

## **BEHAVIOR MANAGEMENT**

The Washington School for the Deaf shall employ behavior management practices that promote the well-being, safety, and education of students. Behavior management techniques and positive reinforcements utilized will support the child's appropriate social behavior, self-control, and the rights of others; foster dignity and self-respect for each child; and reflect the ages and developmental levels of children in care.

The use of proactive, positive behavior support techniques will be utilized to achieve the intended purposes noted above. Students who demonstrate behaviors that may impede their own learning or the learning of others will be provided a positive behavior support plan, in consultation between school staff, parents, and the student, if applicable. The positive behavior support plan will be based on the results of a functional behavioral assessment and updated as circumstances warrant or as federal and/or state laws and regulations require. The positive behavioral support plan shall articulate a hypothesis of the function of problem behavior, the antecedent conditions that stimulate the problem behavior, the function served by the problem behavior, the socially appropriate replacement behavior sought, and any instruction or supports necessary to facilitate development of the socially appropriate replacement behavior.

Positive behavioral techniques utilized to promote pro-social behavior shall include but not be limited to:

- Organization of the physical environment and staffing patterns to reduce factors leading to behavior incidents;
- Intervention before behavior becomes disruptive, in the least invasive and least restrictive manner available;
- Emphasis on verbal de-escalation to calm the upset child;
- Redirection strategies to present the child with alternative resolution choices.

The Superintendent is directed to implement and maintain procedures consistent with this policy.

**Adoption Date: 12/09/04**