



Positive Behavior Interventions and Supports

Policy Owner(s): Therapeutic School/Residential Program

Effective Date: March 20, 2019 | **Revised Date:** March 19, 2025

1. Policy Objective

Heartspring will ensure the dignity, care, safety, and welfare of all students and staff members. A non-aversive effective, positive behavioral system is used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic, social, and behavioral outcomes for all students.

2. Scope

This policy applies to all Heartspring employees.

3. Policy Statement

Heartspring uses evidence-based, positive behavior supports for each student and exhausts all positive, non-aversive interventions before recommending more restrictive interventions.

3.1 Behavioral Intervention Plan (BIP)

Each student receiving special education services for challenging behavior will have a written BIP developed by the Individualized Education Program (IEP) team and documented in the student's IEP. This plan must include the following:

- A definition of target behaviors.
- A description of interventions designed to increase and strengthen replacement behaviors including positive programming, reinforcement strategies, and behavioral skills training.
- A description of setting events, reactive strategies and a crisis plan to be utilized when interfering behavior occurs.
- Personnel responsible for implementing the plan.
- General recommendations.

3.2 Guidelines for Implementation of Behavioral Procedures

When evaluating an intervention for potential use, the impact of the intervention on the student's physical freedom, social interaction, personal dignity, and privacy will be carefully considered. When monitoring the effectiveness of the BIP, the IEP team members will make every effort to plan for generalization and maintenance of skills across settings. Interventions will be

evaluated by Board Certified Behavior Analysts (BCBAs), Certified Autism Specialists (CAS), behavior specialists, teachers, parents, and other stakeholders involved in the intervention regularly, utilizing baseline data and ongoing progress monitoring. Parent input will be solicited, and parents will be notified of any significant changes to the plan.

3.3 Training and Professional Development

All student-serving staff are required to complete training in Applied Behavior Analysis (ABA) at the time of hire, as well as complete annual continuous development training. This training includes strategies for de-escalation, positive behavioral supports, antecedent and treatment procedures, and other behavior analytic procedures to decrease the likelihood of the need for more restrictive procedures.

4. Policy Violations

Any employee found to be in violation of this policy will be subject to disciplinary actions, up to and including termination.

5. Definitions

Nonrestrictive Interventions:

- Environmental Modification—changing the environment to influence a target behavior (e.g., alternate seating, change of task, modified curriculum).
- Precision Teaching—precision teaching and fluency training, the goal is not only for the individual to perform a skill correctly but also to complete it at a high rate.
- Prompting Hierarchy—prompts (assistance increasing the likelihood of correct responses) presented in a specified and systematic order to facilitate a given response (e.g., a teacher uses a hand signal to remind the student to remain on-task).
- Scripting—verbal statements in either written or in an audio format. An individual is taught to repeat the script in appropriate specific social situations (e.g., “At the park I play on the slide.”). As individuals learn to use the scripts, they are faded, typically one word at a time, from end to beginning (e.g., “At the park I play on the ____”).
- Structured Play Group—group activities with a defined area, activity, theme, and roles with typically developing peers and/or an adult scaffolding as needed to support the learner with performance.
- Student Information Pages —the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of interfering behavior.
- Technology-aided Instruction—instruction presented via technology that contains behavioral objectives (learning goals), results in immediate feedback

and high rates of active-student responding and requires that the individual achieve a criterion for mastery before advancing to more complex instruction.

- Self-management—teaches learners to discriminate between non-interfering and interfering behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill.
- Shaping—a procedure through which new behaviors are developed by systematically providing positive reinforcement to the student for closer approximations to the behavioral goal (e.g., to get a student to remain seated at his/her desk, he/she first is regularly reinforced for entering the classroom, then for being near his/her desk, then for touching his/her chair, then for being seated appropriately).
- Social Narratives/Stories—describe social situations for learners by providing relevant cues, explanations of the feelings and thoughts of others, and descriptions of appropriate behavior expectations.
- Social Skill Training—any adult-directed instruction in which social skills are targeted for improvement.
- Token System—a system of individual reinforcement in which tokens (e.g., chips, points, check marks, paper money) are given for target behaviors. Tokens are used to obtain backup reinforcers (e.g., prizes, school supplies).
- Video Modeling—used to develop and strengthen communication skills, academic performance, and social and self-help skills. The targeted behaviors that the student is to learn are videotaped. Then the student watches the video and is given the chance to memorize, imitate, and generalize those behaviors.

Restrictive Interventions:

- Response-Cost—preferred tangibles or preferred activities are removed contingent upon the display of an interfering behavior (e.g., a student loses a token on a token board, or a student loses access to iPad or television for a specified duration of time after the display of an interfering behavior).
- Time-out (exclusionary)—contingent withdrawal of reinforcing stimuli by removing the student from the classroom (e.g., to the hallway), and moving the student to a more restrictive area in the classroom. It is not the same as seclusion.
- Restoring the Environment—an individual assists or is assisted with restoring the environment to the state like what existed before interfering behavior (e.g., papers or materials that were thrown are asked to be picked up).

6. Forms or Related Policies

- [Emergency Safety Interventions](#)
- [IEP Confidentiality](#)
- [Prohibited Practices](#)

7. Applicable Laws/Regulations

- [California Code, EDC 56521.1.](#)
- [Hawaii Administrative Rules, Chapter 60 Guidelines](#)
- [Illinois State Board of Education – Behavioral Interventions in Schools](#)
- [KSDE ESI](#)
- [Texas Alternative Settings for Behavior Management](#)
- [Washington Restraint of Students](#)

REVISION RECORD

DATE	VERSION	REVISION DESCRIPTION
1/31/24	v. 1	This policy was previously in the “Positive Behavior Intervention & Supports & Emergency Interventions policy.” Removed PBIS information and developed a separate policy.
3/19/2025	v.2	Updated Sections 3.1, 5 and 7.