

## Lafayette Student Handbook, Pages 28-31

### Behavior Management

The emphasis of treatment at Lafayette is to help students achieve their highest potential level of functioning in the various aspects of their lives. Lafayette uses behavior management and intervention to facilitate student change and growth. Behavior management operates on the following principles:

- Staff will emphasize positive approaches (such as praise and incentives for healthy behavior) to build self-esteem and encourage appropriate behaviors.
- Staff will offer consistent rules and expectations in order to promote trust and safety. Consequences for negative actions will be natural and logical. Whenever possible, students will play a role in determining consequences for their actions.
- Specific behaviors or problems will be focused on for each student and will be considered when evaluating student progress. The student, his/her family, and Lafayette staff will be aware of and invited to provide input regarding the target behaviors/problems.
- Staff will actively teach, model, and reinforce positive coping techniques (such as anger management, active listening, patience, relaxed breathing). Students' understanding of these skills will be assessed periodically. Students will have opportunities to practice positive coping strategies throughout the day.
- Staff will encourage and support a positive peer culture. Positive peer influence includes praise, encouragement, recognition, and support for goal achievement. Students will learn how to provide assertive and constructive feedback to each other, and to build positive interpersonal relationships.
- Students who repeatedly show high-risk behaviors or who are consistently not making progress in the program may have an Individualized Behavior Management Plan. This plan will be developed with input from the student, the parent, and the staff.

Areas Addressed by the Individual Behavior Management Plan:

- What are the problem behavior(s)?
- What contributes to the problem(s) (e.g. problems with authority, negative attitude toward school, etc.) and how can they be handled?
- What student/family strengths or other positives can be emphasized to help address the problem behavior(s)?
- What coping strategies can be taught and practiced in problem situations? How well will the student be able to use these strategies?
- What are the expected outcome behaviors?
- What are the rewards if the student is successful?
- What additional interventions or incentives can staff and/or parents provide?
- What is the time frame for re-evaluation of the behavior management plan?
- What next steps will be taken if the plan is successful? Not successful?

### Behavior Management Techniques:

The following are descriptions of behavior management techniques that are used with students. All staff will receive ongoing training and supervision regarding use of these techniques.

Modeling: Staff frequently models positive behavior. Students learn these behaviors by observing and imitating. Additionally, students who exhibit positive behaviors and coping styles are positive role models for other students.

Role Playing: Acting out a role in a hypothetical situation to try out and experience alternative behaviors or strategies.

Instruction: Providing a verbal request or direction to clearly indicate what a student is to do or not to do, or providing a verbal description of exactly what is expected of the student and how to achieve it.

Redirection: Prompts and cues that are given to direct a student toward involvement in an alternative, more positive behavior or activity

Rewards and Praise: Positive reinforcement through tangible and intangible, verbal and non verbal rewards for positive behavior and performance.

Self-Monitoring: Students are encouraged to monitor their own thoughts, feelings and behaviors and to reflect on how effective their coping strategies have been. Journaling and level system points are among the ways they can monitor their progress.

Peer Mentoring: A peer mentor would be an upper level, mature student who agrees to serve as a role model to and provide encouragement for a consenting student. Assignment of specific mentors and their role will be made by staff.

Time-Out: A request, staff direction or self direction to remove a student from an activity in order to calm down, avoid or stop negative behavior. Students may take a self directed time out when they feel a need to do so. Staff directed time out is followed by verbal or written processing activities so students can review and learn from the experience. Time out is intended to be brief and to enable the student to be more successful upon return to the activity.

Verbal Processing: A discussion of an event, problem, question, or student concern. Staff uses processing to help students explore feelings, use problem solving skills, and develop positive action plans.

Restitution: A student may be asked to accomplish a task or participate in a project as restitution for behavior that has caused harm, hurt feelings or property damage. The student will also be prompted to think about and to acknowledge that the action was harmful as well as to consider how it might feel if such an action had been directed at him/her.

Relaxation: A wide range of relaxation strategies are taught and practiced at Lafayette. When stressed, a student, or group of students, may be directed by staff to quietly engage in stress reduction exercises such as deep breathing, walking meditation, rhythmic stretches, listening to music, etc. Once the student(s) are calm, staff and student(s) then process together to identify the stressor(s) and evaluate the effectiveness of the relaxation strategies.

Restraint: Lafayette staff are trained in the Mandt System, the philosophy of which is that a restraint is always a last resort and used only when the student is in danger of hurting himself or someone else. Restraint is used to protect the student and/or others in the environment. Parents are notified if their

student has required a restraint. A consent form for the use of Mandt restraint will be reviewed and signed by parent/guardian prior to a student's admission.

Consequences: Negative behaviors typically result in natural and logical consequences. Students have many behavioral choices and are encouraged to be aware of various ways of responding to situations or feelings. When a student's behavior is such that a consequence would be therapeutically necessary for the student and/or the program, staff meets to discuss each situation in the context of the particular student(s) involved and strive to determine the most therapeutic action to take for all involved.

## **Discipline/Consequences**

Staff reserves the right to individualize any of the rules or consequences for any student at any time, in order to maintain the principles of safety, respect, and progress.

Parents and the student's LEA are notified of any formal discipline of a student. Students who display a pattern of violating school rules or persistent disruption of the program may be expelled. In the case of a student who is in jeopardy of being expelled, Lafayette staff will meet with the parent and the student's LEA to discuss termination issues. Students may be terminated from the program at any time. Lafayette School will report any crimes committed by a student to the appropriate authorities.

Students who willfully violate school rules may be subject to disciplinary action. The rules, possible consequences and policies of the school are explained to students and parents upon admission. School rules are prominently displayed in all classrooms. A team of staff convene to make decisions regarding severe or persistent violations of school rules.

## **Student Rights**

Lafayette staff will uphold the rights of students and will treat students, staff, parents and visitors with dignity and respect. Student rights will be protected at all times

Students and/or their parents/guardians are given a copy of Virginia Special Education Procedural Safeguard Requirements under the Individuals with Disabilities Education Act (Revised November 2007) upon admission and in conjunction with IEP meetings. Lafayette School will protect each student's rights under this law. The procedural safeguards described in the IDEA include rights such as:

- To have a copy of the IEP and to attend any IEP meetings.
- To receive a full explanation of all the procedural safeguards and help to understand them.
- To give informed consent and make informed choices about treatment.
- To have an evaluation of eligibility for special education and related services.
- To be able to inspect and review all records.
- To challenge, correct or explain information in the records.
  
- To participate in placement decisions.
- To obtain an independent educational evaluation.
- To have written notice in understandable language of the plan to make any changes to the IEP or the educational placement.
- To refuse consent for eligibility or reevaluation.

- To have an impartial due process hearing when a disagreement arises.
- To receive complete and current information concerning education and treatment.
- To receive privacy and confidentiality.
- To receive notification of any research and the right to refuse participation in such research without sanction.
- To receive safeguarding from discrimination because of race, color, national origin, gender, sexual preference, pregnancy, medical condition, age, marital status.

The following methods of punishment are prohibited at Lafayette:

- Not permitting students to have contact with their parent/guardian, Department of Education representative, attorney, probation officer, LEA representative, or placement agency representative.
- Any action that is intentionally humiliating, degrading, harsh, or abusive.
- Physical punishment, including hitting or spanking.
- Subjecting students to unclean and unsanitary conditions.
- Keeping students from using the bathroom.
- Using medicine (pills or injections), mechanical restraints, or locked seclusion to calm behavior.
- Keeping students from water or food needed to meet their daily nutritional needs.
- Using students for labor beyond activities such as cleaning and upkeep usually performed by persons in a family household.
- Keeping students from sound treatment or educational opportunities presented in the program.
- Not allowing a student to participate meaningfully in decisions regarding preparation, implementation and changes to the IEP and discharge plan.

## **Reporting of Neglect or Abuse of Youth**

The first priority of Lafayette School is safety. The school is committed to the prevention of neglect or abuse of youth. Additionally, each staff member has a professional responsibility to report suspected child abuse or neglect to protective services within 24 hours of first suspicion, regardless of the abuser/neglector's relationship to the child. Abuse is reported to the local department of social services: 434-972-4010, or to the Child Abuse and Neglect Hotline: 1-800-552-7096. Any case of suspected child abuse or neglect that is related to the facility will be reported immediately to the department and placing agency, and to the parent or legal guardian.

## **Procedure for Resolving Grievances**

Staff, students, and parents/guardians receive a notice on student rights upon admission to the program. Copies of these rights are posted in the school. Weekly community meetings, group therapy sessions, individual therapy sessions, and informal counseling with staff provide opportunities for student voices to be heard. Students will receive feedback about their concerns. In the event that a complaint or concern cannot be satisfactorily resolved administratively or within the therapeutic milieu, a formal written complaint may be submitted to the Executive Director. School administration will review the

grievance and communicate a course of action to the person initiating the complaint within 30 days. A meeting about the matter will be offered. If the person initiating the complaint is not satisfied, he or she may meet directly with an Executive Director. The decision of the Executive Director, in conjunction with treatment team staff representatives, is final.

Complaints or concerns may also be addressed to Henry Millward of the Virginia Department of Education at the following address and phone number:

Henry Millward  
Associate Director  
Division of Accountability Services  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120  
804-225-4551  
[hank.millward@doe.virginia.gov](mailto:hank.millward@doe.virginia.gov)