

Milestones Behavior Protocol (revised 3/6/12)

Milestones believes students who exhibit behavioral responses have learned maladaptive patterns of interacting. Milestones' goal is to teach students who exhibit behavioral responses, a more productive way to get their needs met. Many of Milestones students do not require any of the below interventions.

Milestones has three behavior protocols in place for all students:

1. If a student is exhibiting psychiatric symptoms, such as feeling suicidal, one of Milestones' psychologists will conduct an evaluation by the end of the school day and one of Milestones' Director or Principals will contact the family to discuss the situation and recommendations. Some examples include:
 - any indication of suicidal ideation including verbal, written, gesture expression or another student's report such as, "Archie told me he was going to kill himself"
 - any indication of homicidal ideation with intent to harm (this includes verbal, written, gesture expression or another student's report such as, "Archie said he was going to kill me"). This does not include impulsive statements that are frequently stated such as a student being upset and saying very casually, "I'm going to kill you".
 - Any referrals to the crisis team will also include a phone call to the student's parents, district, and both Milestones and outside therapists, if applicable.
2. If a student is exhibiting a specific behavior, Milestones' standard protocol will be implemented (which is listed below). This protocol was created so staff would know and could have a consistent response should a situation arise. In Milestones' yearly consent packet there is a spot for parents to sign regarding these protocols.
3. Sometimes our standard behavior protocol is not appropriate to meet a specific student's individual needs. When this occurs an individualize behavior and response protocol (called an I-RIP), is created by Milestones' multidisciplinary Team (called a Response Team) which consists of educators, administrators, Psychologists, Behaviorists, Occupational Therapists, and Speech-Language Pathologists. The IRIP outlines how specific behaviors will be addressed in productive ways. Before this IRIP is implemented, the child's parent reviews the IRIP and consent is obtained.

STANDARD RESPONSE PROCEDURES PROTOCOL

These are protocols to use the first time a student exhibits a concerning behavior as outlined below.

#1 Behavior: Not following Directions, Refusal, Non-Compliance, Inappropriate Tone/Volume/Cadence

• Questions a teacher should ask to him/herself:

- What is my goal in controlling the student's behavior, following this direction, or using this tone?
- What is the purpose of asking the student to follow a specific directions?
- Have I offered choices to the student (would you like to sit on the floor or chair?)

• Protocol:

- Processing with student (using verbal and processing sheet) with the goal of using empathic listening and understanding, from the student's perspective, why the student feels this behavior is the only option to use.

• Response and Education:

- Failure to earn points

#2 Behavior: Inappropriate acts that instigate and/or make others uncomfortable (i.e, cursing, swearing, talking about inappropriate topics, inappropriate gestures (i.e, cut throat with finger, middle finger, etc.)

• Questions teacher should ask:

- What is causing this student to feel so uncomfortable or threatened that s/he is engaging in inappropriate behavior?
- What is the dynamic behind the interaction (i.e, was the cursing aimed at one person or the group)?

• Protocol:

- Talk with the student outside of the classroom to figure out what's going on by asking questions
- Redirecting, modeling, and explaining how others might feel based upon student's actions.
- If behavior continues when returning to class, the student will take a teacher directed break to process situation. The break should be to the less reinforcing sensory space or couch.

• Response and Education:

- Failure to earn points

#3 Behavior: Bullying defined as repeated targeted behavior designed to hurt someone

• Protocol:

- If anyone suspects bullying, a bullying report must be filled out and submitted to Alex Michaels or Jennifer Moran by the end of the day.
- Alex Michaels, Jennifer Moran and their designee will investigate the incident and determine if the incident is a result of bullying or as manifestation of the student's social skill challenges.
- If the manifestation results from social skills deficits and was observed by a teacher:
 - Have a community meeting either immediately (stop the class) or when the next appropriate opportunity arises. The closer to the event, the more effective it will be.
 - Take the student out of the class and talk about what is going on, with inquiry ask why did s/he target that particular person?
 - Mediate between the students involved in the incident
- If the manifestation results from social skills deficits and was not observed by a teacher
 - Verbally report to Alex Michaels or Jennifer Moran immediately and they will launch an investigation.

- If the incident is not a result of the student's challenges or the student is engaging in repeated bullying incidents, Alex Michaels will notify the student's parents, district, and any other necessary person involved. If criminal charges may be pursued, Alex Michaels or Jennifer Moran will notify law enforcement

#4 Behavior: Bolting/Running Away

• Information

- Bolting is interpreted at Milestones as the student is feeling overwhelmed and escaping from something. The focus should be on finding out what the student is trying to escape from and teach a better alternative.
- Bolting is defined as leaving the assigned area without permission
- If student bolts more than 2 times in a week, we will have an immediate Response Team meeting.

• Protocol:

- If a student bolts outside of exterior doors of the building or if the student bolts off the playground/outside space to a dangerous spot (i.e, in to the parking lot), staff will immediately passively escort, but if necessary, physical escort to the less preferred sensory space.
- If the student bolts, but not dangerously, staff will verbally request that the student stops and attempt to verbally engage student.
 - If student is engage-able, explore what lead the student to leave the space (I'm going to sensory room and Review proper protocol (i.e, "please ask for a break"; "please ask to use the bathroom" -- if anything other than bathroom, immediately role play. if bathroom, role play when the student is finish).
 - If student is unresponsive to verbal engagement, staff should call a code and maintain a safe distance to ensure safety of student and appropriate body positioning to prevent dangerous bolting. Wait out the student until the student is able to verbally engage.
- If student engages in a non-dangerous bolt or wanders away on a field trip (i.e, impulsively bolts to the next room to visit the exhibit before s/he is instructed to), a staff member is immediately assigned by the head teacher to 1:1 this student, the staff member will review the expectations and give the student one warning. Positively praise the student several times when s/he is staying with the group. If the student bolts again, the student will come back to MDS.

• Response and Education:

- All students who engage in dangerous bolting behavior or bolting on a field trip that warrants coming back early will fill out a processing sheet.
- Not earning points (for participation and following directions)
- In some instances, bolting may prevent a student from going on the next field trip.

#5 Behavior: Verbal Escalation

• Definition

- Students who are exhibiting angry yelling

• Protocol:

- With a neutral tone and body posture, staff gives students 1 reminder to use a softer voice and asks the student if s/he wants to talk outside the room.
- If behavior escalates, the staff asks the student in a neutral tone of voice and body posture to leave the classroom by saying a phrase such as, "Let's take a break".
 - If student refuses, the staff will tell the student, "I'm going to count to 4, you can walk by yourself or I'm going to help you." The student will be guided out of class to less reinforcing sensory area or couch break (student will pick the choice). If student refuses to be guided, a full escort will be used

- If student is in control, give the student a choice of a less reinforcing sensory break or sitting on the couch
- If the student is not in control, as defined by physical aggression towards others, the student will be escorted to time out.

- **Response and Education:**

- *Not earning points (respect)*
- *When the event is over, staff will process with student verbally and using a processing sheet.*
- Modeling and rehearsing/role playing appropriate ways to get needs met

#6 Behavior: Non-Contact Disruptive Behaviors

- **Definition**

- Aggression directed at no one in particular such as flipping a desk, kicking a locker, swiping objects off a desk, etc.

- **Protocol:**

- Staff directs the student to take a break outside the classroom (less reinforcing sensory or couch)
- Staff uses a processing sheet to determine why student engaged in specific behavior
- Staff and student discuss alternatives to behavior

- **Response and Education:**

- When student deescalates or at a convenient time (student must clean up the mess s/he made)
- Student will not earn points
- Student will have a lunchtime and recess detention (or if incident occurs after lunch, the next day is a lunchtime/recess detention). The staff member may purchase lunch for the student, but the student is not permitted to go to the cafeteria.

#7 Behavior: Isolated Act of Aggression

- **Definition**

- The student tries to hit another person but misses, student makes physical contact (i.e, hits, kicks, etc.) with another person, or student throws an object towards a person. Isolated is defined as being in control after the aggression occurred evident by not repeatedly engaging in the behavior (i.e, kicks another person once and then stops).
- If the incident is truly a non-contact disruptive behavior but the student accidentally hits someone in the process, the incident is classified as a non-contact disruptive behavior (i.e, student is upset and swipes a chess board off the desk and the pieces accidentally hit a student. However, if the student threw the chess board at a person this would be an isolated act of aggression).
- This does not include acts of aggression that occur within contact sports (i.e, if students are playing a game and one student hits another with a ball)

- **Protocol:**

- Staff directs student to take a break outside the classroom (sensory or couch)
- Staff uses a processing sheet to determine why the student engaged in specific behavior
- Staff discusses alternatives to the behavior and role plays.

- **Response and Education:**

- 3 hours of in-house suspension (suspension starts as soon as the student is brought down to the thinking chair and continues through the next 3 school hours. This means if an incident occurs at 2pm, the student would remain at in-house suspension for the rest of the day and start the next morning in in-house suspension for 2 hours. If the student is absent the next day, when the student returns s/he will fulfilled the remainder of in-house suspension).

#8 Behavior: Non-Isolated Incidents of Aggression:

• **Definition**

- Body-to-body unsafe contact, more than one attempt during a single episode (i.e., several times punching, hitting, biting another person, etc.). This includes an attempt to engage in physical contact but the student misses)
- Using objects as weapons, more than one attempt during a single episode (i.e., student throws multiple objects off desk at person).
- The spirit of this behavior is that the student is aggressing and not stopping and not able to get back in control. If a student is throwing a punch at another person, staff should not wait to see if it continues - they should intervene immediately. However, there are times that staff may not be able to get to a student in time and the student has stopped the behavior or the student deescalates on his/her own very quickly after a punch is thrown - in these instances, this would be considered an isolated act of aggression. The point of differentiating is (1) if a student has deescalated on their own, we do not want to put our hands on him/her which will re-escalate the student. (2) We want to reinforce a student by having a lesser consequence if s/he makes an impulsive bad choice but is able to recognize this and independently stop him/herself vs. needing to have an adult calm him/her down. .

• **Protocol:**

- Escort student to time out using CPI procedures
- Immediate discussion with other students about incident. Touch base with individual students at wrap up for students who process events more slowly or may have a delayed reaction.
- Discuss again at community meeting the next morning (some students may have delayed processing or may have thought of concerns over night). This gives students an outlet.
- The crisis leader will immediately send an email to all teachers letting them know about the incident.
- An incident report needs to be filed with the Director of the Day by the end of the day. Staff may not leave until the incident is filed.
- The Director of the Day will send an email to the student's parents and any other relevant families (i.e., if a student witnessed the episode, etc.)
- Immediate review / debriefing with staff at 8am the next morning with the response team. Staff would include all members of the student's team (even if they were not involved in the incident).
- An immediate referral to the Response Team will be made

• **Response and Education:**

- In-house suspension for full day. The student will complete assignments during in-house suspension. Any assignments missed as a result of the behavior will be assigned for homework on top of the student's daily homework.
- Processing event with suspension team member
- Follow up meeting with the student's parents (in person or by phone) and team prior to the student reentering the classroom. If the student's parents are not able to meet, the staff will hold a meeting and send the parents notes.

#9 Behavior: Actions that constitute an immediate action

Students who exhibit the below behavior(s) will result in an emergency meeting held by the end of the day and may constitute an out-of-school suspension or transport to the emergency room. Only Jennifer Moran and Alex Michaels can issue an out-of-school suspension.

- Physical threats (student threatens to blow up the school and has access to means to do this).
- Sexual assault/aggression (with contact)
- Criminal behavior on school property or at Milestones' related events (i.e., stealing, selling weapons, drugs/alcohol, pornography)
- Extreme self injury in school (which will result in an immediate transport to hospital)

INDIVIDUALIZE RESPONSE AND INTERVENTION PROTOCOL:

If a student may require an I-RIP, the student's Case Manager will collect data on the specific concern for a period of at least 2 weeks and the Case Manager will refer the student to the Response Team. All Response Team meetings are held from 7:30-8:30am on Wednesday mornings.

At the Response Team, if a determination is made that the standard behavior protocol is not appropriate or effective for the student, an IRIP will be created and sent home for the family to discuss and review. Once we receive approval from the student's parent (meaning a signed copy of the plan), an administrative staff member will email the Team to let them know we can begin to implement the I-RIP.

Appropriate Referrals to the Response Team include:

- Any student who does not have an Individual Response Plan (IRP) to address the specific concern (if the IRP is not effective in addressing the concern, the person in charge of overseeing the IRP should be contacted)
- Any concerning behavior that lasts more than 2 weeks and is backed up by data collection from teaching staff.
- School refusal that lasts more than 3 consecutive days.
- Physical threats or injury to self that is not immanently dangerous (ideal threats, hitting self in the head, etc.), high risk behavior (bolting out of school, doing something impulsive that results in unsafe behavior and was not planned).
- Sexualized behavior
- Anytime a student is in time out or in-house suspension
- **Students who enter MDS with a significant psychiatric history (i.e, extreme OCD behavior) will be flagged during admissions to have an automatic meeting approximately 2 weeks after the student starts.