

THE CENTER FOR DISCOVERY

SUBJECT: Behavior Support- School Programs	MANUAL: Behavior Support
	SECTION: N/A

TITLE:

Behavior Support- School Programs

APPLICABILITY:

This policy applies to all school programs at The Center for Discovery and is in compliance with New York State Education Department regulations.

PURPOSE:

To outline behavior support practices for all school programs at the Center for Discovery.

POLICY STATEMENT:

The Center for Discovery has established the following policy and procedures pertaining to Behavior Support in accordance with NYSED regulations.

PROCEDURE:

General Requirements for the Use of All Interventions to Modify or Control Maladaptive or Inappropriate Behavior.

Persons with developmental disabilities may require the use of interventions aimed at developing new adaptive behaviors maintaining, increasing, or maximizing existing adaptive behaviors; or ameliorating maladaptive behaviors. Such interventions shall emphasize positive approaches in modifying behavior and focus on teaching new behaviors and providing persons with the skills needed to enhance their everyday functions and quality of life.

Positive approaches that are consistent with standards of professional practice shall always be the preferred method for addressing maladaptive or inappropriate behavior. Restrictive and intrusive interventions are used on an emergency basis only.

Centerwide Positive Behavioral Intervention and Support Plan

The Center for Discovery adheres to a Centerwide Plan for Positive Behavior Intervention Supports (CWPBIS) (Refer to TCFD policy entitled “Centerwide Positive Behavior Intervention and Support Plan: The Centerwide 4C’s”). The CWPBIS plan applies to all students and is a Tier 1 preventative plan consistent with the Response to Intervention (RTI) model.

Functional Behavior Assessments and Behavior Intervention Plans

When more intensive supports are needed beyond the CWBPIS plan, a behavior analyst or specialist conducts a functional behavior assessment (FBA) in order to identify factors contributing to interfering behaviors. Parental consent for the FBA is obtained by the school district. Following the FBA, the behavior specialist/analyst develops a behavior intervention plan (BIP) if it is deemed appropriate and necessary to do so.

ORIGINAL DATE: 11/06/23	SUPERSEDES: N/A	PAGE: 1 OF 2
REVISION: N/A	DATE: N/A	

THE CENTER FOR DISCOVERY

SUBJECT: Behavior Support- School Programs	MANUAL: Behavior Support
	SECTION: N/A

The BIP offers evidence-based strategies associated with applied behavior analysis and includes the following components:

1. Description of the behaviors targeted for reduction and hypothesis of behavior function
2. Individualized antecedent-based strategies to prevent challenging behaviors based on positive behavior supports
3. Replacement skills training and a description of data collection methods on skill acquisition.
4. Instructions for how to respond when challenging behaviors occur
5. Baseline data and a description of how data will continue to be collected and analyzed for the purpose of evaluating the effectiveness of the BIP and other interventions.
6. Goals for behavior reduction

Progress Monitoring

A progress monitoring report that includes progress towards behavior reduction goals is uploaded semi-annually to Frontline IEP system (or other applicable system) and shared with school districts as part of CSE packets.

Staff Training

Staff, whose job description specifies interaction with persons receiving services, receive in-service training in at least the basic principles of behavior management including on The Centerwide 4C's. Staff are trained in implementation of BIPs as applicable. Only staff trained in crisis intervention (e.g., SCIP-R) can employ physical restraints in situations as described below.

Use of Emergency Interventions

Physical restraints cannot be used as a planned intervention on a student's IEP, behavioral intervention plan, or other plan developed for a student by the school. Physical restraint is only used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger or serious physical harm to the student or others. Physical restraints can be used to prevent property damage if there is imminent danger to student or others and the student has not responded to positive, proactive, interventions. Notifications and reporting are completed in accordance with NYSED requirements.

ORIGINAL DATE: 11/06/23	SUPERSEDES: N/A	
REVISION: N/A	DATE: N/A	FILE NUM: N/A
PAGE: 2 OF 2		