



BEHAVIOR MANAGEMENT AND RESTRAINT POLICY

BEHAVIOR MANAGEMENT

TEC identifies that all individuals have the right to effective instructional, behavioral, and medical strategies. TEC believes that positive behavioral supports should be used primarily as antecedent and pre-episodic prevention in an environment that strives to respect each individual's dignity and personal privacy. Preventive techniques and interventions used focus not only on eliminating challenging behaviors, but also in identifying the function of such behaviors in order to provide proper instruction on replacing these with positive, socially expected behaviors.

A variety of techniques are used not only to manage student behaviors, but to assist the student to learn new skills and to replace aggressive or inappropriate behaviors with higher functioning behaviors/skills. TEC offers many approaches in order to accomplish this:

- Student-centered environments
- Highly effective Student to Staff ratios
- Effective and ongoing analyses of student functioning in consult with therapeutic staff
- Positive reinforcement
- Active and engaging educational programming that builds on students' strengths and interests
- Relational approaches
- Positive behavior support plans
- Structured environments with clear limits and expectations
- Social emotional supports and services
- Connecting with outside agencies and physicians who treat the student
- Involving Parents/Guardians in behavior plan development

In addition to IEP accommodations, students may also have an individualized behavior support plan in place or maybe in the process of being developed. Behavior support plans are data driven, and are based on functional behavior assessment and/or direct assessment and analysis of behavior data. Plans identify specific challenging behaviors for decrease as well as positive alternative behaviors for reinforcement.

Restrictions

Teachers, in consultation with counselors, administrators, and/or BCBA, may limit a student's privilege to participate in certain activities or community outings due to inappropriate behavior and/or behavioral episodes. Meals will not be withheld or delayed as a form of punishment or behavior management (603 CMR 18.03(5)(e)).

Should a student's behavior warrant suspension or termination, the policies regarding suspension and termination detailed in this handbook under the headings Suspension Policy 3-5 Days, Suspension Policy 10+ days and Placement Termination Policy will be followed.

STUDENT SEPARATION RESULTING FROM BEHAVIOR MANAGEMENT

TEC does not utilize separation from students' classrooms to time out areas.

A space is available to students when they become upset or dysregulated. A student must always be accompanied by a staff member when accessing this space. It provides a safe and appropriate place where students may engage in self-calming behaviors through the use of soft lighting, calming music, or a variety of sensory-based techniques and equipment.

PHYSICAL RESTRAINT

As stated in 603 CMR 46.00, Physical restraint shall be used only in emergency situations of last resort, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

TEC Discipline Policy

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, § 37H ¾ and not subject to G.L. c. 71, §§ 37H and 37H ½, as discussed below, the Principal or Program Director or designee will consider alternative remedies to such consequences. This policy applies only to short-term or long-term suspensions or in-school suspensions, or expulsions that are not issued under G.L. c. 71, §§ 37H and 37H ½. This policy does not apply to disciplinary consequences issued under G.L. c. 71, §§ 37H and 37H ½, which include: assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction.

The Principal or Program Director or designee will consider methods to re-engage the student in the learning process when deciding disciplinary consequences for the student. Specifically, the Principal or Program Director or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The Principal or Program Director or designee will consider, use to the extent possible, and document in writing such alternative remedies before the Principal or Program Director or designee may suspend or expel a student. The Principal or Program Director will also implement school or district models to re-engage students in the learning process, including positive behavioral intervention and support models and trauma sensitive learning models. The Principal or Program Director or designee will not implement such models in direct response to a specific incident.

The Principal or Program Director or designee will document specific reasons where alternative remedies are unsuitable or counter-productive. The Principal or Program Director or designee

will document specific reasons in situations where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm on another while in school, the Principal or Program Director or designee will document specific reasons.