

The Pathway School
Positive Behavior Support Policy



Philosophy:

The Pathway School is committed to fostering an environment which will provide opportunities for each student to achieve his/her full potential. An essential part of the school's education approach is the implementation of a School-Wide Positive Behavior Support model. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making problem behavior less effective, efficient and relevant, and desired behavior more functional (pbis.org, 2009).

School-Wide Positive Behavior Support (SW-PBS) is the responsibility of every staff and student at The Pathway School. Staff who work directly with the students, related service professionals and the administration are committed to upholding the mission, educating the students, holding each other accountable and utilizing data to inform quality improvement. Prerequisites for implementation of SW-PBS include that staff must: be able to identify student strengths and have an understanding of student weaknesses.

The Pathway SW-PBS program is based on a three tier pyramid of support. Level 1 involves school wide systems of management. Overall programming within the Pathway School encompasses consistent rules and expectations for all students and staff across all environments. Staff employ routine positive and proactive management techniques that can support the vast majority of Pathway students in their ability to maximize their potential in the learning environments. The focus is on teaching and strengthening adaptive skills and replacement behaviors. Secondary Prevention is designed for those groups of students who are demonstrating "at-risk" behaviors. Students at this level are continuing to have frequent incidents despite the support of the Primary Prevention. Students at this level could have a Strategy Sheet or additional incentives to help them become successful. Tertiary Prevention is designed for students who continue to have high rates of inappropriate behaviors despite the other levels of prevention. Students at this level will have a Functional Behavior Analysis completed and Positive Behavior Support Plan to help them become successful and reduce their inappropriate behavior.

The dynamics of School-Wide Positive Behavior Support (SW-PBS) focus on: environment, skill building, and staff responses.

- Environment:

- “A signature feature of SW-PBS has been a committed focus on fixing environments, not people. Effective environments make problem behaviors irrelevant, inefficient, and ineffective.” (Horner, 2000)
- Students respond to the environment and engage in behavior based on what is happening in the environment.
- Specific behaviors may arise depending on situations that may occur within the environment (CPI, 2006).
- Skill-Building
 - An effective way to reduce inappropriate behaviors is to teach replacement behaviors.
 - The replacement behaviors need to be in competition with the inappropriate behaviors.
 - The replacement behavior should serve the same function as the inappropriate behavior
- Staff responses:
 - Can cause behavior to increase or decrease behavior.
 - By reinforcing appropriate behavior and by consistently applying fair consequences, the appropriate behavior will increase and the inappropriate behavior will decrease.

Each student’s Individual Education Program is reflective of their individual strengths and needs. For students having difficulty attaining success, due to the presence of “at risk” behaviors, design of a specific program will take into consideration these strengths and needs and how they affect the student’s ability to function. The ultimate goal is to assist the individual student to learn, internalize and generalize skills. Pathway is committed to the involvement of the student and parents/guardians as participants of the student’s team in the planning and implementation of specific individualized programs.

In the event of a behavior emergency, physical restraints should only be used when a student’s behavior poses a **serious and imminent risk of self- injury or harm to others**. Physical restraints should only be used as a last resort after all other positive and reasonable, less restrictive techniques have failed. All Pathway staff must have annual training in the principles and techniques of School-Wide Positive Behavior Support as well as Crisis Prevention and Intervention and must be familiar with the parameters established for their use.

Mission:

Pathway staff and students adhere to consistent expectations for positive behaviors that are taught, practiced and reinforced to create productive living, learning and working environments that promote success and independence.

School-Wide Positive Behavior Support Program

Positive behavior support involves the assessment and re-engineering of environments to support an individual in reducing challenging behaviors and increasing positive behaviors as well as the quality of their lives (Horner, 2000; Crone & Horner, 2003).

Component 1

- A positive statement of purpose.
- Explanation: The statement of purpose describes the explicit focus, values, and outcomes of the school's discipline system.

Component 2

- Three clearly defined, positively stated behavioral expectations.
- Explanation: Behavioral expectations are rules that provide a focus for consistent communications, and support an efficient community in which all members have a clear understanding of what is expected of themselves and others.

Component 3

- Procedures for teaching behavioral expectations.
- Explanation: School-wide behavioral expectations are taught in the same manner as academic skills: (a) show/tell/model, (b) guided practice, and (c) monitor and positively reinforce in natural context.

Component 4

- A continuum of procedures for encouraging displays and maintenance of these expectations
- Explanation: If newly taught and acquired behaviors are to be strengthened, occur more often in the future, and maintain over time, students must receive positive feedback/acknowledgements for their displays of those behaviors.

Component 5

- A continuum of procedures for discouraging displays of rule-violating behavior
- Explanation: Procedures for responding to problem behaviors should be designed to communicate to and teach students, staff, and family members what behaviors represent violations of school-wide behavioral expectations. Severity, consequences, and behavioral supports should be indicated.

Component 6

- Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular basis.
- Explanation: In general, a record keeping and decision making system must have (a) structures and routines for data collection, (b) mechanisms for data entry, storage, and manipulation, and (c) procedures and routines for review and analysis of data.

Component 1

A positive statement of purpose

Pathway staff and students adhere to consistent expectations for positive behaviors that are taught, practiced and reinforced to create productive living, learning and working environments that promote success and independence.

Responsibilities for Component 1

- SW-PBS is everyone's responsibility
- Behavior Analyst and Behavior Consultants
 - Development of SW-PBS at The Pathway School
 - Uphold the mission of SW-PBS
 - Train staff and students on SW-PBS components
 - Review the principles of CPI with staff
- Staff that work directly with the students
 - Learn SW-PBS components
 - Understand the key aspects of SW-PBS
 - Uphold the mission of SW-PBS
- Administration
 - Uphold the mission of SW-PBS
 - Ensure that staff are learning and understanding SW-PBS

Component 2

A small number of positively stated expectations for all students and staff

Expectations for positive behavior are categorized and then operationally defined in each learning environment, making it clear for the students and staff what the expectation “looks like.”

Universal Expectations

- Definition:
 - Behaviors that are expected of our students in every environment.

Explanation:

There are similar behavioral themes expected in every environment that are categorized into the five universal expectations:

- Appropriate Voice Volume
- Appropriate Language/ Topics
- Respect Personal Space
- Respect Property
- Follow Directions

- Appropriate Voice Volume
 - A volume that is suitable for the distance and the situation.
 - Example: using a quiet voice inside buildings, talking louder while outside on a field.
- Appropriate Language/ Topics
 - Suitable communication and subject of conversation for a particular person, condition, occasion, or place.
 - Example: having a conversation using neutral language which is appropriate for all.
- Respect Personal Space
 - The space around us that is considered an extension of one's self
 - Maintaining an arm's length distance away from others.
 - Example: keeping your hands to yourself when around other individuals.
- Respect Property
 - Acting with courtesy and consideration around property.
 - Treating it the way you would want your property to be treated.
 - Example: using property for its intended purpose.
- Follow Directions
 - The ability to complete one, or a series of, verbal or written instructions.
 - Example: complying to any/all directives given

Environmental Expectations:

Be Cooperative

- Definition: A willingness and ability to work with others.
- Students are expected to utilize staff and collaborate with their peers to learn various skills.
- Staff are expected to collaborate with their colleagues and to serve as role models for our students.

Be Flexible

- Definition: A capability to adapt to new, different or changing requirements
- Students are expected to problem-solve in any given situation and work within the parameters of the environment.
- Staff are expected to be open-minded with all situations and to be a role model for students.

Be Responsible

- Definition: To be able to answer for one's own conduct and obligations
- Students are expected to be accountable for their actions.
- Staff are expected to be a role model for students and to complete their job tasks.

Environments

- **Definition:** All buildings and areas where students are allowed to be in the course of their day
- **Learning Environment:** Any area where students are taught
 - Includes: Classrooms, Library, OT, Speech
- **Living Environment:** Any building where students reside
 - Includes: On- or off-campus housing, both cottages and apartments
- **Working Environment:** Any place of employment
 - Includes: All on- and off-campus jobs
- **Community:** Any location other than the Pathway campus
 - Includes: Stores, Parks, Movies, etc
- **Eating Environment:** Any location where students eat
 - Includes: Cafeteria, Kitchens, Restaurants
- **Transportation:** Any vehicle that transports students
 - Includes: School buses/vans, cars, public transportation (buses, trains or planes)
- **Transition Areas:** Any path on campus
 - Includes: Hallways, Sidewalks, Walkways
- **Recreation Areas:** Any area on campus used for sports or other physical activities
 - Includes: Gym, Rec Room, Field
- **Behavior / Zen / Relaxation Rooms:** Any room on campus designated for a quiet space
 - Includes: Behavior rooms in Lafayette, George Washington, Betsy Ross and Independence Hall; Zen / Relaxation rooms in Betsy Ross, Lafayette, Cottages
- **Bathrooms:** Any room containing a sink, toilet and possibly a shower
- **Staff Offices:** Any room on- or off-campus designated for one or more staff members
- **Nurse's Station:** The area where students receive their medication and where they go for any medical or health concerns

The Pathway School Expectations			
Universal Expectations			
Appropriate Language/Topics	Appropriate Voice Volume	Respect Property	
Respect Personal Space		Follow Directions	
Environment Expectations			
	Be Cooperative	Be Flexible	Be Responsible
Learning Environment	Ask for help	Accept Feedback	Clean up your area
	Complete task	Be patient	Arrive on time and leave when dismissed
	Pay attention	Occupy your free time	Raise your hand and wait quietly for assistance
	Focus on yourself		
Living Environment	Complete responsibilities	Try new activities	Wait appropriately
	Focus on yourself	Consider other's feelings when speaking	Follow time limits
	Stay in program area	Compromise	Maintain a clean environment
	Ask for help	Be helpful to your peers and staff	
Working Environment	Complete tasks	Be helpful to your co-workers and supervisor	Have a clean and neat appearance
	Ask your supervisor what to do next	Accept Feedback	Wear appropriate clothing
	Ask for help		Arrive on time and leave when dismissed
	Be polite to customers		Stay in assigned area
Community	Be mindful of traffic and your surroundings	Stay on designated walking areas	Throw away your trash
	Be prepared with emergency numbers	Be patient	
	Notify a staff when unsure of a situation	Follow the rules of the environment	
	Stay with your group		
Eating Environment	Eat with your assigned group	Try new foods/drinks	Arrive at designated time
	Eat in designated area		Clean up after yourself
	Use utensils appropriately		Chew with your mouth closed
	Follow portion sizes		Sit with both feet on the floor
Transportation	Stay seated	Advocate for yourself	Take your stuff with you
	Use seatbelt	Compromise	Be aware of schedule

Transition areas	Stay with your assigned staff	Stay on designated walking areas	Walk
	Go directly to designated area		
Recreation areas	Stay with your assigned staff	Be tolerant of other's abilities	Take breaks if needed
	Clean up the materials		Wear appropriate clothing
	Play fairly / Have good sportsmanship		
	Follow the rules of the game		
	Use equipment properly		
Behavior/Zen/Relaxation Room	Use equipment for it's intended use	Be mindful of others	Use time wisely
	Ask for permission	Wait your turn	Follow time limits
			Clean up after yourself
Bathrooms	Wash your hands with soap and water	Wait your turn	Clean up after yourself
	Flush the toilet		Follow shower / toothbrushing time limits
	Close the door		Report any problems
			Replace any necessary items
Staff offices	Ask for permission	Accept Feedback	Respect privacy
	Knock before entering	Wait for your turn to speak	
	Enter and leave when asked		
Nurse's station	Take your medication		Come at scheduled time
	Return to designated area when finished	Wait appropriately	Ask questions if you have concerns
	Stay with your assigned staff	Accept the Nurse's decisions and directions	Report any medical concerns promptly to the nurse
	Know your medication		

Responsibilities for Component 2

- Behavior Analyst and Behavior Consultants
 - Role model the expectations for staff and students
 - Train students and staff on all the expectations
 - Provide feedback to staff and students regarding the expectations

- Staff that work directly with the students
 - Role model the expectations for colleagues and students
 - Teach the expectations to the students
 - Provide feedback to students regarding the expectations
- Administration
 - Role model the expectations for staff and students
 - Provide feedback to staff and students regarding the expectations

Component 3

Procedures for teaching behavioral expectations

School-wide behavioral expectations are taught in the same manner as academic skills: (a) show/tell/model, (b) guided practice, and (c) monitor and positively reinforce in natural context.

Component 4

Procedures for encouraging displays and maintenance of these expectations

If newly taught and acquired behaviors are to be strengthened, occur more often in the future, and maintain over time, students must receive positive feedback/acknowledgements for their displays of those behaviors.

Reinforcement

Definition: Occurs when a behavior is immediately followed by the presentation of a stimulus, and as a result, the behavior occurs more frequently in the future.

- Students will engage in higher levels of appropriate behavior when given reinforcers following that behavior.
- Everyone is motivated by some type of reinforcement (i.e. staff come to work so that they can earn their paycheck)

Examples of reinforcers include:

- Consumable reinforcers (food, drinks)
- Sensory reinforcers (music, swings, weighted blanket)
- Activity reinforcers (basketball, computer time)
- Social reinforcers (praise, high fives)
- Generalized reinforcers (money, tickets, points)

How to choose reinforcers:

- Ask the individual
- Observe the individual

- Complete a reinforcer survey / preference assessment with the student
- Have the students try items to see if they increase behavior

Variables that influence the Effectiveness of Reinforcers

- Immediacy: learning occurs best when the reinforcer is delivered immediately following the behavior
- Contingent Delivery: reinforcers are only delivered when they are “earned” (i.e. when they engage in the appropriate behavior)
- Use praise generously
 - Praise should be enthusiastically delivered and used frequently
 - Praise should make note of the appropriate behavior (i.e. “nice job sweeping the floor”)
 - Praise should be paired with other types of reinforcers
 - Praise statements should vary

Rewards Program

- The rewards program is a way to acknowledge ALL students who are engaging in appropriate behavior.
- It is also a way to provide reinforcement for when students are displaying appropriate behavior versus providing attention for inappropriate behavior.
- Students can receive spontaneous, daily, weekly, monthly, quarterly and semi-annual rewards.
- As students show that they have learned the expectations and can demonstrate the appropriate behavior within each environment, a student’s team will look at fading the daily rewards for that student.
- All students will continue to receive the Spontaneous Rewards even if they have been faded from the Daily Reward Program.

Responsibilities for Component 4

- Behavior Analyst and Behavior Consultants
 - Train students and staff on the rewards program
 - Deliver various types of reinforcement to students
 - Provide feedback to staff and students regarding the rewards program
 - Data collection and decision making regarding rewards
 - Consult with staff regarding the rewards program
- Staff that work directly with the students
 - Deliver various types of reinforcement to students
 - Monitor students behavior in regards to the rewards program
 - Provide feedback to students regarding the rewards program
 - Enter the reward data into individual students spreadsheets
 - Supervise students during the reward period
- Administration
 - Deliver spontaneous reinforcement to students
 - Provide feedback to staff and students regarding the rewards system

Component 5.1

The Law

Pennsylvania Code

- The law dictates that “positive, rather than negative, measures must form the basis of any program,” therefore implementing SW-PBS allows staff to be in compliance with the law.
- “These [programs] must include methods that utilize positive reinforcement and other positive techniques to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.”

<http://www.pacode.com/secure/data/022/chapter14/s14.133.html>

- Physical restraints should only be used when a student’s behavior poses a **serious and imminent risk of self- injury or harm to others**.
- Physical restraints should only be used as a last resort after all other positive and reasonable, less restrictive techniques have failed.

When **NOT** to use physical interventions

1. A known medical or psychological condition contraindicates its use.
2. It is used as a means of punishment.
3. An adult is seeking student compliance to follow a school rule or staff directive.
4. The situation could be deescalated by removing others from the setting.
5. The student is engaged in aggressive verbal comments that do not lead to physical aggression. **A verbal threat does not constitute a physical danger unless a student also demonstrates a means of or intent to carry out the threat.**
6. The student is destroying property that does not pose a substantial risk of harm to self or others.

<http://www.lदानh.org/docs/nhdoePhysicalRestraintDocument%5B1%5D.pdf>

PA Department of Public Welfare Chapter 3800 regulations

Student Rights (pertaining to displays of rule-violating behavior)

- A child may not be discriminated against because of race, color, religious creed, disability, handicap, ancestry, sexual orientation, national origin, age or sex.
- A child may not be abused, mistreated, threatened, harassed or subject to corporal punishment.
- A child has the right to be treated with fairness, dignity and respect.
- A child has the right to be informed of the rules of the facility.
- A child has the right to be protected from unreasonable search and seizure. A facility may conduct search and seizure procedures, subject to reasonable facility policy.

- A child has the right to appropriate medical, behavioral health and dental treatment.
- A child has the right to rehabilitation and treatment.
- A child has the right to be free from excessive medication.
- A child may not be subjected to unusual or extreme methods of discipline which may cause psychological or physical harm to the child.

Restrictive Procedures

A restrictive procedure is when a student's movement is controlled in some way.

The use of physical restraint is prohibited except in an emergency circumstance, which is defined as a circumstance that meets all of the following criteria:

- (a) The intervention is necessary to protect the student or other person from imminent, serious physical harm;
 - (b) Other less intrusive, nonphysical interventions have failed or been determined inappropriate; and
 - (c) The student's behavior intervention plan and IEP describe the specific behaviors and circumstances in which physical restraint may be used.
- Any physical restraint shall be applied only by Pathway School personnel who are trained in the appropriate use of specific, planned techniques.
 - A restrictive procedure may be used only to prevent a child from injuring himself or others. Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or language that does not constitute a threat of imminent, serious physical harm.
 - For each incident in which use of a restrictive procedure is considered:
 - Every attempt shall be made to anticipate and de-escalate the behavior using methods of intervention less intrusive than restrictive procedures.
 - A restrictive procedure may not be used unless less intrusive techniques and resources appropriate to the behavior have been tried but have failed.
 - The use of physical restraint shall be limited to the use of reasonable force and to the shortest time period necessary to protect the student or other person from imminent, serious physical harm.
 - The restraint must end as soon as the student is no longer in imminent danger of causing physical harm to a person.
 - A manual restraint is a physical hands-on technique that lasts more than 1 minute that restricts the movement or function of a child or portion of a child's body.
 - ***PRONE (face-down) restraints are NOT permitted at The Pathway School.***
 - Manual restraints that apply pressure or weight on the child's respiratory system are **PROHIBITED**. No physical restraint shall be administered in such a way that the student's breathing or speaking is restricted.
 - The position of the manual restraint or the staff person applying a manual restraint shall be changed at least every 10-consecutive minutes of applying the manual restraint.

- A staff person who is not applying the restraint shall observe and document the physical and emotional condition of the child, including skin color and respiration at least every 10 minutes the manual restraint is applied.
- If the student uses sign language or an augmentative mode of primary communication, the student shall be permitted to have the student's hands free of restraint for brief periods, unless the adult determines that such freedom appears likely to result in harm to self or others.
- Mechanical restraint **is prohibited**.
- Seclusion, defined as placing a child in a locked room, **is prohibited**. A locked room includes a room with any type of door-locking device, such as a key lock, spring lock, bolt lock, foot pressure lock or physically holding the door shut.
- The use of time out is permitted as a means of allowing a student to regain self-control and not as a form of punishment.

<http://www.pacode.com/secure/data/055/chapter3800/chap3800toc.html>

Contingent Exclusion:

Definition: Emergency Contingent Exclusion is the temporary removal of a student from the group to an “away” location as an emergency intervention to protect the student or other person from imminent, serious physical harm.

Guidelines:

- 1.) The literature states that the recommended maximum time limits for each Contingent Exclusion should be:
 - No more than 15 minutes – lower elementary
 - No more than 20 minutes – middle elementary
 - No more than 30 minutes – upper elementary and up
- 2.) Contingent Exclusion is to be used for the shortest period possible that is effective in allowing the student to gain control.
- 3.) The Contingent Exclusion room should be free of objects and fixtures with which students could harm themselves, be properly lighted, and be at least 6 feet by 6 feet in size.
- 4.) The room is not to be locked and a staff member is to be assigned to the room so that continuous visual and auditory monitoring can occur.
- 5.) If more than three occurrences of contingent exclusion occur within a four week period, the program supervisor must be notified and a “problem-solving” team meeting held. Information regarding this meeting must be shared with parents and funding agencies.

Required Reporting of the Use of Restraints or Contingent Exclusion

In compliance with IDEA 2004 and Pennsylvania Chapter 14 regulations, 22 PA Code Section 14.133(c)(5) requires school entities to maintain and report data on the use of restraints as prescribed by the Secretary of Education. The report shall be reviewed during cyclical compliance monitoring conducted by the Department of Education.

Procedure:

1. Student information will be maintained on the Restraint Tracking Sheet for all Pennsylvania students. Information does not need to be collected in this tracking system for non-Pennsylvania resident students.
2. A student who requires a physical restraint to ensure the safety of themselves or others will have an IEP team meeting within 10 days of the behavior incident requiring restraint, unless the parent, after written notification, agrees in writing to waive the meeting.
3. At this meeting, the IEP team shall consider whether the student or eligible child needs a functional behavioral assessment (FBA), reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.
4. The Positive Behavior Support Team will maintain the student restraint data base

Handling behavior incidents

The Referral Matrix was created in reference to the CPI Team Intervention.

- The CPI Team Intervention discusses the roles of the various team members:
 - Team Leader:
 - First person on scene and responsible for assessing the situation and intervening with the student
 - Competent and confident in de-escalating rule-violating behaviors
 - Good rapport with staff and student
 - Auxiliary Team Members:
 - Check for safety of environment and people
 - Address safety concerns and what needs to happen to de-escalate
 - Recognize if additional staff is needed or when the intervention strategies need to change
 - Engage in verbal intervention as directed by team leader and support team leader actions and decisions

(Crisis Prevention Institute, 2005)

- The matrix was created to identify:
 - One staff member to serve as the team leader
 - Additional staff to serve as auxiliary team members
 - What responsibilities each staff member has in regards to rule-violating behaviors

Education Referral Matrix

Teacher Teacher Assistant 1 on 1 Related Service Staff (Speech, OT, Clinical, Medical)	Teacher/ Teacher Assistant/1 on 1 / Related Service Staff with the assistance of the Behavior Analyst / Consultants	Teacher/ Teacher Assistant/ 1 on 1 / Related Service Staff with the assistance of the Behavior Analyst / Consultants and the Principal
<ul style="list-style-type: none"> • Disrespectful (Minor) • Disrobing • Elopement (Minor) • Horseplay • Irrational Talk / Hysteria • Non-compliance / resistance / withdrawal (Minor) • Physical Disruption (Minor) • Possession of Contraband (Minor) • Property Damage (Minor) • Public Display of Affection • SIB (Minor) • Sexual Incident (Minor) • Verbal disruption (Minor) 	<ul style="list-style-type: none"> ○ Bullying • Defecation/Fecal Smearing/Urination • Elopement (Major) • Non-compliance / resistance / withdrawal (Major) • Physical Disruption (Major) • SIB (Major) • Verbal Threats to others (Minor) • Verbal disruption (Major) • Suicidal Gestures/Threats 	<ul style="list-style-type: none"> ○ Disrespectful (Major) • Harassment • Possession of Contraband (Major) • Property Damage (Major) • Sexual Incident (Major) • Stealing • Student Allegation of Abuse • Student to Staff Aggression • Student to Student Aggression • Verbal Threats (Major)

Residential Referral Matrix

Residential / Senior Counselors / Residential Leader	Residential / Senior Counselors / Residential Leader with the assistance of Behavior Analyst / Consultants	Residential / Senior Counselors / Residential Leader with the assistance of the Evening Supervisor and/or Assistant Director
<ul style="list-style-type: none"> • Bullying • Defecation/Fecal Smearing/Urination • Disrespectful (Minor/Major) • Elopement (Minor) • Horseplay • Irrational Talk / Hysteria • Non-compliance / resistance / withdrawal (Minor/Major) • Physical Disruption (Minor/Major) • Possession of Contraband (Minor) • Property Damage (Minor) • Public Display of Affection • SIB (Minor) • Sexual Incident • Verbal disruption (Minor) • Verbal Threats (Minor) 	<ul style="list-style-type: none"> ○ Elopement (Major) • Non-compliance / resistance / withdrawal (Major) • Physical Disruption (Major) • Possession of Contraband (Major) • Property Damage (Major) • SIB (Major) • Student to Staff Aggression • Student to Student Aggression • Verbal Threats (Major) • Verbal disruption (Major) 	<ul style="list-style-type: none"> ○ Elopement (Major) • Harassment • Possession of Contraband (Major) • Property Damage (Major) • SIB (Major) • Sexual Incident • Stealing • Student Allegation of Abuse • Student to Staff Aggression • Student to Student Aggression • Suicidal Gestures/Threats • Verbal Threats (Major)

Rule-Violating Behavior Guide

- This guide was created to give staff more information regarding how to intervene and to suggest possible consequences for specific inappropriate behaviors.
- The interventions and possible consequences are **suggestions** and that the interventions and consequences chosen need to be directly related to each individual situation and student.
- As a follow-up to the incident, staff need to ensure that the student has completed their consequences.

Definition of Levels

- Level 1
 - Behaviors that could possibly interfere with the function of the program but are not dangerous to staff or students. These behaviors are handled by any staff members that work directly with the students.
- Level 2
 - Behaviors that seriously interfere with the function of the program and could be potentially dangerous to the safety and well being of the students and staff. These behaviors are handled by any staff members that work directly with the students with the assistance of the Behavior Analyst / Consultants and/or input from the Evening Supervisor.
- Level 3
 - Behaviors that severely interfere with the function of the program and are dangerous to the safety and well being of the students and staff. All Level 3 behaviors are handled by any staff members that work directly with the students and require the involvement of a supervisor.

Level 2 & 3 Incidents

***Depending on the severity of the above behaviors, outside agencies (local law enforcement, emergency personnel, DPW, etc) may become involved.**

Definitions of Consequences

- Act of Kindness: Doing a favor and/or a nice gesture for another individual (i.e. doing their chore, buying them a drink/snack, cleaning up the area, picking up the trash around campus, etc)
 - Personal: To the person affected
 - Classroom/Living Unit: To the entire group affected
 - Pathway: To The Pathway School Community as a whole
- Privileges: Including, but not limited to, incentives, specials, trips off-campus, field trips, sports games, assemblies, Patriot and/or School store, recess, etc.
- Individualized Program: Any programming away from the group with or without an increased level of supervision (i.e. suspension, eating dinner in their bedroom, etc)

Behavior Definitions and Levels

Level One			
Behavior	Definition	Interventions	Possible Consequences
Disrespectful (Minor)	Any instance when a student insults another individual, challenges authority, curses at another individual	Redirect; Set limit; Staff switch; Reminder of Incentives	Loss of privilege; Life skill; Apology; Act of kindness;
Disrobing	Any inappropriate removal of clothing	Set limit; Redirect; Prompt to leave area; Remove audience	Life skill; Need to wear clothing provided by staff; Call home
Elopement (Minor)	Any instance when a student removes themselves from the program area without the knowledge or permission of staff and remains on campus	Shadow from a distance (keep student in eyesight); Redirect back to designated location; Offer alternative location / activity; Offer coping strategies; Set limit; Reminder of incentives	Make up the time and work missed; Loss of independence / Increased supervision; On-Campus restriction (non-work trips)
Horseplay	Any rough physical interactions (with others or with environment) and/or invasion of personal space without the intent to harm	Set limit; Redirect; Prompt to leave area; Reminder of incentives	Life skill; Loss of privilege; No sports for 24 hours; Apology
Non-compliance / resistance / withdrawal (Minor)	Refusing to follow a given direction or request	Set limit; Redirect; Disengage; Staff switch; Offer coping strategies; Reminder of incentives	Make up the time and work missed; Complete task before participating in other activities
Physical Disruption (Minor)	Behavior causing an interruption in a class or activity including noise with materials, and/or sustained out of seat behavior without permission from staff	Set limit; Redirect; Prompt to leave area; Offer alternative location / activity; Offer coping strategies; Reminder of Incentives	Loss of privilege; Make up time and work missed; Clean up mess
Possession of Contraband (Minor)	Student is in possession of unauthorized property (i.e. cell phones, iPods without a tag, cigarettes)	Redirect; Reiteration of rules;	Confiscation of property for 24 hours; Call home
Property Damage (Minor)	The destruction of others belongings and/or school property such as, books, posters, and other supplies	Set limit; Redirect; Block behavior; Prompt to leave area; Offer alternative location / activity; Offer coping strategies; Limit items to damage; Reminder of Incentives	Replace and/or pay for items; Work off fine; Clean up mess; Individualized program
Sexual Incident (Minor)	Wanted or unwanted sexual comments directed at another individual	Set limit; Redirect; Prompt to leave area; Reiteration of rules	Life skill; Individualized program

Self-Injurious Behavior (Minor)	Superficial scratching using finger nails or objects, light head banging or hitting themselves lightly.	Set limit; Redirect; Offer alternative location / activity; Offer coping strategies; Disengage	Life skill; Loss of privileges
Verbal disruption (Minor)	Behavior causing a brief interruption in a class or activity including calling out, talking with peers, inappropriate noises, or short arguments	Set limit; Redirect; Offer alternative location / activity; Offer coping strategies; Disengage; Reminder of Incentives	Make up time and work missed; Act of kindness
Public Display of Affection	Any physical contact going beyond hugging, holding hands and/or pecking on the cheek/lips	Redirect; Set limit; Reiteration of rules	If behavior continues, follow consequences for Noncompliance

Level Two			
Behavior	Definition	Interventions	Possible Consequences
Bullying	Comments and/or written notes or letters said to embarrass, taunt, insult, tease, or otherwise cause hurt feelings	Set limit; Redirect; Reiteration of rules; Investigation of accusations	Life skill; Personal act of kindness; Loss of privileges
Defecation/Fecal Smearing/Urination	Any intentional excretion of bodily fluids in an inappropriate location and/or inappropriate actions with said bodily fluid	Set limit; Redirect; Prompt to leave area; Remove audience; Offer alternative location / activity; Offer coping strategies	Make the environment cleaner than it was prior; Life skill; Work off fine
Elopement (Major)	Any instance when a student removes themselves from the program area without the knowledge or permission of staff and leaves campus	If you see student: Shadow (keep student in arms length); Redirect back to designated location; Offer alternative location / activity; If you do not see student: Inform various staff members to search on and off campus; if student is not found in 15 min. call police	1:1 assigned; Make up the time and work; Loss of privilege; Remain on-campus for at least 24 hours; Possible suspension with life skill
Non-compliance / resistance / withdrawal (Major)	Any sustained refusal to follow a given direction or request	Set limit; Redirect; Disengage; Staff switch	Make up time and work missed; Pathway act of kindness; Loss of privileges for 24 hours; Complete task before participating in other activities

Physical Disruption (Major)	Behavior causing an interruption in class or activity including knocking over desks, or throwing large objects	Set limit; Redirect; Remove audience; Offer alternative location / activity; Offer coping strategies	Make the environment cleaner than it was prior; Make up time and work missed; Individualized program; Loss of privilege
Self-Injurious Behavior	Any instance or attempt to harm oneself including, but not limited to, head banging, biting, cutting, scratching and/or bending/twisting a body part	Set limit; Redirect; Remove audience; Offer alternative location / activity; Offer coping strategies; Contract for safety	Individualized program; Life skill; Loss of privileges
Suicidal Gestures/ Threats	Any comment or action to harm themselves in a life threatening manner.	Contract for safety; Offer coping strategies; Clinical intervention	Increased supervision;
Verbal Threats to others (Minor)	To make a comment to harm another person	Set limit; Redirect; Contract for safety; Investigation of accusations	Increased supervision; Life skill; Personal act of kindness; Individualized program
Verbal disruption (Major)	Behavior causing a sustained interruption in a class or activity including loud talking, yelling, or screaming	Set limit; Redirect; Remove audience; Offer alternative location / activity; Offer coping strategies	Make up time and work missed; Classroom/Living Unit act of kindness; Life skill

Level 2 & 3 Incidents

***Depending on the severity of the above behaviors, outside agencies (local law enforcement, emergency personnel, DPW, etc) may become involved.**

Level Three			
Behavior	Definition	Interventions	Possible Consequences
Disrespectful (Major)	Any instance when a student spits at a staff member and/or at another student	Set limit; Redirect; Disengage; Staff switch	Life skill; Individualized program; Loss of privilege (24 hours); Apology; Act of kindness
Harassment	Repeatedly and inappropriately seeking out another individual in the form of invading their personal space, following them, writing letters/emails, calling, or text messaging them without their consent	Set limit; Redirect; Staff switch; Offer coping strategies; Investigation of accusations	Increased supervision; Individualized program; Life skill; Loss of privilege; Confiscation of cell phone (for calling / texting); Team meeting with parent; Apology
Possession of Contraband (Major)	Student is in possession of unauthorized property that may cause harm to themselves or others and/or are illegal (i.e. drugs/alcohol,	Room/bag/locker/etc search; Investigation of accusations; Reiteration of rules	Individualized program; Confiscation of property; Possible move back to campus (apt students); Team meeting with parent and/or IEP

	matches/lighter, items that could be used as weapons)		meeting; Increased supervision; Suspension; Life skill
Property Damage (Major)	The destruction of others belongings, including but not limited to furniture, cars, computers, and windows	Set limit; Redirect; Offer alternative location / activity; Offer coping strategies	Replace and/or pay for items; Work off fine; Clean up mess; Individualized program
Sexual Incident (Major)	Wanted or unwanted sexual acts	Investigation of accusations	1:1 assigned; Life skill; Individualized program; Team / IEP meeting (for unwanted); Suspension
Verbal Threats (Major)	To make a comment to harm another individual with the student being able to carry out the threat	Set limit; Redirect; Contract for safety; Investigation of accusations	Increased supervision; Life skill; Personal act of kindness; Individualized program
Stealing	Student is in possession of or is responsible for removing someone else's property	Investigation of accusations; Room/bag/locker/etc search	Confiscation of property; Replace and/or pay for stolen property; Suspension; Act of kindness; Life skill
Student to Student Aggression	Actions involving serious physical contact where injury may occur including hitting, punching, kicking, hair pulling, biting and/or throwing objects directly at an individual	Set limit; Redirect; Offer alternative location / activity; Offer coping strategies; Restrictive procedures	Individualized program; Suspension; Life skill; Team meeting
Student to Staff Aggression	Actions involving serious physical contact where injury may occur including hitting, punching, kicking, hair pulling, biting and/or throwing objects directly at an individual	Set limit; Redirect; Offer alternative location / activity; Offer coping strategies; Restrictive procedures; Disengage; Staff switch	Individualized program; Suspension; Life skill; Team meeting

Level 2 & 3 Incidents

***Depending on the severity of the above behaviors, outside agencies (local law enforcement, emergency personnel, DPW, etc) may become involved.**

Transition Protocol

- A signature feature of Positive Behavior Support has been a committed focus on fixing environments, not people. Effective environments make problem behaviors irrelevant, inefficient, and ineffective.
- The Transition Protocol is a procedure that was developed to discourage rule violating behavior. By structuring the transition environment, we will give our students a greater opportunity to display positive behavior.
 - Requirement of NY board of education

(Crisis Prevention Institute, 2006)

Transition Protocol

Who:

- Teachers, T.A's

What:

- Will have stations throughout the campus during transitions throughout the day.
 - Example stations: standing outside of their classroom, outside of their building, and in the stairwells of all buildings in order to have all locations of the campus covered.
- Staff will reinforce and redirect positive and rule violating behavior as student's transition from location to location throughout the day.
- Lunch Duty:
 - All TA's will be required to supervise during one lunch period, on a rotating basis.
 - There will be a minimum of five TA's in each lunch period

When:

- During all transitions (i.e. when students enter school grounds, transition from class to class, and leave for the end of the day).

Why

- To provide supervision during an unstructured time
- To encourage appropriate behavior and discourage rule violating behavior

Where

- Teachers – Doorways of their classrooms
- TA's – Lunch Duty: Cafeteria, Outside during Recess
- TA's – Transitions: Hallways, Stairwells, Outside
 - Outside Betsy Ross
 - In front of the Gazebo
 - In front of the GW building
 - Between GW and Lafayette buildings
 - Behind General Lafayette building (between Maintenance shed and Lafayette)
 - Between Lafayette and James Madison
 - In front and behind James Madison
 - Courtyard

- Behind Independence Hall (near the athletic field)
- Outside the gym entrance

Transition Protocol during residential hours: Staff must adhere to levels of supervision for residential students.

Setting Limits

- Effective limit setting cannot be about forcing an individual to act appropriately
- Effective limit setting is about providing a consistent structure
- Effective limit setting is about providing choices for behaviors and stating consequences for those choices.
- To be effective at limit setting we must first recognize that individuals losing rationality do not receive verbal messages in the same manner as a calm person
- Individuals who are successful in setting limits and defusing confrontations share three common characteristics
 - **Avoid Power Struggles**
 - **Establish Clear, Objective Limits, and Enforce Consequences**
 - **Listen Actively**

Five Step Approach to Setting Limits ©CPI

1. **Explain exactly which behavior is not desired.** *Don't assume the individual knows.*
2. **Explain why the behavior is not desired.** *Don't assume the individual know why the behavior is inappropriate*
3. **Give the individual reasonable choices and consequences for those choices.**
4. **Allow time**
 - *If you don't allow time, it may be perceived as an ultimatum.*
 - *If person is not a danger to them self or others allowing them to make good decisions for themselves is more valuable then anything we can teach.*
5. **Enforce Consequences**
 - *As long as the limits and reasonable, the worst limits are those that have no follow through.*

(Nonviolent Crisis Intervention Training and Art of Setting Limits, Crisis Prevention Institute, Inc., 2008)

The De-escalation Process

- There are three goals to consider with every intervention:
 - **Short-term = Safety**
 - **Intermediate = Learning Opportunity**
 - **Long-term = Autonomy**
- The third skill is building and fostering positive relationships through **trust and respect** rather than status and fear.
- Relationship building allows you to influence behavior through **rapprochement** rather than just rules and regulations.
- While rules and regulations are important, skilled interveners can obtain cooperation through treating students with respect and dignity.
- **Understanding Behavior**
 - When analyzing student behavior which is difficult, we need to keep two important points in mind.
 1. All behavior has meaning
 - *People act the way they do for a reason, even if we don't understand what the reason is.*
 2. Behavior is adaptive
 - *People have learned to act in certain ways in order to cope with their environment. Sometimes behavior becomes a habit and persists even when it is no longer helpful.*

Component 5.2

Ways to discourage rule-violating behavior

How and When to intervene

Procedure for Approaching a Potential Incident

- The Procedure for Approaching a Potential Incident was created in reference to the CPI Crisis Development Model.

Assess the situation
<ul style="list-style-type: none">• Watch for their body language and tone of voice• Contact student's previous staff for information on the student's issue (ex. teacher, cottage staff, careers, etc.)• Ask if the student needs help, or wants to talk
Attempt to de-escalate
<ul style="list-style-type: none">• Ask how you can help them• Offer coping strategies• Offer the student a break• Offer a safe space (ex. Zen room, behavior room)• Give them a chance to vent / tell their side of the story• Give 5 – 10 minutes to use that strategy• Provide re-direction• If behavior continues provide a warning and a reminder of incentives
Work out a plan with the student
<ul style="list-style-type: none">• Plan for how and when student will get back into program• Set-up plan for consequences• Offer an alternate activity (finish current activity at a later time)
Follow-up
<ul style="list-style-type: none">• Process with the student about his/her inappropriate behaviors, and how they can avoid a similar situation in the future• Contact all relevant staff (ex. homeroom teacher, clinician, supervisor, PBST)• Ensure that consequences were completed• Write an IR

Possible Interventions

- Purpose: To give staff potential ways to intervene during an incident
- It is important to remember that with any intervention staff need to:
 - Be calm
 - Have a plan
 - Rationally Detach
 - Definition: The ability to stay in control of own behavior and not take acting out behavior personally.
- The list of interventions are **possible** ways to handle the situation, and each situation is going to be unique.
- **Definition:** Providing an instruction for the student to return to the designated task/activity/location.
- **How to Implement:** Give a clear, concise directive with what the student needs to be doing and where they need to be.

Staff Switch

- **Definition:** To recognize that you are becoming a precipitating factor and allowing another staff member to become the team leader in the situation.
- **How to Implement:** Learn how to rationally detach from the situation and be comfortable asking your colleagues to switch out with you.

Reminder of Incentives

- **Definition:** A statement that provides a cue for the student with information regarding what they are working for.
- **How to Implement:** Give a clear, concise prompt that reminds the student of what they can earn for their appropriate behavior.

Remove Audience

- **Definition:** Recognize that the student may de-escalate faster if the audience (students and staff) are not present.
- **How to Implement:** If possible, redirect the student to a quieter area or ask the audience to go to a different location.

Shadow from a Distance

- **Definition:** Following a student to ensure their safety with at least two leg-lengths between the staff and the student.
- **How to Implement:** Keep the student within eyesight.

Offer Alternative Location / Activity

- **Definition:** Provide a choice of a substitute task/location that still meets the requirements for that class/activity.
- **How to Implement:** Suggest another option for the student to remain in program while completing designated assignment/activity.

Disengage

- **Definition:** To step back from the situation while continuing to monitor for safety.
- **How to Implement:** Do not interact with the student.

Offer Coping Strategies

- **Definition:** Allowing the student to use a replacement behavior, instead of engaging in inappropriate behavior.
- **How to Implement:** Suggest a calming relaxing activity they can use to de-escalate themselves.

Reiteration of Rules

- **Definition:** To remind a student about what is expected of them in that specific environment.
- **How to Implement:** Provide a concise explanation of how they need to act in that area.

Contract for Safety

- **Definition:** A written or verbal statement, that a student will not cause harm to self or others.
- **How to Implement:** Ask the student if they will agree to keep themselves or others safe.

Consequences and Follow-Up

- **Behavioral Consequence:** a stimulus that follows a given behavior and alters the probability of future occurrences of that behavior
 - Behavior change occurs when a consequence is delivered **immediately** following the behavior
 - For a consequence to be effective, it must be directly related to the behavior it follows
(Kazdin, A. (2001). *Behavior Modification in Applied Setting*)
- **Punishment:** the presentation or removal of a stimulus or event after a response, which decreases the likelihood of that response
 - Using punishment stops the behavior in the moment, but does not teach a replacement behavior
(Kazdin, A. (2001). *Behavior Modification in Applied Setting*)
- Consequences are directly linked to the inappropriate behavior and therefore **teach** alternative appropriate ways to handle the situation
- Consequences decrease inappropriate behavior by making the inappropriate behavior less effective

Delivering Consequences

- Dependent on Rule Infraction
- Consistent: Always Implemented
- Immediate
- Rule and Consequence Simply Stated
- Calm, Matter-Of-Fact Tone of Voice
- Predictable
- Deliver consequences away from peers so as not to embarrass the student
- Disengage if student attempts to make excuses, bargain or whine

Loss of Privileges

- **Definition:** To not be allowed to participate in the activity of your choice.
- **How to Implement:** A clear, concise statement that explains why the student did not earn their desired activity for that time period.

Act of Kindness

- **Definition:** Doing a favor and/or a nice gesture for another individual.
 - Personal: To the person affected
 - Classroom/Living Unit: To the entire group affected
 - Pathway: To The Pathway School Community as a whole
- **How to Implement:** Determine who was affected by the behavior and have the student do a good deed for the individual or individuals impacted.

Make Up Time and Work Missed

- **Definition:** Requiring the student to “give back” the time that they were not in program.
- **How to Implement:** Determine the amount of time missed and the task that was not completed and set a time and place for the student to make up that time/work.

Loss of Independence / Increased Supervision

- **Definition:** To not be allowed to participate in any unsupervised activities.
- **How to Implement:** A clear, concise statement that explains why the student did not earn their unsupervised time for that time period.

On-Campus Restriction

- **Definition:** To not be allowed to participate in any off-campus trips/activities.
- **How to Implement:** A clear, concise statement that explains why the student did not earn any community activities for that time period.

Individualized Programming

- **Definition:** Any programming away from the group with or without an increased level of supervision
- **How to Implement:** Set up a plan for the student to engage in separate activities for a specified amount of time.

Make the environment cleaner than it was prior to the behavior

- **Definition:** To have the student clean up their mess as well as cleaning up the entire room.
- **How to Implement:** Direct the student to pick up the items that they knocked over as well as organizing the entire area.

Follow Up: Processing with Students

Processing with students following an incident is a way for students to take responsibility for their behavior and to learn other ways to handle similar situations in the future.

- Processing should occur when the student is in the Tension Reduction stage
 - Actual amount of time between incident and processing will depend on the student and on the severity of the incident
 - Note: Tension Reduction is a decrease in physical and emotional energy and a regaining of control.

How to Process: CPI COPING Model

Student	Staff
Control: Back under physical and emotional control	Control: Back under physical and emotional control
Orient: Basic facts from the student's perspective	Orient: Basic facts from the staff member's perspective
Patterns: Of behavior and triggers	Patterns: Staff and team response
Investigate: Alternative behaviors and resources to help behavior change	Investigate: Ways and resources to improve staff and team response.
Negotiate: Behavior change, contract, options and consequences	Negotiate: Changes to staff and team response
Give: Responsibility back to the student. Give encouragement and support.	Give: Encouragement and support. Celebrate what they did well. Give specific feedback.

Life Skills

- Life skills are interpersonal skills which can help students to make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life.
- Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health.

- Definition:
 - A learning experience that helps the student make better choices in the future.
 - A way to replace an inappropriate behavior with an acceptable behavior.
 - A way for students to learn through experiencing how their behavior impacts others.

When:

- Occurs after a Level 1, 2, or 3 Incident.
- The student should be given an opportunity to complete the life skill within 24 hours of the incident.
- The student needs to be in the Tension Reduction stage prior to completing the life skill.

Questions staff should ask themselves before creating a life skill

- What is the inappropriate behavior to be addressed?
- What is the replacement behavior that this life skill will teach?
- What is the best way to teach that replacement behavior?

Characteristics needed to conduct an effective life skill:

1. Chose life skills that are directly related to the inappropriate behavior.
2. Ensure that the assignment is appropriate for the student's level and needs.
3. Ask for feedback and ideas from other staff.
4. Communicate with all staff on the student's team.
5. Be creative when choosing or designing a life skill.
6. Anticipate that the student may not want to complete the life skill (proactively plan for that scenario).
7. Process with the student after the life skill about the lessons learned.

Roles and Responsibilities

- Behavior Analyst and Behavior Consultants
 - Train staff and students on all aspects of Component 5
 - Provide feedback to staff and students regarding behaviors, interventions and consequences
 - Consult with all programs
 - Assist with behavioral incidents
 - Communicate with all relevant staff
- Staff that work directly with the students
 - Implement all aspects of Component 5 with each behavioral incident
 - Follow up to ensure that consequences were completed
 - Recognize when student's are beginning to become upset and intervene to prevent further escalation
 - Supervise student's during transitions and less-structured times
- Administration
 - Provide feedback to staff and students regarding behaviors, interventions and consequences

- Follow up with staff to ensure that consequences were completed

Component 6

Ways to monitor and evaluate SW-PBS

Data Collection

- Data is an essential piece when looking at creating goals for a student. If the goals are based on data, they will be more functional and relevant for the student.
- Using data as a tool for examining a student’s progress removes the subjectivity from the decision making and allows staff members to create an environment where the student can be successful.

Overview of Data Collection

Daily

- Observations and data collection on implementation of SW-PBS
- Completing the “Self-Monitoring Form”

Weekly

- Analyzing data from Incident Reports, Self-Monitoring Forms and Student Tracking Forms

Monthly

- Reports to staff on goals set for school

Quarterly

- Supervisor Assessment Form
- Implementation checklist

Annually

- School-wide Evaluation Tool (SET)
- Effective Behavior Support (EBS) Self-Assessment Survey

Self-Monitoring Form

- Definition: A tool used to take daily data on which students are following the expectations and which are having difficulty with the expectations.

Incident Reports

- Definition: A tool used to take data on students inappropriate behavior.
- All staff are required to complete an IR for **ALL** minor and major incidents.

Supervisor Assessment Form

- Definition: A tool used by supervisors to ensure that staff members working directly with the students are implementing all components of SW-PBS.

Implementation Checklist

- Definition: A formal tool used to monitor the status of SW-PBS on a quarterly basis.

School-Wide Evaluation Tool (SET)

- Definition: A tool used to assess and evaluate the components of SW-PBS on a yearly basis.

- This tool will:
 - Assess features that are in place
 - Determine annual goals for SW-PBS
 - Evaluate on-going efforts towards SW-PBS
 - Design and revise procedures as needed
 - Compare efforts toward SW-PBS from year to year

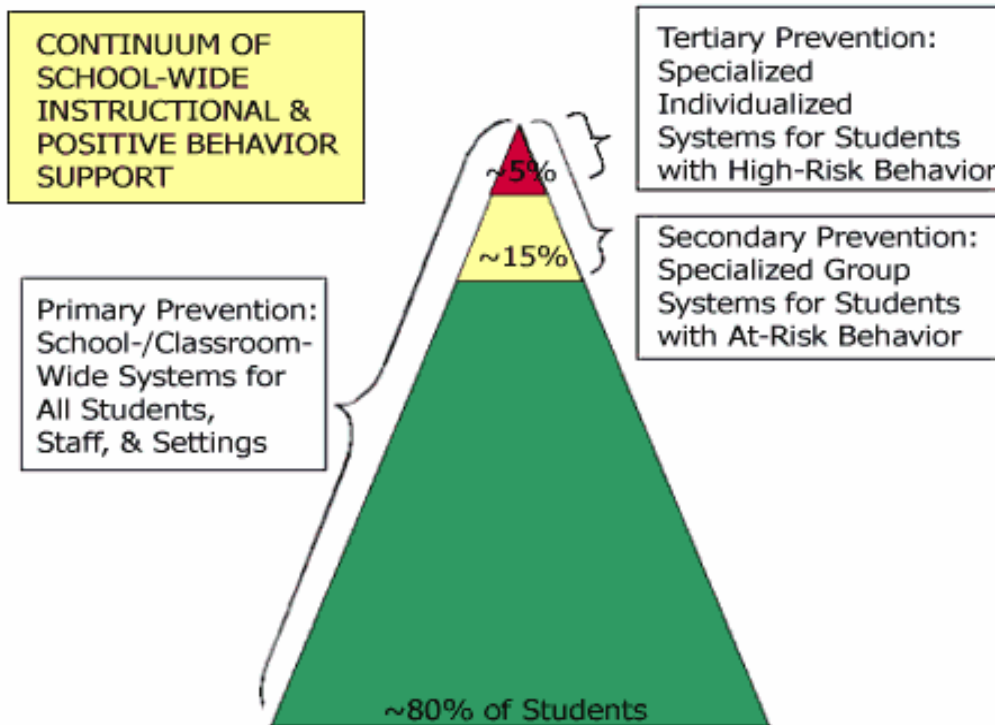
www.pbis.org

Effective Behavior Support (EBS) Self-Assessment Survey

- Definition: A tool used to examine the status and need for improvement for the behavior support system in all the different environments.
- The results of this tool are summarized and used for:
 - Annual action planning
 - Internal decision making
 - Assessment of change over time
 - Awareness building of staff
 - Team validation

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Three Tier Pyramid of Support



Primary Prevention

- Primary Prevention is designed to support all staff and students by utilizing all of the components of SW-PBS.
- This level encompasses consistent rules and expectations for all students and staff across all environments.
- This level should support the majority of the students.
- Staff members will take data on the students in this level using the reward system spreadsheet, the self-monitoring form and, as needed, incident reports.
- Level 1 interventions do not need to be identified as part of the student’s IEP or general program. However, all procedures should be clearly stated and explained to the student and parent during the IEP program team meeting.

Strategies designed to facilitate student’s learning as a form of primary prevention

- Teach, practice and generalize SW-PBS behavioral expectations
- Use effective teaching techniques.
- Assist students with developing replacement behaviors.
- Provide feedback to the students regarding their instructional and behavioral skills.
- Create an environment which is flexible and responsive to individual needs.
- Reinforce appropriate behaviors and accomplishments, as well as student’s efforts at change.
- Address challenging behaviors in as normal a manner as possible.
- Provide students with opportunities to monitor themselves.
- Structure positive, appropriate interactions between students and staff.
- Check for students’ understanding of the rules, guidelines, and consequences (both positive and negative) for appropriate behavior.

Primary prevention strategies may include:

<p><u>The adaptation of the environment:</u></p>	<p>This includes making changes to the length of an activity or lesson, the size of the group, the noise level, the physical space, materials being used, decreasing the amount of distractions, moving the student closer to the adult, etc.</p>
<p><u>Instructional Adjustments:</u></p>	<p>Adjustments made to lessons and/or materials in order to create a better match between the student’s learning style, attention span and the lesson. Examples of this may include altering the length of a lesson, the modality of instruction, the number of items on a page, the words true/false changed to yes/no, oral testing vs. written testing, etc.</p>
<p><u>The adaptation of teaching practices or curriculums:</u></p>	<p>Teaching methods and curricular approaches which are considered to be “best practices” (e.g., functional curriculum, multi-modality instruction, cooperative learning, etc.) are used within the cottage/classroom as appropriate. Using teaching strategies such as a computer-assisted instruction/guided practice/independent performance would also be considered implementation of effective teaching practices.</p>

<p><u>Feedback adjustments:</u></p>	<p>Altering the level of feedback provided to a student from the norm (for other students within that group) is considered feedback adjustment. Some students require <u>more frequent</u> feedback regarding their performance (behavioral and/or academic) while others actually prefer to proceed with a <u>lower level</u> of feedback (<u>less frequent</u>). More <u>direct</u> feedback to an individual student is also a feedback adjustment (e.g., entire group is praised and then an individual is specifically praised). Cues and prompts may also be methods of adjusting feedback to allow the student an opportunity to show understanding when provided with some additional support.</p>
<p><u>Differential reinforcement of other students:</u></p>	<p>When a student is <u>not</u> engaging in a preferred/identified behavior and other students <u>are</u> engaging in that behavior, the students who are behaving appropriately are reinforced. It is hoped that the <u>reinforcement of the others</u> will provide motivation to the student who is not engaging in the behavior to change his/her behavior in order to gain reinforcement.</p>
<p><u>Self-monitoring systems:</u></p>	<p>Students can assist with keeping track of their own progress/behaviors (i.e. homework logs, documenting completed assignments, charting success or difficulty). Such monitoring shifts responsibility from an adult (external control) to the student (internal control), which is critical for normalization.</p>
<p><u>Classroom/cottage meetings:</u></p>	<p>Structured formats for the group as a whole to discuss and seek to resolve/provide direction regarding behaviors. This method allows students to be resources for each other, rather than developing sole dependency on the staff person.</p>
<p><u>Cognitive/behavioral therapy:</u></p>	<p>Teaching students to Stop-Think-Act when presented with challenging situations. There are a variety of Cognitive/Behavioral Therapy models in use in residential and educational settings and clinical staff are valuable resources regarding this type of intervention.</p>
<p><u>Peer systems:</u></p>	<p>When a student's behavior impacts on his/her peers, those peers may be supported to react to that behavior in an appropriate manner. They may be encouraged to:</p> <ul style="list-style-type: none"> • Provide the student with prompts regarding appropriate behavior. • Provide feedback when the student does engage in appropriate behavior. • Model appropriate behavior. • Explain to the student why they do not want them to engage in the behavior of concern. <p>Such systems need to be established bearing in mind the privacy rights of the student with the challenging behavior. Any such system should be supportive, respectful, and described as a classroom effort to help <u>all</u> of the children in the class. The dignity and worth of the student must be promoted at all times.</p>

<p><u>Verbal redirection:</u></p>	<p>Redirection occurs when a student who is engaging in an inappropriate behavior is provided with a cue/prompt regarding an appropriate replacement behavior. Redirection is most effective when provided during the early stages of a challenging behavior. Redirection also may involve engaging a student in an alternate activity.</p>
<p><u>Naturally occurring consequences:</u></p>	<p>Behaviors frequently have “normalized” consequences that were not contrived by another person, but are simply a part of the natural behavior-consequence pattern. If a student aggresses against another student, it is likely that those students will naturally distance themselves from one another; if a glass of milk is deliberately dumped in the cafeteria and the student has no more money or the line is closed, there will be no more milk. Allowing these to occur so long as they are not physically or emotionally detrimental to the student is a utilization of natural consequences.</p>

Secondary Prevention

- Secondary Prevention is designed for those groups of students who are demonstrating “at-risk” behaviors.
- Students at this level are continuing to have frequent incidents despite the support of the Primary Prevention.
- This tier makes up about 15% of all students on campus.
- A Functional Behavior Analysis (FBA) will be completed to determine why the behavior is occurring, or what is maintaining the behavior.
- Students at this level will have a Strategy Sheet or additional incentives to help them become successful.
- Staff members will take data on these students using the reward system, self-monitoring form, incident reports and individual student tracking forms.

Criteria for moving students up to the Secondary Tier:

- 5 or more Incident Reports in the last month
- A continued high rate of inappropriate behavior leads to a team meeting to re-evaluate the student’s level
- If a restrictive procedure is used, the student is automatically moved up to the Secondary Tier
- Level 2 interventions are individualized and **must** be reflected within the student’s IEP through specific objectives or specially designed instruction.

Secondary prevention strategies may include:

<p><u>Individualized reinforcement schedules:</u></p>	<p>A schedule of expectations and reinforcements uniquely established for an individual student. This schedule can be used while all other students operate under a uniform cottage or classroom system. Cottage/classroom-wide systems can be modified to provide individualized systems through a variety of methods (e.g., by identifying different expectations, providing different kinds of reinforcers, altering the length of time between reinforcers, and/or altering the number of prompts provided). Such modification allows a single framework that forms the basis for all of the individual systems.</p>
<p><u>Token economies:</u></p>	<p>Token economies are an established system through which a student receives tokens, points, stickers, chips, etc. for appropriate behaviors at established intervals, intermittently, or upon any exhibition of a desired behavior. At a subsequent point, the student can exchange the token for “backup” reinforcers (e.g., free time, activities, tangibles, etc.) whose value (i.e., cost in tokens) has been predetermined and identified to the student. Token systems can provide both a more immediate form of reinforcement (the token) and a delayed reinforcement (the “back-up”) which helps to move the student away from more simplistic forms of reinforcement.</p>
<p><u>Behavioral contracting:</u></p>	<p>When a student wants/needs to have a certain amount of control in making decisions regarding his/her program, a behavioral contracting system is extremely helpful. A behavioral contract is an agreement between two or more persons which lists specific behaviors that the parties will perform and the consequences (positive and negative) that will result from those behaviors. Contracts may cover both behavioral and academic/programmatic responsibilities.</p>
<p><u>Differential reinforcement of other behavior:</u></p>	<p>DRO is a schedule of reinforcement in which the occurrence of a behavior topographically incompatible with the behavior selected for reduction is followed by reinforcement e.g. if out of seat behavior is selected for reduction, in seat behavior is reinforced because it cannot coexist with out of seat behavior.</p>
<p><u>Differential reinforcement of lower rates of behavior (DRL):</u></p>	<p>A DRL design is when reinforcement occurs when a targeted behavior is exhibited less than some predetermined number of occurrences during a set period of time. This procedure is appropriate for those behaviors that are only of concern when</p>

	<p>they occur at higher rates or close frequency. They may, in fact, be very appropriate and desirable at lower rates. This strategy is effective when the goal is not to eliminate the behavior but to reduce it to an acceptable level. For example, a behavior that is appropriately addressed, through this method, would be “extremely high levels of question-asking”: where the goal is not to stop question-asking altogether, but to reduce it to a level that is appropriate.</p>
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Tertiary Prevention

- Tertiary Prevention is designed for students who continue to have high rates of inappropriate behaviors despite the other levels of prevention.
- This level should support only about 5% of the students here at Pathway.
- Students at this level will have a Positive Behavior Support Plan to help them become successful and reduce their inappropriate behavior.
- Staff members will take data on these students using the reward system, self-monitoring form, incident reports and individual student tracking forms.

Criteria for moving students up to the Tertiary Tier:

- 5 or more Level 2 or Level 3 Incident Reports in the last month
- A continued high rate of inappropriate behavior leads to a team meeting to re-evaluate the student’s level
- If a restrictive procedure is used, the student is automatically moved up from the Secondary Tier to the Tertiary Tier
- The addition of Level 3 interventions after an PBSP is developed requires full team approval through an IEP meeting.

Level 3 Procedures

- Track the use of preventative and proactive strategies and it’s level of success ineffective interventions.
- Staff should have documentation of the occurrence of challenging behaviors and/or the area of skill deficit.
- Problem-Solving Meetings: identify the staff responsible for follow up interventions, a follow up meeting should be scheduled for review.

- Review the individualized program, reinforcement schedule or Positive Behavior Support Plan for effectiveness.
- All Level 3 interventions and behavioral procedure are to be partnered with replacement skill training, learning opportunities and a reinforcement schedule.

Roles and Responsibilities

- Behavior Analyst and Behavior Consultants
 - Train all staff on all parts of Component 6
 - Provide feedback to staff regarding Component 6
 - Call a team and/or debriefing meeting, as needed
 - Consult with staff during team and debriefing meetings
 - Enter data and analyze and act on behavior trends
 - Monitor strategy sheet, behavior plan, and tracking form implementation and applicability
 - Evaluate all components of the SW-PBS initiative
- Staff that work directly with the students
 - Complete and turn in the Self-Monitoring Forms each week
 - Complete Incident Reports for all inappropriate behaviors
 - Fill out tracking forms for rewards and individual student behaviors
 - Call a team meeting, as needed
 - Attend debriefing and team meetings
- Administration
 - Provide feedback to staff regarding Component 6
 - Complete the Supervisor Assessment Tool
 - Call a team and/or debriefing meeting, as needed
 - Attend debriefing and team meetings, as needed

Behavioral Documents

(in order of least to most restrictive)

Strategy Sheet

A Strategy Sheet is a document that briefly describes the behaviors of concern for an individual student as well as the antecedents that trigger the behavior and strategies to reduce the behavior. The strategies include pro-active interventions to teach the student how to manage their own behavior and interventions to help de-escalate the student. The “Protocols for New and Current Students” outline the ways that a Strategy Sheet is created for a student. A Strategy Sheet is the first formal behavioral document that we use for students with challenging behaviors and it is the least restrictive of all the behavioral documents. In addition, the Strategy Sheet fulfills the requirements for students who have “behaviors that impede learning” checked on their IEP.

Functional Behavior Assessment (FBA)

A Functional Behavior Assessment is a document that looks at why the behavior is occurring, or what is maintaining the behavior. This document can only be completed by a Board Certified Behavior Analyst or a Board Certified Associate Behavior Analyst. A Strategy Sheet **must** be completed along with the FBA **unless** the function is not behaviorally based (i.e. medical or psychiatric) or the interventions/recommendations listed do not describe behavioral interventions (i.e. social skills training).

Positive Behavior Support Plan (PBSP)

A Positive Behavior Support Plan is a document that describes the challenging behaviors of an individual student, as well as the appropriate, or replacement, behaviors that they are learning. The PBSP is a more restrictive and in-depth document than the Strategy Sheet, and is only used for students who have needed any type of physical intervention in the past two months. The “Protocols for New and Current Students” outline additional ways that a PBSP can be created for a student.

Protocols for New Students (within first month):

- Data should be taken to determine what tier they should be on
- Preference assessment
- Observations
 - In multiple settings (structured and unstructured times during education and residential)
- 5 or more behaviorally focused Incident Reports is cause for a strategy sheet
- Individualized behavioral tracking sheets to take data from the strategy sheet
- A specified rate of behavior over a specified rate of time leads to a team meeting to reevaluate the strategy sheet.
 - Get a baseline of each student’s average level of behavior
- If a restrictive procedure is used, a more intense evaluation needs to occur

Protocols for Current Students:

- 5 or more behaviorally focused Incident Reports in the last month is cause for a strategy sheet
- Individualized behavioral tracking sheets to take data from strategy sheet
- A specified rate of behavior over a specified rate of time leads to a team meeting to reevaluate the strategy sheet.
 - Get a baseline of each student’s average level of behavior
- After 2 reevaluations of the strategy sheet, or if a restrictive procedure is used, a more intense of evaluation needs to occur.
- If a restrictive procedure is used, a more intense evaluation needs to occur

Protocol of obtaining one to one support (need one or more of the following):

- A strategy sheet and/or behavior plan is in place
- After attempting different strategies the student continues to show little to no improvement or has declined behaviorally
- Significant safety concerns (i.e. threats, attempts to hurt themselves, continuous eloping)

Protocol for weaning one to one support:

- (Crisis) Re-evaluate every 24 hours by looking at tracking data
- (Long term) Tracking data will be taken and re-evaluated once a month in order to see if the frequency of the behavior has consistently reduced.
- Once a student begins to show a drastic decrease in unsafe behavior for (specified) amount of time.
- (Specific staff) will conduct an assessment for the students need of one to one support
- A meeting will then take place to evaluate that assessment.
- If a decision is made to begin to wean the one to one support, a systematic reduction will take place for the amount of time a student has that support.

Emergency In-School Alternate Programming:

Definition: Emergency In-School/Residential alternative programming is the temporary removal of a student from the group to a location outside of the classroom/cottage for a time period that exceeds those identified under Contingent Exclusion, as an emergency intervention for ongoing disruptive and/or dangerous behaviors.

Guidelines:

- 1.) Emergency In-School/Residential alternative programming shall not be for punitive purposes, but rather to assist the student to regain control and to allow the classroom/cottage setting to re-establish stability.
- 2.) Emergency In-School/Residential alternative programming should not be used for students in any grade under the 6th grade (11 – 12 years).
- 3.) Since In-School/Residential alternative programming removes a student from a purposeful activity, it should be used as infrequently as possible and only in response to persisting disruptive and dangerous behaviors that have not effectively been impacted on by the less restrictive components in place.
- 4.) Once the student has regained a degree of control, work is to be continued within the alternative programming setting.
- 5.) The Emergency In-School/Residential alternative programming area should be free of objects and fixtures with which students could harm themselves, be properly lighted, and be at least 6 feet by 6 feet in size. The room is not to be locked and a staff member is to be assigned to the room so that continuous visual and auditory monitoring can occur.
- 6.) Emergency In-School/Residential alternative programming is not to be used in excess of 3 hours in a single day. Any use of this procedure requires approval from the Education and/or Residential Director.
- 7.) The parents and funding agencies are to be informed of the In-School/Residential alternative programming, identifying the behavior of concern, the alternative interventions implemented, and the duration of the suspension.
- 8.) An emergency IEP team meeting is to be called.

Emergency Out-of-School Suspension:

Definition: Emergency Out-of-School Suspension is the emergency removal of a student from the school setting for an established period of time. It is the consequence of behaviors which either: endanger the safety of that student, and/or endanger the safety of others. It must be documented that no other less restrictive interventions apply. The suspension may not be used to address behaviors which are manifestations of a disability known to exist prior to admission.

Guidelines:

- 1.) Out-of-School Suspension shall not be for punitive purposes, but rather to assist the student to regain control, to review the educational program, to consult with other agencies or support groups, or to ensure a meeting with the family.
- 2.) This is a significant action and shall be the result of an IEP team decision, carried out and recorded according to established state and federal laws and regulations.
- 3.) The following are types of behaviors for which Out-of-School Suspension may be considered:
 - a. Significant physical assault on staff or another student.
 - b. Action of a criminal nature taking place on school property.
 - c. Continuous disruptive/dangerous conduct which undermines discipline for which the school has demonstrated and documented serious attempts to control/address, but these efforts have been without success.

Procedures:

- 1.) The administrator recommending suspension must contact the LEA Special Education Administrator or next designated person for approval for suspension and length of suspension.
- 2.) Telephone parent or guardian. Carefully and objectively describe behavior and interventions attempted and indicate alternative placement/suspension is being recommended and receive parental agreement.
- 3.) If the parent or guardian cannot agree to the suspension as beneficial to the student, the following shall occur:
 - a. For programs for students with Mental Retardation, the LEA Special Education Administrator or designee shall telephone the Pennsylvania Department of Education for approval to suspend under the “emergency” provision of the Consent Agreement.

- b. For all other programs, the suspension will take place as approved by the LEA Special Education Administrator, consistent with current state and federal laws and regulations.
 - c. The LEA may arrange for an alternative educational placement until an IEP meeting or expedited hearing can occur, consistent with current federal/state law, regulations and standards.
- 4.) Immediately upon conclusion of the above actions, a report shall be completed and forwarded to the office of the LEA Special Education Administrator and parents/guardians of the student..
 - 5.) For students identified as having Mental Retardation, a Due Process Notice shall be sent to the parent or guardian in each instance and on the same day as the suspension. The suspension cannot commence until a signature is secured except under 3a above.
 - 6.) Suspension shall be only for the time necessary for appropriate action to be initiated for appropriate action to be initiated for the student and/or parents and in no case is to exceed ten (10) cumulative days.
 - 7.) A manifestation determination shall be made by the team while the suspension is in effect. Behavior determined not to be a function of the disability may be treated as would any comparable behavior by a non-handicapped student.
 - 8.) As a concluding activity in each suspension, the appropriate staff as designated by the Pathway Educational Director, LEA Special Education Administrator and parents shall:
 - a. determine what is required from the pupil upon return to the program,
 - b. determine how the parents can participate in the renewed program and who will be the contact person for the parents,
 - c. determine what, if any, specific agency activity shall be initiated or reactivated and who should make the arrangements,
 - d. determine what changes in the student's program are necessary, if any, who shall change the IEP or Integrated Treatment Plan and the timelines for implementation and duration,
 - e. determine if there is a need for a new or revised Positive Behavior Support Plan with restrictive components and who will be responsible to design the Plan,
 - f. determine if an alternative placement would be more appropriate.

Per Pennsylvania policy, suspension for 10 days or more (cumulative or consecutive), expulsion, or disenrollment of any student is considered a change in educational placement. For students diagnosed with mental retardation, the 10 day rule does not apply and any suspension is considered a change in placement. The use of these strategies requires an IEP team meeting, LEA and parental approval, and must conform to current state and federal rules, regulations and standards. Should these parties not consent, the student may be required to remain in placement or may be placed in an alternative program until due process procedures have been utilized.

Emergency Contact of Other Agencies/Police:

Definition: When a student's behavior becomes so assaultive or destructive within the school setting that it necessitates contacting other agencies or police for assistance.

Guidelines:

- 1.) Assaultive behavior is defined as a violent attack with physical means (e.g., use of weapons, fists, feet).
- 2.) Destructive acts are those behaviors which pose immediate risk of bodily injury (fire setting).

Policy on Psychotropic Medications

Individuals having neuropsychiatric diagnoses or displaying symptoms consistent with a particular psychiatric disorder may benefit from the use of medication known to be therapeutically effective in treating those symptoms or disorder.

The Pathway School does not routinely provide psychiatric services and medication monitoring for students enrolled in its day programs. The school psychiatrist may, however, conduct a psychiatric evaluation under certain circumstances (See Guidelines for Psychiatric Services for Day Students) and may contact the treating psychologist or psychiatrist in the community regarding recommendations for potential alterations or initiations of medications for these students.

For residential students, the initial psychiatric evaluation is seen as an integral part of the ongoing treatment process, and as assisting staff in identifying potentially effective intervention strategies, based on an understanding of the student's disorder. In those instances where the evaluating psychiatrist feels that medication is indicated, he or she shall conduct a review of the medical and psychiatric record to determine a medication treatment plan, which shall include determination that no known contraindications to these medications exist. In addition, consent must be obtained from the parent or legal guardian and if the student is under 14 years of age. In Pennsylvania, a juvenile 14-18 can consent to treatment without parental consent. A parent or legal guardian of a juvenile under 18 can also provide consent without the juvenile's consent. The consent of one is sufficient without the consent of the other and neither can revoke the

consent of the other . Should such individual(s) decline the use of psychotropic medication and the treatment team shall convene and identify alternate intervention. Should the students needs be unable to be met within the Pathway setting absent the use of psychotropic medications, the funding agency and family shall be notified and an IEP meeting held. In obtaining consent, the treating psychiatrist must indicate and document that informed consent has been obtained, including written documentation as to why the medication is considered necessary, the anticipated results, the potential serious side effects and verification that this information has been explained to the parent and the student.

Medications may be a part of an overall treatment strategy and must be integrated into the total treatment process. Medications for all stable residential students will be reviewed every 30 days, or as determined by the treating child/adolescent psychiatrist, based on an in-person contact with the individual. For all other students, the treating child/adolescent psychiatrist will determine the additional frequency of review necessary. This standard of care practice is recommended in community settings for all day students as well.

Medications are used in partnership with other treatments such as behavioral and other psychotherapeutic interventions. Whenever possible, and clinically appropriate, the student's medications are reduced to the lowest level necessary to treat symptoms and as the ability to participate appropriately in programming is demonstrated.

Medication is not to be used as a form of chemical restraint

The school may not require a student to take medication as a condition of enrollment or participation. The focus must be on whether Pathway is able to provide appropriate supports and services given the student's needs.