



Granite Hill School's Behavior Management Program

At Granite Hill School, we believe that educational success depends largely on the development of social skills, and the desire to better ones self. Without social skills, students cannot participate in the educational process in a meaningful way. Our model is not deficit based, in other words, we do not view the student as disabled or emotionally troubled.

Instead, we use a contextual model; creating an environment whose social context is right for individual prosperity and student success. Future success also depends largely on an ability to interact successfully in a wide variety of social situations, thus the development of pro-social skills is an essential cornerstone of our educational philosophy. Likewise, educational and life success is highly dependent on the content of one's character.

At Granite Hill School, we strive to develop the **R.I.G.H.T. Character** for each student we serve. The elements of a **R.I.G.H.T. Character** are:

- **R**espect – Treating all others with patience, understanding, and honor.
- **I**ntegrity – Acting in a manner that is responsible and accepting of responsibility.
- **G**ood Citizenship – Acting in a manner that promotes the common good.
- **H**onesty – Truthfulness in word and deed.
- **T**olerance – Willing to recognize and respect the differences between yourself and others

Granite Hill School strives to be a school of mutual respect and dignity. All of our staff have been trained in therapeutic techniques when working with disciplinary issues. The school provides an environment where students are encouraged to work through their issues and develop new behaviors for managing their emotions in the future. When a student's behavior warrants consequences, a communicative process is completed. This dialogue provides an opportunity for students to recognize what about their behavior was inappropriate. It is also a time to administer consequences that are logical for the inappropriate behaviors. Our Code of Conduct outlines the expectations and possible consequences of a student's behaviors.

Conduct

Students are expected to be cooperative and respectful at all times. This respect and cooperation extends to all staff, students, and visitors. Examples of cooperation and respect are:

- Completing assignments and staff requests with a polite, and positive demeanor.
- Participating in all aspects of the Granite Hill School program.
- Using appropriate language while avoiding subjects of a sexual or violent nature.

- Refraining from the use or possession of illegal substances, weapons, alcohol or tobacco.
- Refraining from aggressive acts of all kinds, including verbal aggression, threatening, and bullying.
- Following the rules of the school and the classroom.
- Remaining in the assigned classroom or area until dismissed by the staff.
- Being truthful in word and deed.
- Respecting the personal space and property of others.

Students who do not maintain appropriate conduct are subject to disciplinary action that may include the following:

- Loss of privileges
- Afternoon detention
- Restitution through community service
- In school suspension
- Out of school suspension
- Suspension from activities, field trips, or athletics
- Expulsion from school

Refusal to accept the consequences of one's behavior may result in further disciplinary action.

Finally, the following behaviors are considered unacceptable and will result in an immediate consequence and most likely notification of the local police:

1. Physical assault or serious threats of assault.
2. Intentional damage to property.
3. Use or possession of a weapon, explosive (including fireworks), look-alikes, or anything which could reasonably be used as a weapon.
4. Use or possession of tobacco, any drugs other those prescribed (see Medication Policy), alcohol, snuff, or misuse of prescribed medication.

In extreme cases, staff may be required to intervene physically. These situations require therapeutic interventions designed to help a student regain control of himself so that he and others may be safe. Selected staff have been trained through an approved model and utilize the *Handle with Care* techniques. These techniques are used when a student is out of control and in danger of hurting himself or others. Any student who requires this level of intervention may not be allowed to remain at Granite Hill School. An alternative placement will be found in which the student can receive that level of care.

In an attempt to avoid these situations or other consequences, Granite Hill School offers a behavioral program that consists of two components: the ISDP sheets and the Planning Room.

Individual Social Development Plan

(Also known as a student's ISDP or "point sheet")

In order to assist students in achieving the social skills that will be needed for success in adult life, each student has an Individual Social Development Plan. The ISDP's provide a way for students to be recognized for their pro-social behaviors. This individual plan identifies goals for each student. During our intake process, Achenbach Behavioral rating scales are completed from the previous teacher, the parent(s), and the student. This information is then scored and translated into specific behavioral goals for the student ISDP so that the student can earn points towards each period of the day. Earned points may be redeemed for special trips and activities on Friday during Rewards. The daily data is tallied to determine whether a student has reached his weekly percentage and thus able to receive a reward at the end of the week. The student selects a reward of choice relative to his/her earned Level for that week. There are four Levels of Rewards: A, B, C and Non-Rewards). The Levels are determined by the number of points earned in combination with any incident reports or other disciplinary action that may have occurred during the week. Granite Hill School staff make every effort to provide students with activities that they select or would prefer. Those who do not earn enough points for the week (Non- Rewards), remain at the school and complete Social Skills activities in a classroom setting.

The data from these ISDP sheets is collected and used to determine multiple aspects of a student's program. The weekly data is averaged for a monthly assessment of how a student is behaving and the monthly reports are used for a continual year- long analysis.

The Planning Room

The Planning Room is an integral part of Granite Hill School's Behavior Management Program. The Planning Room is available for students to access at all times. A Master's level behavioral specialist manages the Planning Room program and is readily available to work with students. The students are taught how to identify and regulate their emotions using the Social Problem Solving model of theorists Elias and Tobias. Additionally, students are given opportunity to learn the benefits of brainstorming and identifying positive and negative outcomes to their choices.

- Students can choose to enter the Planning Room as a self-regulatory skill:
 - ✓ To remove them selves from a potentially negative or troublesome situation.
 - ✓ To take a time out
 - ✓ To discuss dilemmas they may be experiencing

OR

- Students can be sent to the Planning Room for inappropriate behavior:
 - ✓ Students are required to process the situation that resulted in them being sent.

- ✓ Students are required to identify their feelings and actions.
- ✓ Students, with the help of staff, are required to develop a plan to respond differently and more appropriately in the future.

Once a student has demonstrated a willingness to return to class, and the student has dialogued with the Planning room staff, the student may return to the classroom and continue participating with his classmates. The classroom teacher receives an overview of the Planning Room visit by phone call and the visit itself is documented on the back of the student's ISDP. The Behavioral Specialist will also follow-up with the teacher - outside of class time- to ensure that the student's behavioral needs were met. The behavioral specialist documents the frequency and purposes of all visits. This data is used to help meet the behavioral needs of both the individual students and the students as a whole.