

Wilson Area School District

Behavior Management - Emotional Support Classrooms

In accordance with Pennsylvania State Regulations and Standards relating to the discipline of eligible students, and in accordance with increasing community concern with reducing violence in schools, the Wilson Area School District establishes the following policy. It is to be implemented by all staff who work with emotionally disturbed students district-wide.

The Board of Education recognizes and affirms the following key components to successful behavior management of special education students.

- Parents, students, teachers, aides, and administrators working collaboratively to establish and maintain classroom decorum.
- Behavior Management Plans as part of the IEP for each special ed student who exhibits behavioral problems which interfere with the ability to learn. The Behavior Management Plan will include a detailed crisis plan to respond to the intense and unique needs of the student
- Use of verbal intervention strategies for verbally acting out students.
- The use of nonviolent physical control and passive restraint (such as the basket hold) only when
 - (a) all verbal means have been exhausted
 - (b) there is clear and present danger to self, staff, or others in the area
- Use of physical intervention in the interest of care and safety, never as a punitive measure or merely to achieve compliance.
- Use of physical restriction only by staff who have been trained in its use, and whenever possible, by a team of two or more trained adults.
- Postvention activities will include Detailed Student Behavior Report, medical attention if warranted, parent conference, and student disciplinary conference. Disciplinary consequences may be applied to the student.
- Frequent, prolonged, or intense behaviors may prompt the IEP team to re-convene to examine the issue of appropriate placement. Parents are always members of the IEP team.