior for a specific number of times following the occurrence of this behavior.
6. Non-preferred Activity: a student must perform an activity which s/he clearly does not prefer after displaying the inappropriate activity.
7. Exclusionary Time Out (Room/Area Time Out): The student is removed from his/her immediate environment following an inappropriate behavior and restricted alone to an unlocked Time Out/Room/Area. The student must remain calm for a specific 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 procedure. All possible reinforcers are removed from the environment.

8. Stimulus Satiation: repeated presentation of a stimulus to the student until the attractiveness of the stimulus is reduced. (Not to be used as an aversive) For example: If a child chronically plays with a car during instructional time, staff will place 10 cars on his desk for play.
9. Mechanical Restraint: for involuntary behavior or lack of muscular control when due to organic causes or conditions (usually recommended by a medical professional) i.e., helmet for seizure disorder.
10. Hands Down Physical Restraint: a technique used when a student uses his/her hands in an abusive manner (biting, clawing). The hands are held down for a specified period of time.
11. 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 a specified period or until student becomes calm (no more than 1 minute per chronological year).

Level III

Level III interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation of the restrictive component of the plan. The programs are developed by the MDT as part of the student's IEP.

Note: Multidisciplinary team must offer a compelling argument that presents:

1. Least restrictive measures were unsuccessful.
2. Behavior is dangerous to self or others.
3. Alternative placements have been ruled out.
4. Program is therapeutically justified.

The interventions for Level III are listed below:

1. Mechanical Restraint: use of any mechanical device to control voluntary movement. Usually used if behavior is self-injurious or a threat to others in nature.
2. Physical Restraint: physical containment of a student by direct contact for more than 30 seconds for the purpose of restricting an inappropriate behavior. The behavior must be one that presents a danger to self or others. A student may not remain in a restraint for more than 45 consecutive minutes. The student must remain calm for a specified time in order to be released from the restraint.
3. Sensory Attenuation: input from one of the senses is temporarily inhibited for a specified time, i.e., visual screening with goggles or hands.
4. Aversive Stimulation: application of an aversive stimulus following an inappropriate behavior.
5. Aversive Techniques: deliberate activities designed to establish a negative association with a specific behavior.

The following aversive techniques and/or stimulation of handling behaviors are considered inappropriate and may not be used by agencies in educational programs as outlined in Pennsylvania Standards Section 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 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. Serial suspension.
7. Treatment of a demeaning nature.
8. Electric shock.

9. Methods implemented by untrained personnel.

10. Methods which have not been outlined in the agency's plan.

Behavior-Modifying Medications

Behavior modifying medication may be ordered only by a licensed physician. This includes any medication which is prescribed to reduce the occurrence of undesired behaviors. Included are neuroleptic and anolytics (i.e. major and minor tranquilizers,) and depressants (i.e. tricyclics and MAO inhibitors), stimulants (i.e. Ritalin), sedative hypnotics and anti-epileptics (when not used for the treatment of epilepsy). Excluded are drugs that may have psychoactive effects but are not prescribed for the purpose of reducing maladaptive behaviors.

It is the policy of the Redbank Valley School District that students shall receive only those medications which are required for health maintenance and freedom from psychological or physical discomfort, and which will promote a more normal and desirable quality of life.

Medication shall not be used as punishment, for the convenience of staff, as a substitute for a program, or in quantities that interfere with an individual's development.

Emergency Procedures

Emergency procedures for behavior that present a clear and present danger to the student and/or others:

1. May utilize Level I, II, or III techniques to address the inappropriate behavior that is a threat to themselves or others.
2. If a Level I, II, or III restraint is used then the IEP team will convene immediately following the incident to determine if the current IEP is appropriate and effective.
3. If the staff determines they are unable to implement any of the Level I, II, or III techniques or these techniques are ineffective then the teacher should remove the other student to a safe place and notify the building administrator. The building principal will take appropriate action, such as, notifying the police, mental health, emergency services, and ambulance.
4. The parent will be notified of the incident as soon as possible by school personnel.

