OPERATIONS MANUAL

OF THE

JACKSON COUNTY SCHOOL DISTRICT

CENTER FOR THE ADVANCEMENT

OF

CHILDREN'S LEARNING

(CACL)

Specializing in Educational Services

For

Exceptional Students with Behavioral Problems

THE SCHOOL DISTRICT OF JACKSON COUNTY
MARIANNA, FLORIDA 32446

OPERATIONS MANUAL

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CENTER FOR THE ADVANCEMENT OF CHILDREN'S LEARNING
(CACL)

REVISED 2024-2025

Jackson County Contact Person for the Operations Manual of the
Jackson County School District
Center for the
Advancement of Children's Learning
(CACL)

_____
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CERTIFICATION

We hereby certify that this Operations Manual of the Jackson County School District, Center for the Advancement of Children's Learning has been reviewed and approved by the Jackson County School Board on this the 19th day of November, 2024.

_____
Superintendent
Jackson County School Board

_____
Board Chairman
Jackson County School Board

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JACKSON COUNTY EXCEPTIONAL STUDENT EDUCATION PHILOSOPHY

In Jackson County, we believe exceptional (ESE) students should be expected to participate in every phase of the educational experience, which is open to all students within an appropriate environment, and to learn skills necessary to grow academically, emotionally, and socially.

In Jackson County, we believe teaming relationships should be voluntary and compatible, resulting in a pooling of resources, experiences, methods, and efforts for productive outcomes.

In Jackson County, we believe the relationship between regular and exceptional student education should be characterized by cooperation, communication, similar and shared goals, acceptance, coordination, and consistency.

In Jackson County, we believe emotional handicaps are prevalent and characterized by poor school performance due to severe intra/interpersonal problems. However, an emotional handicap should not limit a child's participation in school and community activities.

In Jackson County, we believe our ESE programs are reasonably successful because dedicated and qualified staff works together with parents and other agencies to provide the most appropriate environment to address the child as an individual.

In Jackson County, we believe we are able to recruit and retain quality staff because we are community-oriented and dedicated to the common goal of helping children. ESE staff is supplied support by highly qualified leaders allowing for input, feedback, and quality programming to accomplish this goal.

In Jackson County, we believe individual differences in children should be dealt with by a cooperative effort of parents, all school personnel, and community resources in order to provide a program to effectively meet individual needs.

In Jackson County, we believe the responsibility of ESE students' social, emotional, and academic growth should be the concern of the educational institution, the family of the individual, the community, and society as a whole.

In Jackson County, we believe resources for ESE students should be allocated by adequate funding to support state, county, and local needs including flexibility, adequate materials, direct teacher planning for the implementation and success of a quality program and should be coordinated with other agencies.

In Jackson County, we believe paraprofessionals in ESE classrooms should be given initial and ongoing training, supported by the teaching staff, and considered part of the instructional team. Staff should also be nurturing, positive, dedicated, flexible, and consistent with students.

In Jackson County, we believe teachers of ESE children should be qualified, nurturing, positive, dedicated, flexible, and consistent with students.

In Jackson County, we believe parents should be involved in all aspects of their child's education as well as offering cooperation and support to promote academic, social, and emotional development.

In Jackson County, we believe cultural diversity can be utilized to broaden horizons, yielding acceptance and tolerance, which fosters positive action and respect for others.

In Jackson County, we believe collaboration with external agencies such as Children and Families and the judicial system should be actively pursued and utilized to provide beneficial prevention and support services. Collaboration should be fostered in a non-threatening manner focusing on open communication between agencies.

In Jackson County, we believe the communication and interaction among staff should be encouraged on a regular basis. Communication should be characterized by openness, trust, and confidentiality and should be supportive, productive, and rewarding to participants.

The Center for the Advancement of Children's Learning
(CACL)
Operations Manual

INTRODUCTION

A. INTENT

The Center for the Advancement of Children's Learning is a therapeutic program within Jackson County School District. CACL's purpose is to serve the needs of children who have been designated Exceptional Students with behavioral problems, according to the guidelines set force by the Florida Department of Education. This program is necessitated by the fact that less restrictive programs, such as school-based classrooms and/or classes cannot meet the educational and emotional needs of these children because of the severity of the problems they exhibit. Typically, these children have emotional and behavioral disorders, which are seriously impairing their educational progress. Within our program, students are provided extra resources to meet their individual needs. The staff/student ratio is much more favorable than that provided in school-based ESE classes, so the children are able to receive more individualized attention.

The children in our program receive intensive, individual, therapeutic treatment, which focuses on defining the child's barriers to more productive emotional and educational functioning. In developing an individualized plan, we encompass an individualized program that has both academic and affective components. Through both programs, skills are learned here that can be generalized to the home environment, and later maintained when the child returns to his/her home school.

The Center for the Advancement of Children's Learning is designed as a resource to children, with the exception that once they have acquired skills, they will return to a less restrictive learning environment in their home school. The program is developed for children to advance to an exiting level within a ninety-day timeframe. The amount of time any child spends in this program beyond the ninety days is entirely dependent on his/her own rate of progress.

B. PROGRAM DESCRIPTION

CACL is located at 2701 Technology Circle, Marianna. The staff of CACL has extensive experience and training in dealing with severe behavior problems and will assist with potentially dangerous situations in an effective, safe, and therapeutic manner.

The program maintains a staff to student ratio of one staff for every three students. This provides the student with significantly more individualized attention that he/she has not previously received in a school-based ESE classroom. Students receive counseling services from classroom staff, outside agencies (if appropriate), guidance, and Administration. Other services, such as Occupational Therapy, Physical Therapy, and/or Speech/Language Therapy, are also provided when the student is deemed eligible. Classroom staff is frequently monitored by the Administration to ensure that students are receiving the best possible attention and program implementation.

C. SCHOOL RULES

Students are expected to follow the Student Code of Conduct rules that pertain to all students in the Jackson County School District. In addition, the CACL program has developed rules that meet the needs of our unique circumstances.
- Students will follow the Attendance Policy stated in the Student Code of Conduct. Violations of this policy will result in Truancy referrals.
- Students are expected to have proper hygiene (appropriately dressed and groomed).

- Students are not permitted to bring any items from home that may interfere with his/her class performance without special, explicit, written permission from his/her teacher.
- Each student is expected to keep up with his/her own belongings, and is not allowed to lend money, clothing, or supplies to others, as this may generate conflict. **NO ITEMS** are to be exchanged between students.
- Cell phones are to be **OFF** and **OUT OF SIGHT** while the student is on school transportation and on school property.
- Shirts are required to be tucked inside pants. This applies to both males and females.
- Pants are to be around the waistline at all times, never on or around the buttocks.
- Students are expected to follow the Jackson Alternative School Dress Code located in the Student/Parent Handbook.

D. STUDENT ENTRY REQUIREMENTS

(See attached Administrative Memorandum #09-056, CACL Requirements)

E. STATE MANDATE

Students with emotional/behavioral problems who receive services in a center school setting must be provided with: a) a lower adult-to-pupil ratio than offered in other exceptional student (ESE) models, b) a highly structured academic and affective curriculum, c) extensive support services that shall include individual or group counseling, d) parent education and support, e) and when appropriate, consultation from mental health, medical, or other professionals.

The IEP team must determine that services cannot be provided in a less restrictive environment.

F. EXIT CRITERIA

A student shall be considered for termination from the program in the following manner:
1. The student displays severe behavior such that a more restrictive environment is necessary, i.e. residential placement;

2. The student has met criteria for absence of specific inappropriate behavior;

3. The student has completed the program objectives, such that barriers no longer exist, which would preclude placement back into the ESE school-based program in the home school, or appropriate alternative.

G. EXIT PROCESS

To ensure generalization of gains made in the CACL program, the transition process back to the home school will be made in the following manner:
1. The ESE Program Specialist will be notified prior to Level 4 (Mastering) status;
2. Preliminary meetings within the program will be held to discuss relevant options for placement of the student and possibilities for a transition plan. The parents will be given an initial notification by CACL staff that a change of placement will be considered in the near future, and discuss possible options;
3. The CACL staff will schedule a meeting of relevant individuals to discuss transition. Personnel invited to the meeting will include at least the principals of both the sending and receiving schools, the teachers of both schools, and the parents. Other individuals who are working with the student may also be included, such as mental health counselors or social workers. A suggested plan of transition will be determined. The transition schedule will

include a probationary period. During this period of time, the parent and student may elect to return to CACL without losing the status they maintained when they left. If the school determines that the placement is not working during the probationary period, the IEP team may elect to have the student return to CACL, but the student will not go back on level 4. . The transition plan should also include what services and supports CACL staff will give the student and the receiving school during the transition period.

4. A member of the receiving school staff may observe the student in the CACL setting; and
5. If a consensus is reached regarding appropriateness of return, the student will generally return to the home school.

CURRICULA

A. ACADEMIC CURRICULUM

Each student will receive academic instruction in all core subject areas conducive to his/her ability and present level of performance. Academic instruction will be delivered in each classroom through small group and one-on-one situations.

B. VOCATIONAL CURRICULUM

For students who are on a Special Diploma track, classes will be offered that are designed to provide the student with skills needed for preparation for a vocation. If model behavior warrants, a District Level Job Coach will be involved and the student may pursue the Option II Diploma track.

C. AFFECTIVE CURRICULUM

All students will participate, on a weekly basis, in an affective curriculum that is based on scientific research. Skills from this curriculum will be reinforced daily. Students will receive counseling services through school staff, guidance, administration, and/or off-campus counseling agencies.

The Aggression Replacement Training curriculum will be used for students in grades 6-12. The sessions will address three areas: Anger Control, Moral Reasoning, and Skill Streaming. During the student's enrollment, he/she will be exposed to areas that appropriately address his/her needs. In each level of the CACL Therapeutic Program, the student will be required to show evidence of skill acquisition within these affective areas. Progression from one level to the next requires the student to continue to add more positive skills, building on previously obtained affective training.

In classes with Pre-K through 5th grade students, the Second Step curriculum will be used. Teachers may also add other social skills curricula as needed for specific behavioral issues.

In addition to the aforementioned curricula, ESE teachers will teach individual replacement behaviors as stated in the Behavior Intervention Plan Staff will continue to remind students throughout the day of the skills they have learned to develop automaticity.

SOCIAL SKILLS DEVELOPMENT

A. APPROPRIATE SOCIAL BEHAVIOR

The following is a definition of the basic social skills that have been identified as essential for students to develop in order to move to a less restrictive school placement. The definitions represent an ideal standard for the skills described. Students may not acquire the skill exactly as described, but should attain a reasonable facsimile. Students much reach a certain level of proficiency in the skills in order to move to a less restrictive environment. The measurement of proficiency of the skills will occur through the motivational system, i.e., in order to reach a certain level in the token program, students must have demonstrated most of the skills. Conversely, students must have not displayed the opposite, inappropriate behaviors.

1. Converse Normally (CN)

When conversing with another person, the student should:
 a. Maintain eye contact;
 b. Speak in a normal tone of voice;
 c. Stay on topic;
 d. Maintain a neutral, if not pleasant, facial expression (no scowling, frowning, eye-rolling, etc.);
 e. Refrain from interrupting when other people are talking; and
 f. Refrain from engaging in disruptive verbal and physical behavior.

2. Follow Rules and Directions (FRD)

When an adult/staff verbally instructs a student to perform a task or behavior, the student should:
 a. Make eye contact;
 b. Verbally acknowledge the instruction;
 c. Begin to perform the task or behavior immediately after the instruction is given;
 d. Discuss an appropriate time to begin the task if performance is to be delayed;
 e. Ask for clarification from the adult if in doubt about how the task should be completed;
 f. Continue to perform and/or complete the task or behavior within a reasonable period of time or as instructed;
 g. Check back with the adult who gave the instruction and ask for feedback on performance; and
 h. Not grumble, complain, argue, stomp off, make negative remarks, gestures, or sarcastic comments in response to the instruction.

3. Accept Criticism or Consequences (ACC)

When an adult/staff gives a student negative feedback, routing criticism, or otherwise confronts the student with the inappropriate behavior, the student should:
 a. Make eye contact;
 b. Verbally acknowledge the criticism or consequence (i.e., "O.K.", "Thanks for pointing that out to me", etc.) and/or assume responsibility for the inappropriate behavior (i.e., "It is my fault", "Yes, I did it", etc.);
 c. Speak in a normal tone of voice;
 d. Refrain from interrupting while the adult is speaking;
 e. Maintain a neutral, if not pleasant, facial expression (no scowling, frowning, eye-rolling, etc.);
 f. Engage in the components of **DISAGREE APPROPRIATELY** if the student disagrees with the criticism or consequences;

g. Refrain from walking away, banging on walls, hitting fists, or engaging in other disruptive physical behaviors; and

h. Thank the adult for the feedback.

4. Accept "No" (AN)

When a student makes a request of an adult/staff and is told "no", the student should:

a. Maintain eye contact;

b. Maintain a pleasant or, at worst, neutral facial expression;

c. Speak in a normal tone of voice;

d. Verbally acknowledge the denial (i.e., "Okay");

e. Ask the adult for an explanation or rationale if the reason for the denial is unclear;

f. Engage in the components of **PROBLEM SOLVING** if the student makes an alternative request; and

g. Refrain from pouting, whining, arguing, or other disruptive verbal and physical behavior.

5. Disagree Appropriately (DA)

When the student disagrees with the comment, opinion, decision, or request of an adult/staff or peer, the student should:

a. Wait for or request an appropriate time to talk about the problem;

b. Make eye contact;

c. Use a normal tone of voice and not engage in disruptive verbal or physical behavior;

d. Begin with a positive statement about the issue;

e. State personal contradiction to the other person's comment, opinion, decision, or request without making accusing, blaming, or threatening statements;

f. Listen to the other person when stating a (differing) point of view;

g. Refrain from repeating a point over and over;

h. Engage in the components of Problem Solving if the disagreement involves a problem which can be resolved by mutual agreement;

i. Ask the other person for feedback on advantages and disadvantages;

j. Reach agreement with the other person about a solution;

k. Thank the person for time spent engaging in the problem solving effort; and

l. Carry out the agreed upon solution and, if results are unsatisfactory, repeat the process, ask for help from staff, or present the problem at the next group meeting.

6. Be Honest (BH)

In demonstrating honest behavior, the student should:

a. Refrain from cheating, for example, obtaining an advantage by lying, deceit, or trickery, including the use of silence and/or lack of reaction for the explicit purpose of deceiving others;

b. Refrain from lying, such as making untrue or exaggerated statements with apparent intent to deceive another;

c. Refrain from engaging in forgery, such as deliberately falsifying documents (i.e., point sheets, school notes, report cards, etc.);

d. Admit to misdeeds or mistakes (refer to components of **ACCEPT CRITICISM OR CONSEQUENCES**).

7. Request Permission or Help

When requesting permission or assistance from an adult/staff, the student should:

a. Make the request without interrupting the adult;

b. Maintain eye contact;

c. Begin the request with "Would you..." or "May I...";

    d.   Request permission for help from persons who are in a position to give help or permission;

    e.   Accept the adult's answer or response without argument (see components of **ACCEPT "NO"**);

    f.   Engage in the components of **PROBLEM SOLVING** if the adult/staff makes an alternative request;

    g.   Refrain from making the same request of another adult if the student has been told "no" by someone else; and

    h.   Thank the person for granting permission or assistance.

8. Peer Report (R)

<u>When a student makes a negative peer report to an adult/staff, the student should:</u>

    a.   Make eye contact;

    b.   Show calmness by using a normal tone of voice, by not making verbal threats, and by not engaging in disruptive verbal or physical behavior;

    c.   Within a reasonable time after observing the behavior, request to make peer report in private;

    d.   Make an initial positive statement about the peer and indicate concern for the other student;

    e.   Describe the specific problem behavior(s) or situation observed;

    f.   Give rationales for why the problem behavior may be troublesome to the peer(s) involved or to the class;

    g.   Refrain from blaming or otherwise criticizing the peer;

    h.   Ask the adult/staff to investigate and to help correct the problem situation; and

    i.   Check back later with the adult/staff and accept feedback or consequences from the adult/staff.

<u>When a student makes a positive peer report to an adult/staff, the student should:</u>

    a.   Make eye contact;

    b.   Describe the specific behavior observed;

    c.   Give rationales for why the positive behavior should be encouraged; and

    d.   Ask the adult/staff to relay the compliment to the peer.

9. Volunteer Help (VH)

<u>When offering to perform a task which the student is not required to do, the student should:</u>

    a.   Make eye contact;

    b.   Ask the adult/staff or other youth (see components of **REQUESTS PERMISSION FOR HELP**);

    c.   Accept the decision of the person who is being asked;

    d.   If necessary, review with an adult/staff the tasks for volunteering and select an available task; and

    e.   Engage in the components of **FOLLOW RULES AND DIRECTIONS** as the student performs and completes the task.

10. Attending to Task (AT)

<u>When a student is in study-time situation, the student should:</u>

    a.   Look at staff as the situation requires;

    b.   Look at assigned materials (reading task) continually (no breaks of more than 10 seconds);

    c.   Use pen/pencil on writing surfaces (writing task) continuously (no breaks of more than 10 seconds); and

    d.   Refrain from engaging in physically or verbally disruptive behavior.

11. Listening to Others (LTO)

<u>When a student is in a group situation, the student should:</u>
    a. Make eye contact with the speaker;
    b. Assume body position that indicates interest (i.e., lean forward, tilt head toward speaker, etc.)
    c. Refrain from interrupting speaker either verbally or by raising hand; and
    d. Refrain from engaging in verbally or physically disruptive behavior.

12. Cooperative Play (CP)

<u>While interacting with others, students should:</u>
    a. Take turns alternately;
    b. Share possessions;
    c. Respond fairly to requests made by other children;
    d. Solve disputes by negotiation of adult intervention;
    e. Speak politely to other students; and
    f. Refrain from verbal or physical altercation.

13. Table Manners

<u>While seated at the table, students should:</u>
    a. Sit appropriately in chair with feet on floor and arms not on table;
    b. Put appropriate sized bites into mouth;
    c. Use utensils for intended functions;
    d. Speak only when mouth is empty of food;
    e. Ask politely for items to be passed by others rather than reaching;
    f. Refrain from inappropriate behavior such as passing gas or belching; and
    g. Request permission from staff to leave the table.

* The Social Skills Development Sections were adapted for use from the Social Skills Curriculum developed by the Florida Mental Health Institute for use in Children's Residential Programs. The information was contained in a draft of "A Model Operations Manual for Children's Residential Treatment: The Children's Intensive Residential Treatment Project".

B. INAPPROPRIATE SOCIAL BEHAVIOR

1. In addition to the positive behaviors just listed, students must cease to exhibit certain behaviors that are deemed to be so severe that even in the presence of positive behaviors; the negative behaviors would serve to exclude the students from less restrictive school placements. Therefore, in order to achieve an exit from the CACL program, the student must remediate individual negative behaviors to the extent that the occurrence of such behaviors will be tolerated by the home school. The identified negative behaviors include:
    a. Individually targeted behaviors which have been identified by the home school as being barriers to the student's continuance in a less restrictive program;
    b. Serious aggression;
    c. Serious object destruction;
    d. Severe noncompliance;
    e. Running away;
    f. Sexual acting out in school; and
    g. Failure to attend school (truancy).

2. The decision of when the inappropriate behaviors have been remediated to a socially acceptable point is one which is somewhat subjective in nature and, therefore, difficult to make. Even normal students within the regular school program may exhibit one or more of the behaviors occasionally. However, it is the frequency and severity that separates "normal" students' behavior from the behavior of ESE students, which cannot be tolerated in the home school. The following criteria for inappropriate behavior has been set for determining return to home school placement:

    a. Behaviors listed above (b-g) have not occurred within the last three months;

    b. No aggression towards staff has occurred within the last three months;

    c. A present criteria for social tolerance has been met for each of the individually targeted behaviors; and

    d. Progression through the top level of the motivational system, which is required before transition can begin, will generally ensure that each of the above criteria is met.

INTERACTING WITH ESE STUDENTS

A. DEVELOPING RELATIONSHIPS

Many children develop emotional handicaps and severe emotional disturbance because of improper relationships with significant others in the home environment. Children naturally need a warm, nurturing environment provided by supervising adults, to satisfy basic needs for physical care, security, and affection. When the basic needs are not met, children often turn to inappropriate behavior in an attempt to obtain satisfaction. ESE students also develop poor self-concepts, which the child always tries to disguise from others. Children are natural imitators, and when exposed to adults who act immature, irresponsible, or abusive ways, the student will adopt similar ways. When left for long periods of time without supervision and without appropriate correction of inappropriate behavior, exceptional students with behavioral problems will develop personal, often inappropriate modes of coping, and opportunities for reinforcing and teaching positive behavior are lost.

Many of CACL students' emotional needs have been neglected through parental inattention, lack of nurturance, inconsistency in discipline, and over-reaction to minor events. Characteristic interactions with adults have been marked by insensitivity, ridicule, punishment, lack of concern, and lack of attention. Some CACL students have been forced into role reversal, where the child has to play adult to an immature adult. Due to the previously named factors, exceptional students with behavioral problems tend to be suspicious and distrustful of adults, and hostile to persons attempting to exert authority. When exposed to privileges accorded adults, and resent when the rights are not forthcoming. Because of a lack of supervision and engagement in work-related activities, the exceptional students with behavioral problems may also resent being forced to engage in academic tasks that are not inherently reinforcing. The exceptional students with behavioral problems often have strong escape and avoidance responses that have been successful in getting out of unpleasant tasks in the past. Escapism is self-defeating, as avoidance incurs the additional problem of failing to acquire critical skills, which leads to additional school failure in the future.

The first critical step towards maximizing success with exceptional students with behavioral problems is to establish appropriate adult/child relationships. Because of previous deprivation, relationship building requires a special sensitivity and dedication on the part of the parents and staff, which is above requirements for regular classroom teaching. <u>Staff has to be very aware that personal behavior will be imitated by students, and make a special attempt to ensure that personal behavior is characterized at all</u>

times by stability and consistency. Staff must resist the tendency to react to students in the same provoking manner as for example, shouting back at a student. Staff must be sensitive to the insecure student constantly "testing" the professional's personal affection for the child. Emotional reactions must be kept low-key, and as positive as possible. Staff has to make a special effort to react with calmness and rationality to the seemingly irrational behavior confronting them.

It is important to communicate a genuine affection and liking for the student, being sensitive to factors affective the student, display empathy, show respect toward the student and engage in behavior which indicates genuine concern about the child as a person, and the course that the student's future will take. Unless these identified factors are in place, a program serving exceptional students with behavioral problems will not be successful.

Positive relationships are built by spending individual time with each student daily. Interactions should be primarily positive, filled with affection and praise. Students should be actively listened to and their opinions considered important. By engaging in "fun" activities as well as "work" activities, and encouraging humor and laughter, the adult becomes a source of reinforcement. Also important is showing fairness, flexibility, and willingness to involve the student in decision making as is practical.

Time spent in developing rapport with a student will go a long way towards facilitating learning. A prime goal of the CACL program is to break down the barrier that prevents the student from being able to engage in a meaningful relationship with other human beings.

B. TEACHING COMMUNICATION AND PROBLEM SOLVING

While some behavior may appear to occur on a random basis (i.e., behavior which occurs as a result of some type of chemical defect or drug effect), most behavior is purposeful, and an attempt by the student to communicate a message. Exceptional students with behavioral problems often engage in inappropriate behavior, because the inappropriate behavior has been successful in the past in satisfying personal needs. The student has to fight for some control in the environment, and often, inappropriate behavior will give the student the desired control. Often, these children can be viewed as delayed in emotional development. When behavior is viewed along a developmental model, and seen according to the developmental age the behavior represents, rather than the chronological age of the child, the inappropriate behavior often makes more sense to the observer. For example, the child going to extremes to get attention often has a personal view that he is the "center of the universe" with no concern for others' rights or needs. While being self-centered is normal for a two-year-old child, most students' progress past the toddler level, and develop the capacity for sharing and less need for constant attention and reinforcement, which the process of social interaction demands as individuals grow older. Likewise, as a child grows older, the child learns to inhibit normal impulses such as a desire to strike out at another that frustrates him. A child without benefit of social conditioning is forever stuck in a "two-year-old mode" and will continue to lash out at whatever or whomever causes personal frustration rather than learn to verbally mediate and solve the issues causing the frustration.

The capacity to directly state bothersome issues and learn to engage in problem-solving strategies so ESE students can gain control over the personal environment in a more adaptive manner are critical skills. Getting the student to talk is the first step in the process. Opening up can be accomplished by asking the student his/her opinion of a variety of topics. Another way is to encourage the student to express thoughts and feelings. A variety of counseling tools are available of assist. The "Ungame" is an example of an appropriate classroom resource.

1. Staff/Student Interaction

When the student is engaged in self-expression, the adult must be an active listener. Establishing eye contact, leaning closer to the child, patting the student on the arm, and not interrupting the student's flow of speech encourage active listening. Staff needs to listen more and talk less than when interacting with another adult. Staff needs to be very careful of facial expressions so displeasure or shock is not communicated at something the child is trying to share, or the child

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may sense disapproval and stop speaking. Staff should choose a quiet location to minimize distractions when the child indicates a desire to discuss a topic. The following verbal strategies will facilitate communication with the child:

    a. Use a voice tone which is calm and gentle, yet also expressive;

    b. Ask clarifying questions, which help the child, express feelings about a situation, as well as facts surrounding the situation. (Questions that are open-ended are preferable to questions requiring a "yes/no" response. Open-ended questions allow the student to direct the course of the conversation.);

    c. Use reflective statements summarizing the child's statements (i.e., "from what you said, it appears to me that you are feeling like…");

    d. Make statements indicating concern and affection for the child, so that the student feels staff support; and

    e. Make empathy statements that indicate staff understands the difficulty for the student to discuss personal feelings.

2. Decoding

Because ESE children are often able to communicate concerns directly, they tend to act concerns out in behavior. Often behavior towards staff is a displacement of anger or anxiety derived from another source. When an outburst occurs for no apparent reason, the outburst is often an extreme source of frustration for caring staff attempting to be sensitive to the student's needs. Staff is unfortunately placed in a position of having to "decode" students' behavior. Decoding is akin to mind reading, a process which has not yet been scientifically developed for practical use. Nonetheless, decoding will be a necessary fact of life and a helpful tool for helping students understand suggestions are made for staff to increase skills at decoding:

    a. Realize that anger and anxiety are often displaced onto innocent victims. When a student reacts angrily for no apparent reason, do not take the outburst personally. Realize other forces may be affecting the student;

    b. Be familiar with student's backgrounds and current living conditions. A review of the social history will sensitize staff to possible sources of stress in students' lives;

    c. Be keen observers of students. Observation will help staff recognize what types of situations students have difficulty coping with, and what is likely to set students off. For example, a student who is fearful of failure may start screaming that a particular assignment is "stupid" and refuse to do the work. The real reason for the outburst is the student's embarrassment at having to admit academic inadequacy. A student who comes into school angry and upset is likely to have a bad day. However, if staff are sensitive to the student's mood upon entering school, staff will realize something took place at home or during transportation which transpired at the moment the outburst took place;

    d. When staff is able to realize students' sources of stress and recognize triggering factors, the process of decoding begins. A staff should gently state to the student, "Although it appears that you are upset about X, I feel you are really upset about Y." Encourage the students to talk about upsetting events. Don't be surprised if the student resists or denies the staff's explanation, even if the explanation is obvious. Make encouraging statements to the effect that the student's feelings are natural to have and give the student the impression that feelings do no represent a personal inadequacy. Present the student with a personal anecdote to show how the staff once felt the same way; and

    e. If the student begins to argue with staff, do not resist in trying to get the student to see the correctness of the staff's opinion. Arguing will only cause the child to put up stronger barriers, and the staff's point will be lost. Realize sometimes a point made will be mulled over by the student at a later date, and that learning may occur which is not readily apparent.

3. Power Struggles

Power struggles are inevitable in working with ESE students. Power struggles represent the child's effort to establish control in the environment and enhance a shaky self-esteem by winning a point. Staff must be alert to the fact that power struggles can be endless and absurd and will result in loss of true control by the adult if the staff seeks to engage in the struggle. Remember the adage, "He won the battle, but lost the war". Realize the process of change is a slow one, and CACL staff is out to win the ultimate war, so losing an individual little point now and then is not all important. Also, realize in the process of change, setbacks will occur along the way, but the general flow should be towards improvement. Almost no one makes a serious life change without an occasional slip back into old habits. Do not overact to setbacks and think no progress at all has been made. Always look back to the initial time of entry into the program to see if the child is moving in a forward direction over the course of time.

    a. The best way to handle a power struggle is to prevent the struggle. Prevention is accomplished by making rules and contingencies very clear and specific. Designate time for grievances, and do not permit the child to engage in an argument every time the student's behavior is corrected. Follow through with present contingencies with time provided later for review of what took place;

    b. Realize staff cannot reason with an irrational person. Although the procedure of explaining rules and rationales to students is desirable, realize these students are engaging in an argument for which no solution exists, and do not permit the argument to continue. Be sensitive to opportunities when the student appears more open to suggestion, take time to explain to the student the situation which has been difficult to understand;

    c. Some minor attention-seeking behavior is best ignored, especially when the behavior is a deliberate attempt by the student to engage staff's attention so the student can escalate.

4. Choice Making

The concept of choice making is significant for several reasons. Choice making teaches the student to be aware of behavioral alternatives, and seeks to have the student understand acting out was a conscious decision on the individual's part to pick a particular alternative. The simple choice-making idea has extremely important psychological advantages. Because the student made a decision to act out, then the student also decided to accept the consequences. Thus, punishment was something the student chose. The student is not a victim of a mean, punishing adult. Choice making helps to reduce the pairing of the adult with the punishment, so the staff does not become an aversive stimulus. Secondly, the concept of choice gives the student the feeling of control, as the student is actively making a responsibility for personal actions.

C. TEACHING SOCIAL SKILLS

Prior definition of behaviors considered to be appropriate and inappropriate helps reduce confusion over making the decision of whether or not intervention should occur for a particular behavior. Some behaviors that are clearly inappropriate and infringe upon the rights of others may have pre-specified consequences attached. By specifying consequences in advance, there is a higher probability of staff members attaining good consistency in managing the behavior of students. Other behaviors will be unanticipated, and may require intervention in the form of discussion as to why the behavior is inappropriate, rather than some form of punishment. In general, **THE PROGRAM'S EMPHASIS IS ON TEACHING APPROPRIATE SOCIAL BEHAVIOR RATHER THAN PUNISHING INAPPROPRIATE BEHAVIOR**. Pro-social skills are taught by use of a scientifically based affective curriculum and may include:

    1. Videotaped role playing and discussion of how to act in particular situations;

    2. Video and audiotape of inappropriate behavior, with individual review and discussion of why the behaviors were inappropriate, discussion of what behavioral alternatives would have been better;

3. Providing clear descriptions and role playing by staff, if necessary, of what is defined as appropriate behavior;
4. Both reward fro acceptable behaviors by praise and tokens and punishment for unacceptable behavior by loss of points to teach discrimination in behavioral alternatives; and
5. Serious behaviors may be reviewed through the Documentation and Debriefing process and Life-Space Interview.

D. Teaching Academic Skills

Many ESE students have a long history of academic failure. These students may have been subjected to punishment from parents and teachers for failure as well as ridiculed by peers. One purpose of removing students from the regular classroom is to provide individual instruction in smaller groups. The smaller student/teacher ratio allows for increased interaction and individualized instruction, both of which promote academic achievement and success (Yssekdykes, et al, 1988). Exceptional education implies alternatives not utilized in the basic setting, such as unique scheduling, grouping, and presentation methods not necessarily used by the majority. Exceptional Education provides the advantage of a new school environment not previously experienced by the ESE student. The ESE teacher should:
1. Make the learning experience as fun and pleasant as possible;
2. Use a variety of media to keep interest high;
3. Begin at a level that is below frustration for the child. Break down new tasks into small steps, and heavily reinforce accomplishing the steps. Do not let the student see the entire task if the assignment is overwhelming;
4. Do not punish for failing grades and frequently reward the effort. In the CACL motivational system, there is no punishment for poor grades. The focus is toward redirecting behaviors that interfere with the learning process. Frequent reward is given for behaviors which promote learning, such as staying on task; and
5. Try to make material as meaningful as possible by demonstrating how learning can be functional.

E. DEFUSING INTENSIVE SITUATIONS

In interaction with ESE students, staff reaction to conflict has a direct action on student behavior. Staff reaction can serve to either escalate or defuse a potentially explosive situation. Staff must me able therefore to identify a potentially dangerous situation in the early stages, and engage in behavior that will defuse and resolve conflict. Defusing not only serves to avoid serious confrontation, but also helps to maintain the school environment primarily reinforcing and supportive, rather than harsh and punitive.

An intensive situation occurs when the student is obviously upset and beginning to lose control. Examples are arguing violently, repeated noncompliance, or threats to harm others. **DURING AN INTENSIVE SITUATION, STAFF MUST REMAIN CALM AND IN CONTROL.** Do not match the student's behavior be getting angry in response to the student's anger. Try to maintain a neutral stance, tone of voice, or facial expression. Do not make a sudden move towards the student. (Refer to Handle With Care [HWC] Training Manual)

An episode is best caught in the early stages so the student will have the opportunity to recognize signs of increasing stress. The student may then gain control at an early stage to prevent future outbursts. Staff must recognize student distress and prompt the child to "stop and think", review behavioral alternatives, and make a conscious choice of whether or not to escalate.

The student should be encouraged to gain control over emotions by employing relaxation techniques of deep breathing and positive imagery. The student should be asked to voluntarily go to elective time-out, where the student can obtain time away from the class to simply be able to regroup. Students are also able to obtain counseling time with staff as necessary.

The student should be praised for noticeable efforts to gain personal control or using one of the options available to get under control, such as counseling or elective time-out.

Staff should not try to argue with the student or rationalize. Staff should state availability to talk to the student about the problems in a rational manner.

If the outlined steps do not result in improvement, and the situation escalates to a serious degree, regular procedures should be followed regarding not earning points and use of consequences or emergency control procedures.

This section was adapted for use from the Intensive Verbal Intervention Procedures developed by the Florida Mental Health Institute for Children's Residential Program. The information was contained in the draft of "A Model Operations Manual for Children's Residential Treatment: The Children's Intensive Residential Treatment Project", under a section titled, "Intensive Verbal Intervention Procedures".

F. EMERGENCY INSTRUCTOR RESPONSE TO STUDENT BEHAVIOR

I. Purpose

To provide procedures for emergency responding to dangerous or potentially dangerous student behavior. A potentially dangerous situation exists when students, school personnel, or property are in danger.

II. Definitions

CODE YELLOW – Designation of potentially dangerous student situation and a request for additional instructional or support staff to go directly to the situation area.

CODE RED – Designation of a dangerous student situation that requires immediate and rapid response by additional instructional or support staff.

RESPONSE TEAM – A group of three or more staff that are called to respond to an alert.

III. Potentially Dangerous Situations / CODE YELLOW

In a potentially dangerous situation, a CACL school staff may call the code. A situation warrants a CODE YELLOW if any of the following conditions are met:
1. A student is agitated, threatening a serious inappropriate behavior, or otherwise at risk of a serious inappropriate behavior, and the school staff feels that the presence of additional staff is necessary to de-escalate the situation. This would include the presence of any known precursors to violent behavior, that is very disruptive or threatening to leave the school grounds;
2. A school staff feels that there is a danger of harm for any reason to students, personnel, or property that can be alleviated by the presence of additional staff. For example, the teacher is going to deliver an unpleasant consequence for prior behavior and feels a show of overwhelming strength is necessary to ensure a non-violent acceptance of the consequences.

IV. Dangerous Situations / CODE RED

In a dangerous situation, any CACL school staff may call a code. A situation warrants calling a CODE RED if any of the following conditions are met:
1. A student is physically difficult to manage, or who has a history of violence, self-abuse, or property destruction gets agitated, threatens a serious inappropriate behavior, or is otherwise at risk of a serious inappropriate behavior and the school staff feels that additional staff are necessary to physically manage the situation.
2. A school staff feels there is an imminent potential of harm, for any reason, to students, personnel, or property. This includes threatening to leave school grounds.

V. Response Team Composition

Both alerts will be responded to by a RESPONSE TEAM consisting of three or more staff, and the instructional staff who called the code. The staff calling the code will be designated as in charge of the RESPONSE TEAM, and responsible for the de-escalation process. However, because this staff may be in an agitated state from prior dealing with the student(s), any RESPONSE TEAM members may TAG OUT the primary classroom staff and indicate he is taking charge. The primary classroom staff must then take a secondary role. The primary classroom staff may also TAG OUT him/herself voluntarily.

After de-escalation has occurred, the staff in charge will normally choose to follow regular CACL procedures for providing consequences for behavior. Unusual situations may dictate an alternative response, particularly in the case of self-destructive behavior.

A designated pool of staff has been identified based on physical ability and training to respond. An updated list will remain attached to this procedure and in each instructional area.

VI. Response to CODE YELLOW and CODE RED

When it is determined a CODE YELLOW or CODE RED exists, the instructional staff should attempt to accomplish the following primary objectives:
1. Protect other students from harm, possibly by their removal from the situation;
2. Protect school personnel from harm;
3. Protect school property from damage;
4. De-escalate the situation or delay escalation until the RESPONSE TEAM arrives; and
5. Get help through calling the appropriate alert.

A CODE YELLOW will require a rapid notification of the RESPONSE TEAM by a call of "Code Yellow" and location of the situation over the walkie-talkie. The RESPONSE TEAM members will then walk rapidly to the incident location.

A CODE RED will follow the same procedures as CODE YELLOW, except that a very rapid response will be executed. This may include yelling the code in the hallway, followed by running to the incident.

The primary objective in any dangerous situation is to remove the danger through de-escalation. If this is not possible, then the situation should be de-escalated through physical control of the individual. Personnel will respond to both codes **ONLY** with approved physical techniques as learned through Handle with Care (HWC) training. Both physical and verbal de-escalation techniques must follow the intent of these procedures.

Only the person in charge of the RESPONSE TEAM can remove a CODE situation.

VII. Runaways

Any student who attempts to elope from campus will be verbally prompted to return. If this is not successful, the least amount of physical intervention will first be used to stop the student. If the student continues to elope or gets physically aggressive, a CODE RED will be called, and the CRISIS RESPONSE TEAM will run to the area to physically stop the student. All physical interventions will be with the use of Handle with Care (HWC) Techniques. Every physical effort will be made to keep the student on campus.

VIII. Documentation and Debriefing

After manual physical restraint is used, a debriefing will be conducted with the student in order to continue the calming process, explore the student's responsibility for what happened, identify replacement behaviors to be taught, and develop a plan for the student to re-enter the classroom. When using Handle with Care, the Life Space Interview will be used. The student will also be examined for any injury. If any injury does occur, the student will be brought to the health aide immediately.

Implementation of the Behavioral Management System

A. Program Entry

All students enrolling into the CACL Program have met the CACL requirements listed on an Administrative Memo from the Director of Exceptional Student Education and the School District Superintendent, which fall under IDEA 2004

B. Levels

The Behavioral Management Program for CACL consists of four levels. (Level 1 – Training Level, Level 2 – Evolving Level, Level 3 – Achieving Level, Level 4 – Mastering Level)

C. Program Focus

The CACL Behavioral Management Program is designed to focus more on positive behaviors than toward negative behaviors displayed by ESE students. Students will earn a set criterion of "Good Days" on each level before being able to proceed to the next level. Another component meshed into the progression from level to level is the participation and demonstration of appropriate affective skills acquisition.

D. Earning Points/ Good Days

A movement through the levels is based on a student's behaviors within the school program. Behaviors are broken down into two main areas: Minor Disruptive Behaviors and Major Disruptive Behaviors. These two categories of behaviors are then matched with six areas of "Student Behavior Responsibilities". Student Behavior Responsibilities are: Punctual, Follows Directions and Rules, Academics, Respectful, Appropriate Appearance, and Bus Behavior. The Minor and Major Behaviors are clearly defined in this manual and are to be adhered to by those implementing the program. If a student exhibits either Minor or Major Behaviors during the school day, they will not be able to earn points for that time of the day. If no Minor or Major Behaviors are exhibited, then students will earn points for that hour during the day.

If a student does exhibit a Minor or Major Behavior, then a "slash" (/) is given during the hour in which the behavior occurred. These are directly related back to the Student Behavior Responsibilities and will determine the number of points earned toward a Good Day. Regardless of how many times a student may exhibit the behavior during the same recording time frame (hour), only one slash is given. One particular behavior could possibly cause a slash to be marked in more than one Minor or Major Disruptive Behavior area, thus causing the student to not earn needed points.

The maximum number of points a student may earn in one full school day is 32 points. Each level requires a specified number of points to be earned in order to obtain a Good Day toward that level. Each level requires students to demonstrate appropriate affective skills prior to progressing on to the next level. Each level also requires students to maintain a set number of consecutive Good Days at the end of each level.

If a student asks how many points they have earned, staff should ask the student how he/she thinks his/her behavior has been. This refocuses the student on his/her behavior and reduces the focus on points. Use this interaction as a learning activity. Ask the student to judge his/her recent behaviors. Urge the student to be as specific as possible. As the student reflects on his/her past behavior, you may want to reinforce good behaviors and challenge any "errors in memory".

PROMOTION

A maximum of 32 points may be earned each day.

METHOD OF CALCULATING POINTS REQUIRED TO EARN A GOOD DAY

Level 1 – 75% of 32 points = 24 points

Level 2 – 80% of 32 points = 26 points

Level 3 – 85% of 32 points = 29 points

Level 4 – 90% of 32 points = 30 points

Level 1 – TRAINING
1. 23 GOOD DAYS
2. Last 5 GOOD DAYS must be consecutive
3. Demonstration of adequate progress on 4+ affective skills

Level 2 – EVOLVING
1. 25 GOOD DAYS
2. Last 7 GOOD DAYS must be consecutive
3. Demonstration of adequate progress on 5+ *additional* affective skills

Level 3 – ACHIEVING
1. 29 GOOD DAYS
2. Last 9 GOOD DAYS must be consecutive
3. Demonstration of adequate progress on 5+ *additional* affective skills

Level 4 – MASTERING
1. 15 GOOD DAYS
2. Last 11 GOOD DAYS must be consecutive
3. Demonstration of adequate progress on 3+ *additional* affective skills

An exit staffing with the ESE Program Specialist and the student's home school will be scheduled upon entrance of Level 4. The staffing committee will determine a transition period at this time based on the individual student. Should issues occur during the transition period at the home school, the student will return to CACL until reaching Level 4 status again.

E. DEFINITIONS OF MAJOR DISRUPTIVE BEHAVIORS

- **VERBAL THREAT** – telling others (and causing them to believe) they will be harmed; including moving lips as if making a verbal threat, though not actually saying words.

- **PHYSICAL THREAT** – Usually 2 or more of the following: clinched fists, charging, invading personal space with intent to scare, threatening facial expressions, writing threats, CODE YELLOW or CODE RED called

- **PROPERTY DESTRUCTION** – destruction of any item with a value equal to or exceeding $5.00

- **SEXUAL ACTING OUT** – exhibitionism, soliciting, open masturbation, touching in a sexual manner

- **CONTRABAND (WEAPON, DRUGS/ALCOHOL)** – possession of any of the following: knife, brass knuckles, uncharged ammunition, ninja stars, fish hooks, illegal drugs, drug paraphernalia, medication (prescription and/or over-the-counter)

- **STEALING** – being in possession of items belonging to another individual or from another program or organization

- **SELF-INJURIOUS BEHAVIOR** – scratching any area of the body, cutting any area of the body, head banging, rubbing head on walls or floors, slapping self, biting self, and any other behavior that may cause personal harm

- **REPEATED NON-COMPLIANCE** – repeated failure to conform to school rules, classroom rules, classroom TIMEOUT, EXCLUSION TIMEOUT <u>requiring physical escort</u>, verbal refusal to follow directive(s), CODE YELLOW or CODE RED called

- **DISRESPECT TO STAFF/PEER** – ethnic/racial slurs, cursing to staff, ongoing arguing with staff, inappropriate gesturing toward staff

- **MAJOR AGGRESSION** – repeated hitting with fist and/or other object with sufficient force to cause injury, threat with a weapon (defined under **CONTRABAND**), aggression of older student on younger student with age difference of 3+ years, any physical acts of violence

- **GANG RELATED ACTIVITY** – drawings and/or clothing depicting gang activity, hand signs, discussion of gang activity

F. DEFINITIONS OF MINOR DISRUPTIVE BEHAVIORS

- **RUDE** – minor disrespect such as: interrupting conversation of another student or staff, not responding to adults with "yes sir"/ "no sir" and/or "yes ma'am"/ "no ma'am", smacking lips, rolling eyes, heavy sigh in response to directives, bothering others' belongings, etc.

- **INAPPROPRIATE TEASING** – name-calling, demeaning comments to other students

- **OUT OF ASSIGNED AREA** – self-explanatory

- **PROPERTY DESTRUCTION** – destruction of any item with a value less than $5.00 (i.e., writing on desk and/or books; tearing up assignments, behavior sheets, etc.)

- **LYING/CHEATING** – telling untrue stories to others (staff and/or students), cheating (copying answers from another student's paper, looking at answers while taking a test, using answer key/teacher's edition to find answers to work without permission, etc.)

- **CONTRABAND/UNAUTHORIZED ITEM** – any item brought without written permission (*excluding* drugs/alcohol, drug paraphernalia, tobacco products, or cigarette lighters)

- **SEXUAL MISCONDUCT** – sexually explicit phrases and/or gestures

- **NON-COMPLIANCE** – refusal to follow directions after two prompts (not returning homework, behavior sheets, etc.), Classroom TIMEOUT and/or Exclusion TIMEOUT <u>not requiring physical escort</u>

- **MINOR AGGRESSION** – isolated hit, shove, or push to peer of same age; throwing objects that are not harmful at peer(s); horseplay

- **CURSING** – cursing to self or in a conversation with others

- **CLASS DISRUPTION** – rocking back in chair/desk, screaming, talking loudly, making loud noises

G. BUS BEHAVIOR

BUS BEHAVIOR is marked by the Bus Driver and/or Bus Monitor. The rating is either GOOD or POOR. If a GOOD is marked on the returned behavior sheet, then one point is awarded for that area. If a POOR is marked, then no points are recorded. If a student does not return a behavior sheet, they will not earn points in the BUS BEHAVIOR RESPONSIBILITIES area. If they return it but it has not been signed by the parent/guardian, no points will be awarded. If this is a continuous problem with a student, then it should be addressed as a MAJOR DISRUPTIVE BEHAVIOR under the REPEATED NON-COMPLIANCE area. If bus behavior warrants a discipline referral and is considered to be a Major,than this will be recorded as such on the point sheet and daily log.

The school's teachers and administrators need to make sure that students understand appropriate bus behavior and expectations:
1. Understand that the bus is a part of the school day;
2. Transportation personnel and school personnel are on the same page;
3. School personnel need to understand why it's important to:
   a. Not give students food or drinks as they are going to their buses
   b. Continue to boost good behavioral expectations on the bus

H. PRIVILEGES

Each behavioral level has defined PRIVILEGES that align with that level. The higher the level, the more PRIVILEGES the student will have. A student will have the most PRIVILEGES while on Level 4 – MASTERING, and staff will look at preparing for the student's exit from the CACL Program back to their home school, school of choice, or the option of remaining at CACL on the Level 4 – MASTERING status.

Level 1 – TRAINING
- May converse with peers during meal time
- 10 minute recess/break in class (criteria determined by classroom staff and will be posted in the classroom)

Level 2 – EVOLVING
- All Level 1 privileges
- May purchase extra (a la carte) items at lunch
- 3rd choice of Free Friday activities
- May use snack machine (@1:30, prior to bus loading, though items must be consumed **before** loading busses)
- May participate in classroom parties (where applicable)

Level 3 – ACHIEVING
- All Level 1 and Level 2 privileges
- May run errands with a staff escort
- May assist classroom staff
- Bowling trips
- Field Trips (where applicable)
- Seasonal Activities (i.e., Spring/Fall Fling)

- 2nd choice of Free Friday activities
- May participate in school Token Store

Level 4 – MASTERING
- All Level 1, Level 2, and Level 3 Privileges
- 1st choice of Free Friday activities
- May drive to school (must have administrator's approval)
- May assist in school Token Store
- May assist with Bus Behavior raffle/drawing

The Pre-K to 2nd grade class and the class with a majority of 3rd to 5th grade students will have a small reward before lunch each day no matter what level they are on if they have half of the points they need to earn for a good day. They will have another reward at the end of the day if they have earned half of the points they need for a good day during the second half of the day. This reward may be in the form of attention from the teacher, use of an IPAD, a tangible treat or anything else meaningful to the child. Staff shall ensure that this is done consistently and that no child will receive the reward if it has not been earned.

Since students in the CACL program have a variety of mental health issues which are unique to each individual, the Behavior Intervention Plan (BIP) may indicate a more in-depth plan for a specific student. The BIP takes precedence over the program and is always discussed with the parent and pre-approved by an administrator.

I. SUSPENSION OF PRIVILEGES

If a student exhibits behaviors that fall under the MAJOR DISRUPTIVE BEHAVIORS area, they will receive a SUSPENSION OF PRIVILEGES for a predetermined time. This may be one or two weeks, dependent upon the MAJOR DISRUPTIVE BEHAVIOR exhibited. While a student is on SUSPENSION OF PRIVILEGES, he/she must continue to earn points required for that level, though these points **do not** count toward the level until the student has not completed the SUSPENSION OF PRIVILEGES. If this same MAJOR DISRUPTIVE BEHAVIOR occurs for a **second time** while on the same level, the student will then **drop back one level** and have **no privileges for one or two weeks depending on situation. During the suspension from privileges – they will earn points toward their level.** *This applies to all levels.* If a student is dropped back a level, he/she will begin that level at the *beginning* and will be required to earn the designated number of GOOD DAYS in order to progress to the next highest level.

For students in Pre-K through 2nd grade, the suspension from privileges will be one day instead of one week and two days instead of two weeks. For students in grades 3-5, the suspension will be 2 days instead of 1 week and 4 days instead of 2 weeks.

Level Suspension Lengths

MAJOR DISRUPTIVE BEHAVIOR	1st Offense	2nd Offense
VERBAL THREAT	1 week	
PROPERTY DESTRUCTION	1 week	
ACTING OUT SEXUALLY	1 week	For all levels:
STEALING	1 week	2nd offense requires the
SELF-INJURIOUS BEHAVIOR	1 week	student to drop down
REPEATED NON-COMPLIANCE	1 week	1 level and will have
DISRESPECT TO STAFF/PEERS	1 week	NO Privileges
MAJOR AGGRESSION *	2 weeks	For 1 or 2 weeks. Grades 6-12
PHYSICAL THREAT *	2 weeks	
CONTRABAND * (Weapons, Drugs/Alcohol, Drug Paraphernalia)	2 weeks	

* Major Aggression, Physical Threat, and Contraband require a completed STUDENT DISCIPLINE REPORT. (See section regarding MANDATORY STUDENT DISCIPLINE REPORT)

J. Mandatory Student Discipline Report

There are three MAJOR DISRUPTIVE BEHAVIORS students may exhibit that will warrant the completion of a STUDENT DISCIPLINE REPORT (JC-167). These three areas are: *PHYSICAL THREAT*, *POSSESSION OF CONTRABAND* (drugs, drug paraphernalia, alcohol, and/or a weapon), and *AGGRESSION* (towards staff and/or peers). In addition to these three major behaviors a discipline report is completed if a student has to be restrained. The STUDENT DISCIPLINE REPORT is to be completed by the classroom teacher or paraprofessional and delivered to Administration for determination for further action. Once completed, the STUDENT DISCIPLINE REPORT will be distributed appropriately. (See attached sample Student Discipline Report [JC – 167])

K. Free Friday

Students that have met certain criteria during the week may earn free time on Fridays starting at 12pm. There will be several activities for the students to choose from. The criteria for earning Free Friday time is:
1. Must be Level 2, Level 3, or Level 4;
2. Must have earned a minimum of 4 Good Days that week prior to 12 p.m. (noon) Friday; and
3. Must have all academic assignments for the week (including any work assigned on days absent) completed by 12p.m. (noon) on Friday.

Students will have a variety of activities to choose from. They will be allowed to choose one room per week. They will not be allowed to switch rooms after Free Friday has begun. Room options that will be offered will include:
1. Art Activity *
2. Outdoor Sports (when field is available)
3. Movie (no food or drinks allowed)
4. Game Room (card and/or board games)
5. Computer Privileges (approved list of educational games only)

   * Safety is of utmost priority in the art activity. Close supervision will be provided, especially if the activity includes use of scissors, glue, etc. ***Absolutely no aerosol cans may be used.***

Students will be allowed to choose their desired activity based on levels. The request forms must be completed by Thursday afternoon with final updates completed and submitted by noon on Friday. The method for deciding the priority of the students' choices is as follows:

- Level 4 student with most Good Days gets first choice
- Level 3 student with most Good Days gets first choice after all Level 4's choose
- Level 2 student with most Good Days gets first choice after all Level 3's choose

L. Behavior Sheet

A BEHAVIOR SHEET will go home with each student daily. It is the responsibility of the student to return the BEHAVIOR SHEET to his/her teacher the next school day signed by a parent/guardian. The BEHAVIOR SHEET will address four or more goals that are obtained directly from the student's Individualized Education Plan in the areas of Independent Functioning and/or Social/Personal Skills. The BEHAVIOR SHEET will also indicate the number of times, if any; the student exhibited any MINOR or MAJOR DISRUPTIVE BEHAVIOR during that school day. If a student was placed in TIME OUT in the classroom or EXCLUSION TIME OUT (following the guidelines set forth in this manual and the District Student Code of Conduct), the frequency and duration will be indicated on the BEHAVIOR SHEET daily.

M. PROGRAM LENGTH

Students may complete the CACL Behavioral Management Program in a minimum period of **90** school days. The actual number of days it takes to complete the program will vary between students. Not obtaining the required number of days for each particular level in a timely manner, dropping levels, Suspension of Privileges, etc., could all result in a longer stay in the CACL Program beyond the 90-day time frame.

N. OTHER MOTIVATIONAL STRATEGIES

The classroom environment is highly structured and closely monitored by staff, so as to provide optimum learning environment. Frequent monitoring by outside staff is conducted to ensure the environment is basically positive, and corrections are made when the environment appears less than optimum. Staff is trained to be as encouraging and as positive with students as possible. Staff is more profuse in praise and affection than regular classroom teachers because this population of students needs significantly more nurturing than the average student. The emphasis is on accepting the students' unique limitations, yet constantly encouraging the child to strive for a higher level of functioning.

Students are encouraged to express opinions in acceptable ways and some students' ideas have been incorporated into the program promoting a sense of program ownership. Students are constantly given a "choice" in making decisions regarding behavior, so as to realize that, ultimately, the student is in control of his/her own behavior.

Staff is creative in constantly searching for unique reinforcers that will appear meaningful to an individual student. For example, if having a student invite their mother to lunch will serve as a potent reinforcer for a particular student, special arrangements will be made. Daily, students are singled out for special considerations, such as getting to be the line leader, getting to walk with the teacher, having lunch with the principal, or letting the student "help" with a younger child from another class at lunch. Students are also given extra outside services in the form of individual counseling, dental and medical assistance, and buying clothes to enhance self-esteem and provide basic needs to ensure the student will not feel different or lacking when comparing himself to peers. Building self-esteem and helping a student to "fit in" with peers and mainstream society are major goals of the CACL program.

Finally, on the daily report sent to parents, parents are instructed to praise and reward good school performances, but are asked to refrain from any punishment for poor performance.

O. DISCIPLINE PROCEDURES

In order to effect a behavioral change, it is necessary to teach and reinforce a variety of appropriate responses to different types of situations. Teaching and reinforcing is a means to build effective social skills and appropriate coping mechanisms to deal with the stressors of everyday life. However, in situations where habitual inappropriate coping responses have been developed, it is not enough to teach and regard alternative responses, but is also necessary to punish inappropriate responses. The students in this program have developed a variety of very resistant maladaptive responses, which are interfering significantly with the ability to interact and respond appropriately to others, and to cope with frustrating experiences. Generally, the response style employed in reaction to stress also interferes significantly with the rights of individuals around this student, depriving other students of the right to an education and a safe school environment. When student misbehavior escalates to a certain degree, it becomes necessary to remove the student from the learning situation, both as a means of punishment by removal from potential reinforcers, and to protect other students' rights.

Although some public school programs permit the use of corporal punishment as a means of punishment, the CACL program does not endorse corporal punishment because adults in the home environment have subjected some of our students to harsh and inappropriate physical treatment. Students will imitate the behavior of adults, so CACL staff seeks to discourage rather than model the use of aggression towards others. The punishment procedures endorsed for the CACL program are timeout from positive reinforcement and loss of privileges. The CACL staff feels strongly that disciplinary actions for school-related incidents should take place at school and should not involve any home contingencies. The reasons for the above stated belief are threefold:

1. Students will respect staff more if they are capable of managing difficult situations within the classroom;
2. Students generally present discipline problems in the home as well as at school. Burdening parents with having to enforce contingencies for misbehavior at school in addition to home contingencies is excessively stressful and may further strain and depreciate the relationship between the parent and the child;
3. Consistency in enforcing contingencies is critical: CACL staff cannot be sure parents will follow through in the home environment.

Therefore, it is only in exceptional cases, where CACL staff has exhausted all resources, that parents are requested to assist the school in carrying out a punishment procedure at home for a misbehavior occurring in school.

The staff members working with students having poor impulse control quickly learn that a significant behavioral outburst by a student is not easily ignored by other students in the ESE classroom, and can begin a serious "chain reaction" such that other students take advantage of the situation and also begin to act out. An ordinarily well controlled classroom can suddenly erupt into a riotous situation which endangers the well-being of students and staff alike if staff are not well trained and experienced in how to quell a disruption. The development of a chain reaction possibility makes removal of a child from the classroom necessary to prevent a more serious situation.

Punishment procedures at CACL follow Jackson County School District Exceptional Student Education Policy and Procedures for Manual Restraint, Exclusionary Timeout, and Timeout (amended July 2012) as follows:

RELAXATION

Definition of Relaxation

> Relaxation is defined as a procedure in which access to varied sources of reinforcement is removed or reduced for a particular time period contingent on a response. The opportunity to receive reinforcement in contingently removed from he reinforcing environment, or the reinforcing environment is contingently removed for some stipulated duration.

Specified Requirements for relaxation

> When using relaxation, the individual must ensure the following:

> 1. The relaxation was preceded by other interventions which used positive supports that were not effective;
> 2. The relaxtion takes place in the classroom or other environment where educational activities occur;
> 3. The student is not physically prevented from leaving relaxation;
> 4. The student is monitored for the duration of relaxation;
> 5. The relaxation is for a period of time that does not **exceed** one minute for each year of the student's age, but can be less time, and

6. The relaxation ends immediately when the student is calm enough to return to his/her seat, but not to **exceed** one minute for each year of the student's age.

Manual Physical Restraint

Definition of Manual Physical Restraint

Manual physical restraint is used to describe the use of physical restraint techniques that involve physical force applied by a teacher or other staff member to restrict the movement of all or part of a student's body. It is not an instructional tool for the development of pro-social behavior in the classroom or school. Neither does it involve the use of mechanical restraint devices. The two Jackson County School District approved methods for restraint are *Handle with Care* and *Crisis Prevention Intervention.*

Philosophy of the use of Manual Physical Restraint

There is no dignity in allowing a child to hurt himself or someone else. The student needs to be protected from the physical and emotional consequences of his behavior, and the staff needs to be protected from the physical and emotional consequences of the student's behavior. The student is aware at some level that he is out of control and expects the staff to demonstrate the capacity to help bring him under control safely. A student in crisis will know the difference between something done for him and something done to him only if we are clear about it first.

Allowable Use of Manual Physical Restraint

Manual physical restraint is only used in situations when the student is so out of control that he/she is highly aggressive and dangerous to himself and/or others. Furthermore, manual physical restraint is only used for the length of time needed to eliminate the threat of harm to self and/or others. Positive behavioral interventions, including a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), are used consistently and reviewed often to minimize the need for physical restraint. Every opportunity is given to the student to bring behavior under control, and to stop outbursts before full restraint is needed. During a restraint, the student's health will be constantly monitored, and he will receive on-going reassurance that he will be fine and that the angry feelings will pass.

After any manual physical restraint is used, a debriefing will be conducted with the student in order to continue with the calming process, explore the student's responsibility for what happened, identify replacement behaviors to be taught, and develop a plan for the student to re-enter the classroom. When using *Handle with Care*, the Life Space Interview will be used. The student will also be examined for any injury. If any injury occurs, the student will be brought to the health aide immediately.

Personnel Authorized to use Manual Physical Restraint

Manual physical restraint should only be used by school personnel who have mastered the application of approved techniques and received a certificate of mastery under the *Handle with Care* program or *Crisis Prevention Intervention.* School personnel should not apply techniques they have acquired elsewhere. However, there may be situations in which staff members who have not received training are confronted with an emergency situation that poses an immediate and significant threat to the physical safety of a student or other; in those situations staff should be guided by existing Florida Statutes and Florida Administrative Code regarding the use of reasonable force to maintain a safe learning environment. According to State Board of Education Rule 6A-6.05271: Standards for the Use of Reasonable Force, "reasonable force should not be used as an instrument for the educator's anger or frustration or routine classroom control, therefore reasonable force shall not be used in a way that unnecessarily embarrasses the student(s). Force

shall not be used as the usual method of classroom management, but may be used when necessary to maintain a safe and orderly learning environment. Positive interventions and alternatives to the use of reasonable force should be attempted when circumstances permit."

Training

Once a staff member has been trained in *Handle with Care* or *Crisis Prevention Intervention,* he/she will complete a refresher course at least annually. The needs of the students and staff may dictate a more frequent training. Staff must successfully complete post-training assessments of knowledge and skills.

Incident Reporting Procedures

The use of manual physical restraint with students in emergency situations is discussed with parents when developing the individual educational plan (IEP) and Behavior Intervention Plan (BIP). If *Handle with Care* or *Crisis Prevention Intervention* is to be used, it will be included on the Behavior Intervention Plan and the parents will sign as their notification of this approved procedure.

Each use of manual physical restraint will be documented on a *Documentation and Debriefing Form.* The parent will be notified by phone if at all possible, and the *Documentation and Debriefing Form* will be sent home and the parent will be asked to sign the form and return it to the school. Jackson Alternative School students will also have documentation of the procedure written on their daily point sheet.

Monitoring and Data Collection

Monitoring the use of manual physical restraint occurs at multiple levels. The teacher monitors and documents the number of times restraint is used with a specific student. If there is recurrent use with a specific student, the teacher will request an IEP meeting to review the existing Functional Behavior Assessment for validity and revise it if necessary. The BIP will be revised based on the Functional Behavior Assessment. The teacher will give a monthly report to the principal on the frequency, duration, and location of manual physical restraint procedure for each student.

The principal will review the monthly reports and analyze the data. In addition to the frequency, duration, and location, the principal will also monitor staff involvement, appropriate use, overuse, and notification of parents or guardians. Principals will use the data to initiate IEP reviews and/or BIPs, offer technical assistance to staff, and identify teachers or other staff in need of additional support or training.

Principals of HOPE school and Jackson Alternative School will send the data they have obtained on the Manual Physical Restraint spreadsheet to the ESE Director at the end of each month. The ESE Director will review the data to examine the school's system of positive behavior support, the appropriate application of manual physical restraint, and the instructional programs for student having behavior problems. Principals of schools, other than Jackson Alternative School and HOPE school, will send a copy of the *Documentation and Debriefing Form* each time it is used.

Exclusion Timeout

Definition

Exclusion timeout is a specially designed room isolated from other areas of the school. This is used only at Jackson Alternative School and HOPE school campus. It has padded walls for the protection of the student and does not have a door so the room cannot be locked.

Exclusion timeout is used to reduce dangerous/ disruptive behavior and protect the educational environment, the students and the staff. Exclusion timeout is not to be used for disciplinary purposes. Exclusion timeout is used for the following circumstances:
1. As reasonably needed to respond to a person in control of a weapon or other dangerous object;
2. As reasonably needed to maintain order to break up a fight;
3. As reasonably needed for self-defense;
4. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others.

The student in exclusion timeout is monitored constantly. The student is released from exclusion timeout upon cessation of the behavior/s that led to the exclusion timeout or as otherwise specified in the Individual Educational Plan (IEP) or Behavior Intervention Plan (BIP). Generally, the student must achieve one minute of calm for each year of the student's age; however, the BIP may specify a different amount of time based on the child's understanding and emotional difficulties. The BIP may also indicate how the student is to stand or sit in time out.

Use of exclusion timeout is to be documented on the daily point sheet at Jackson Alternative School.

1. Handle with Care Behavior Management System Instructor Manual (Gardiner, NY, 2006)
2. "Manual of Recommended Practice: Project REST: Efficacy, Safety and Training" (Charleston, SC: Family Resource Center for Disability and Special Needs, 2004)

The following delineates the punishment procedures used in the CACL program:

1. Planned Ignoring: Inform staff and students of specific student behavior to ignore. Planned ignoring should always be followed by an approval response as soon as the behavior becomes appropriate. The following considerations should be given to the planned ignoring technique:
    a. Potentially dangerous behaviors should not be ignored;
    b. Self-stimulating behavior should not be ignored; and
    c. The teacher may give attention to a student behaving appropriately while ignoring the inappropriate behavior.

2. Nonverbal Prompting: Signals that communicate to the student a feeling of disapproval and control make up nonverbal prompting. The nonverbal techniques include: eye contact, hand gestures, tapping or snapping fingers, coughing, clearing one's throat, facial frown, and body gestures. Nonverbal prompting is most effective at the beginning stages of misbehavior.

3. Proximity Control: The teacher stands near a student who is having difficulty and operates as a source of protection, strength, and identification for the student.

4. Reinforce Appropriate Behavior: Reinforce what the student is doing appropriately. Encourage a replacement behavior in conflict with acting out behavior.

5. Interest Boosting: The teacher shows genuine interest in student's assignment or mentions the student's pet interests. Tapping a student's area of interest often helps the student to mobilize forces and view the teacher as a person to please.

6. Affective/ Academic Hurdle Help: If the student is frustrated by a certain problem within the assignment, help the student over the hurdle before behavior gets out of hand. Always recognize the student's feelings in the situation. State what you see the student doing. Talk with the student about his feelings. Be sure staff knows what the student sees as the problem and reinforce any positive points of the situation. Staff should be available for counseling.

7. Curriculum/ Class Change: Change task, change time to complete task, reorganize task, re-sequence task, or use alternate curriculum to try another class or instructor. Send the student out of the room, on an errand or for a walk. Use the change of scenery technique when staff questions whether the student will respond to verbal controls.

8. Cooling Off Area: Suggest to the student a 5-minute cooling off period before behavior escalates and other consequences have to be evoked. Encouraging the student to take responsibility and gain control. When the cooling area is used inappropriately, the student is considered off task and may not earn class participation points.

    A typical cooling off area is sectioned off by use of shelves or dividers, and could contain: a rug, a comfortable chair, air mattress, raft, cassette recorder and headphones, relaxation tapes, soft music, and/or a kitchen timer. When the student uses the cooling off area, the timer should be set for 10 minutes and the student should return to class after the 10-minute period. Only one student at a time may use the area. Disruptive behavior while in this area will result in being asked to return to seat and may warrant not earning points for that hour.

9. Social Disapproval: Peer pressure

10. Verbal Intervention: Re-expression, empathy, change in subject, humor, problem solving, firm commands expressed in a non-hostile manner.

11. Contingent Observation: Non-participation in the activity until behavior is appropriate.

12. Contract: A verbal or written contract between the student and teacher addressing the specific problem: An example of a verbal contract would be the agreement of the student to remain seated during reading group. For doing this, the student can earn an extra 5 minutes at recess. A written contract can serve as a visual cue for older students and may appear more binding.

13. Overcorrecting: Requiring walking at an appropriate pace 30 times from the room to the cafeteria is an example of overcorrecting.