

**The LEAD Center, Ltd**  
**Policy Procedures for Managing Behaviors**  
**Parent Review and Authorization**



**Philosophy**

The LEAD Center, Ltd (TLC) is committed to a positive atmosphere of learning both academically and behaviorally. This policy is a description of our methods and boundaries in managing behaviors within our programs to:

- Assist students in managing their own behaviors
- Ensure staff compliance with these guidelines
- Set boundaries of use of the various techniques available in assisting students with mal-adaptive behaviors.
- Comply with State and Local regulations regarding the use of restraint and seclusion in assisting students regroup.

Each child is a part of the educational process within our programs. TLC is tasked with providing a safe environment for each of its students along with staff members and a place where respect and dignity are valued at a high level. When the need arises to address violent or aggressive behaviors there must be a balance between maintaining an effective and safe learning environment for children and school staff, while safeguarding each individual's rights and dignity.

This policy is in accordance with sustaining this philosophy along with other policies to ensure that we meet the highest standards throughout our programs.

**Policy Goals**

1. The Lead Center is a therapeutic day school; emphasis on "Therapeutic". This word implies we handle behaviors as a matter of professional review and intervention.
2. Each behavior as presented is unique and has its own set of circumstances and cannot be generalized in the areas of remediation.
3. All staff at TLC is in the position to render aid to a student who is frustrated and acting out as a result of their disability.
4. Assist our students to manage their behaviors through methods that retain and protect their rights and dignity.
5. Install and enforce a positive behavioral culture.

**Definitions**

**Antecedent** – A precursor to the exhibition of various behaviors; including the condition(s) leading up to an unacceptable manifestation of a student's disability.

**Aversive Intervention** means any action used to punish a student or to eliminate, reduce, or discourage the problem behavior by use of any of the following, many of which are prohibited by the Code of Virginia:

- Noxious odors and tastes

- Water and other mists or sprays
- Blasts of air
- Corporal punishment as defined in Section 22.1-279 of the Code of Virginia
- Verbal and mental abuse
- Placement of a student alone in a room, where the door is locked or held shut and the student is prevented from leaving the room
- Forced exercise where
  - the student's behavior is related to his/her disability,
  - the exercise would have a harmful effect on the student's health, or
  - the student's disability prevents participation in activities
- Deprivation of necessities including
  - food or liquid at a time when it is customarily served
  - medication, or
  - use of restroom

**Behavioral Intervention Plan-** (BIP) A plan that utilizes positive behavior interventions and supports to address behavior that interferes with the learning of a student, learning of others, or requires disciplinary action. BIP is the result of behavioral assessments.

**Corporal Punishment** means the infliction of, or causing the infliction of, physical pain on a student as a means of discipline.

**Safety Care** – An evidence based crisis intervention model to included verbal de- escalation and physical restraint techniques to safely and effectively eliminate or minimize injury and damage. Physical restraint is a last resort method of maintaining safety until a student can begin regaining control of their aggressive behavior which has escalated to the point of being a danger to themselves or others.

**Emergency** means a situation that requires a person(s) to take immediate action to avoid harm, injury, or death to a student or to others, or to avoid substantial property damage.

**Functional Behavioral Assessment** – (FBA) is a process to determine the underlying causes or functions of a child's behavior that impeded the learning of the child or the learning of the child's peers. A functional behavioral assessment may include a review of existing data or new testing data or evaluation.

**Intervention-** The application of evidenced based practices to increase pro-social and pro-academic behaviors and/or decrease behaviors that impede the learning of the student or others.

**Proximity** – The use of space and/or environment as an intervention

**Removal** – Excluding the student from the place where current educational services are provided until the student can demonstrate appropriate classroom behavior.

**Restraint** – A restraint is the restriction of movement or immobilization of a student who has entered into a crisis mode and requires immobilization to protect him/herself and/or others.

**Seclusion** – is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving until the student no longer presents immediate danger to self or others. This includes any time a student is involuntarily alone in a room and prevented from leaving regardless of the intended purpose or the name of the area where the student is secluded.

**Separation** – Any time a student is separated from the main group due to a behavioral concern but does not require seclusion. This includes moving a student within the learning environment, a time out in the hallway, resource time in a different learning environment or a student initiated time out.

**Therapeutic**- A holistic approach utilizing interventions that are student-centered with a focus on respect and dignity while addressing student goals.

### **Prevention and Intervention**

All students have the fundamental right to be treated with dignity and respect and free of techniques that pose physical or psychological danger. To achieve this goal, TLC uses developmentally appropriate behavioral approaches in a safe and least restrictive environment. The holistic approach utilized school-wide emphasizes prevention and positive behavioral interventions in order to develop and maintain pro-social and pro-academic behaviors before relying on more restrictive approaches.

Physical restraint and seclusion are emergency safety procedures to be used as a last resort in response to dangerous behavior(s) that place the student or others at immediate risk. To prevent need for restraint and seclusion behavioral interventions are used to teach adaptive behaviors and reduce problem behaviors. Staff are trained in continuum of behavioral supports, including separation and removal, and specific plans may be in place for students who present with serious challenging behaviors. Proactive and instructive behavior interventions are important in decreasing the number of emergency situations requiring physical restraint and seclusion.

TLC emphasizes the following proactive and behavioral principles:

- Establish a positive foundation between students and staff utilizing reinforcement and supportive interactions
- Teach and acknowledge appropriate behavior before the student exhibits problem behavior
- Identify students who need more intense support and provide intervention as early as possible
- Use data from progress monitoring to assess ongoing supports
- Identify the events that reliably predict and maintain problem/targeted behavior through the examination of data
- Increase prediction of when and where targeted behavior will occur
- Identify patterns of behavior rather than describe individual occurrences
- Examine the motivation or function of the behavior
- Develop and implement the BIP when determined as necessary

- Teach acceptable behaviors that serve the same function
- Modify classroom setting, curriculum, and instruction
- Modify antecedent events, and/or consequent events
- Provide frequent opportunities for reinforcement

TLC utilizes the following methods for providing a safe environment:

- Students are searched appropriately when entering the school in the morning or when they have been outside of our supervision regardless of reason.
- Reviewing data for each student and putting appropriate supports in place.
- School rules and policies for students who attend TLC (limit concealment areas).
- Student profiles are developed at enrollment to help us understand the student's specific needs and disability manifestations.
- Our enrollment team reviews, with all appropriate personnel within our program and the placing agency, the specific behaviors we possibly could be encountering. We endeavor to ensure we have the appropriate resources in place to meet the student's needs.

TLC emphasizes that the following procedures are unacceptable practices:

- Non-therapeutic interventions that are intended as corporal punishment, with intent to harm physically or emotionally or abusive in nature will not be tolerated and are subject to outside state agency(s) reporting and review
- Making a student aware of the consequences as a main means of redirecting
- Guilting a student into appropriate behavior
- Using staff emotions as a general method of getting our point across. (Expressing anger, frustration or fear within our communications during a behavioral manifestation)
- Causing the situation to escalate by challenging the student's disability

### **Training and Certification**

All TLC employees have the responsibility for understating policies and regulations related to the appropriate management of student behavior include the appropriate use of physical restraint and seclusion. TLC Behavior Management Policies, as with all TLC policy and procedures, are a part of the new employee orientation, in-service trainings, and beginning of the school year orientation.

The training of TLC employees must include the following:

- Prevention of student violence, self-injurious behavior, and suicide
- Prohibition of certain behavioral interventions
- Certification in Safety Care including instruction in de-escalation strategies and physical restraint
- Regular updates for recertification
- Education in the use of positive, instructional, and preventative methods for addressing student behavior
- Methods for monitoring a student's well-being when utilizing safety procedures

The intent of this training policy is to notify staff members of specific appropriate boundaries working with children with disabilities. This policy is not all inclusive. The art of being

therapeutic is a developed skill over time and requires collaboration with all to be effective. Staff are encouraged to seek guidance from administration and case managers when they have any questions concerning appropriate interventions.

### **Reporting, Documentation, and Debriefing**

- All incidents involving the following must be reported on the appropriate forms:
  - Peer on peer violence
  - When physical restraint is used
  - When a student is placed in seclusion
  - Illegal activities/contraband discovery
  - Property damage
- The report will include all of the information concerning Who, What, Where and When along with:
  - Duration of the event and the intervention
  - The antecedent
  - A list of the appropriate persons contacted during and after the event, along with a note in the student's log of the call contents
  - The appropriate form will be filled out completely
- All reports will be reviewed by a director and investigated for accuracy and to ensure proper use of behavioral management policies.
  - Any event found outside of the policy will reviewed by a team and possible actions taken may include.
    - Additional training
    - Suspension of physical contact by the staff until re-certified in Safety Care
    - Exercising the discipline procedures stated elsewhere within the policy manual.
- Parent notification
  - Parents/Guardians will be notified within 24 hours of any incident reports that have been filed. (Restraint, Seclusion and Incident reports require notification)
  - Any review of an incident at a parent's request will not include any disciplinary measures regarding the individual staff member(s) that may have been involved.
- CPS Notification
  - TLC is a reporting agency and under State regulations we also must report on ourselves. In the event that a restraint or seclusion is investigated and was deemed to be inappropriate, a report will be filed with CPS and VADOE.
  - TLC does not determine the outcome or have any input other than the facts in the investigative process.

### **Physical Restraint Policy**

The procedures for the appropriate use of physical restraint must be followed by all staff working with students in the school setting. The use of physical restraint in managing severe student behavior is allowable under the following guidelines:

- there is an emergency situation and physical restraint is necessary to protect the student or another person, other less intrusive interventions should have been attempted if time and circumstance permitted, and failed to manage that particular behavior and there is a

substantial explanation for why other interventions were deemed inadequate or inappropriate,

- the student's parents have provided informed and voluntary consent in writing for the use of physical restraint,
- the physical restraint is used only for a period of time that is necessary to contain the behavior of the student, so that the student no longer poses an immediate threat of causing physical injury to himself or others,
- the staff member will monitor the student for any safety or medical concerns, including risk of injury,
- the staff member is certified in Safety Care,
- the use of restraint is not a teaching procedure or behavioral intervention and should not be used as punishment or to address behaviors that are not dangerous,
- the use of force in the application of physical restraint does not exceed the force that is reasonable and necessary under the circumstances that precipitated the use of the physical restraint.

### **Seclusion Policy**

The procedures for the appropriate use of seclusion must be followed by all staff working with students in the school setting. The use of seclusion in managing severe student behavior is allowable under the following guidelines:

- there is an emergency situation and seclusion is necessary to protect the student or another person, other less intrusive interventions should have been attempted if time and circumstance permitted, and failed to manage that particular behavior and there is a substantial explanation for why other interventions were deemed inadequate or inappropriate,
- the student's parents have provided informed and voluntary consent in writing for the use of physical restraint,
- the seclusion is used only for a period of time that is necessary to contain the behavior of the student, so that the student no longer poses an immediate threat of causing physical injury to himself or others,
- the staff member will monitor the student for any safety or medical concerns, including risk of injury,
- seclusion must be in the area designated by TLC,
- the staff member must supervise the seclusion with continuous visual monitoring,
- the use of seclusion is not a teaching procedure or behavioral intervention and should not be used as punishment or to address behaviors that are not dangerous.

### **Notification Process**

Under State regulation and guidelines this policy is to be reviewed and discussed to the parent's satisfaction at each enrollment and whenever a request by the parent for review is requested.

The following signatures are required:

- Staff

- Upon acceptance of their application for employment each employee must sign that they have received and reviewed the policy and procedure manual.
- Parent/Guardian
  - Stating that they understand the policy and accept its practice as presented.
- Student
  - As appropriate the student should also sign the documents to witness that the policy has been explained to them
- LEA
  - A representative of the placing agency must also sign this document

**Signatures:**

I have reviewed this document with a TLC staff member and accept it as a condition of my enrollment:

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

I have reviewed the policy.

LEA Representative: \_\_\_\_\_

**POLICY AND PROCEDURES FOR MANAGING BEHAVIORS**  
**Student folder copy.**

**Notification Process**

Under State regulation and guidelines this policy is to be reviewed and discussed to the parent's satisfaction at each enrollment and whenever a request by the parent for review is requested.

The following signatures are required:

- Staff
  - Upon acceptance of their application for employment each employee must sign that they have received and reviewed the policy and procedure manual.
- Parent/Guardian
  - Stating that they understand the policy and accept its practice as presented.
- Student
  - As appropriate the student should also sign the documents to witness that the policy has been explained to them
- LEA
  - A representative of the placing agency must also sign this document

**Signatures:**

I have reviewed this document with a TLC staff member and accept it as a condition of my enrollment:

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

I have reviewed the policy.

LEA Representative: \_\_\_\_\_