



Donna Jones, President
Dawn Bentley, Past President
Eric Hoppstock, President-Elect
Andrew Claes, Vice-President
503 Mall Court, Suite 322, Lansing, MI 48912
517-410-7065

MAASE supports the use of school-wide systems of positive behavioral interventions and supports (PBIS) to maintain a productive learning environment for all. PBIS is a research-based approach to establishing a proactive, productive learning culture. It focuses on setting clear expectations, teaching appropriate pro-social behavior, intervening early when students are not learning, and using data to inform decisions about instruction and intervention. Research shows that schools that implement PBIS with fidelity have fewer behavioral issues and improved student outcomes. MAASE encourages funding for implementation of PBIS, and support for PBIS in any related policies/legislation such as those addressing student behavior, school safety, bullying prevention, discipline, suspension/expulsion, and school climate/culture.

MAASE supports the careful use of state-developed emergency seclusion/restraint procedures and the development of emergency intervention plans when necessary in order to protect the health, safety and dignity of the student and to preserve the wellbeing of the learning environment for students and staff. IDEA requires school districts to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to eligible students with disabilities, including those with significant behavior challenges. In providing FAPE, the IDEA requires IEP Teams to consider various special needs, including when the behavior of the child interferes with the learning of self or others, “the use of positive behavioral interventions and supports, and other strategies, to address that behavior” (§ 300.324 (a)(2)(i)). School personnel regularly work with students with significantly challenging and dangerous behaviors and must use knowledge of individual students’ behavioral challenges to create plans that support and protect *all* students, including individual students during situations that may require the use of physical restraint or seclusion. Emergency intervention plans are written in addition to the use of positive behavior supports and are used *only* when a pattern of behavior that requires emergency restraint or seclusion emerges or is anticipated and is necessary to maintain safety. When required to ensure safety, emergency restraint or seclusion should only occur with highly trained staff, in conjunction with research-based strategies (e.g. Crisis Prevention Institute) for de-escalation.