Administrative Regulation

BEHAVIOR INTERVENTIONS

A. This policy and related building guidelines shall be based on sound researched educational and psychological principles and shall reflect the following assumptions:

1. Teachers and administrators have a responsibility to encourage appropriate behaviors and to assist students in reducing and controlling inappropriate behaviors.

2. A behavior intervention plan should be considered if it will:

   a. Increase the student's ability to function appropriately in the classroom, home, or community;

   b. Increase the student's ability to benefit from the educational setting;

   c. Decrease the likelihood of injury to self and others; or

   d. Decrease the interference in the education of others.

3. A thorough functional assessment of behavior should be conducted by a person(s) knowledgeable about the student to identify the problem behavior and gather information necessary for the development of a behavior intervention plan.

4. In developing a behavior intervention plan, preference will always be given to positive behavior supports and least restrictive procedures appropriate for the student, in accordance with a specified continuum of behavioral interventions.

5. Every effort will be made to involve students and parents in the functional assessment of behavior and behavior intervention planning.

6. Staff will employ non-aversive methods to support acquisition, maintenance, generalization and reduction of challenging, disruptive or dangerous student behavior.

7. Staff will be skilled in the use of safe crisis management methods to protect the safety of students and staff.

Adopted: June 18, 1991
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