

**SCHOOL EVENTS,  
PARENTS COLLABORATION MEETINGS & TRAININGS**

*“At Boston Higashi School we have a system for spontaneous learning in advance, what is to be studied, and also for revision of what has been studied. There is also three-dimensional learning through the public exhibition of our activities which is part of our school activities. These are all forms of learning through experience.”*

*~ Dr. Kiyo Kitahara*

Special events are planned throughout the year. Events are designed for the enjoyment of the whole family and parents are strongly encouraged to join their children since these activities usually take place on weekends. All school events are important components to successful parent training. Several parents collaboration meetings have been scheduled right after vacation periods on the first day back to school or right before vacation periods, followed by staff-parents luncheon. In this way we can include all parents as much as possible.

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09/04/2018 (Tuesday)

**1ST DAY OF 217/304 PROGRAM**

8:30am – 9:45am

**BREAKFAST**

Marble Hall

10:00am

**OPENING CEREMONY**

School Gym

10:30am – noon

**PARENTS COLLABORATION MEETING**

Marble Hall

Welcome back! Please join us at our first meeting for the start of the 2018-2019 school year.

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09/26/2018 (Wednesday)

6:30pm – 8:00pm

**PARENTS NIGHT**

starts in School Gym

Welcome back! We are very excited to have you come and meet your child’s teachers. Did you know that during the day your child has at least 8 different teachers? Please come and get to know all of the teachers in your child’s division - the PE, Music, Communication, and Art teachers, Academic Support Staff, the Master Teacher, and the Division Director. This will be an exciting evening with opportunities to meet other parents, to share experiences, and to learn about the curriculum. Our school theme this year is “Be Brave”, and we want to share with you the challenging yet motivating activities and events we have planned for your child this year that will demonstrate how brave s/he is! Please - come and get involved and support your child’s learning.

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10/13/2018 (Saturday)

8:50am – 2:00pm (Students)

**SPORTS DAY**

School Back Field

9:50am – 2:00pm (Open to Public)

This is the first major school event of the Boston Higashi School. It is an opportunity for the students and teachers to enhance their relationships, coordinate and adjust themselves to a new environment, and to help organize classes. Parent participation is also planned, and it is a very good opportunity for the parents of new students to see their child’s progress since enrollment. Parents and children will participate in many athletic activities such as relay races, tug of war and dancing. Families will also enjoy a picnic lunch. Please prepare yourselves well in order to participate in these athletic events.

10/13/2018 (Saturday)

8:50am – 2:00pm  
(Parents and Students)

**THE EMERGENCE PROGRAM** Golf Learning Center of New England  
**ANNUAL GOLF TOURNAMENT** Norton, MA

Parents of Emergence Program Students will enjoy a modified golf tournament with their sons and daughters. Golf is part of the physical education curriculum, and this outing provides the students an opportunity to generalize skills acquired at school to a community setting. After the morning tournament the students and parents will return to the school for a picnic lunch. The students will put on a display of other learned athletic skills in the afternoon for the parents.

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10/17/2018 (Wednesday)

6:30pm – 8:00pm

**RESIDENTIAL PROGRAM**  
**PARENTS NIGHT**

School Lobby

Welcome to the residence! If your child is a residential student, then this evening is for you! Come and meet your child's team of residential instructors and activity leaders. Learn about the busy after school program your child participates in, and see how Daily Life Therapy<sup>®</sup> is implemented in a home-like setting. Please come and get to know all of the residential staff by putting names to faces! This will be a fantastic evening with opportunities to meet other parents, check out the division, and converse with your child's instructors, Master Teachers, and Division Directors. What a great way to start off the new school year - by making a strong connection with those that will be caring for your child.

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10/24/2018 (Wednesday)

6:00pm – 7:30pm

**RESIDENCE COSTUME PARTY (EL/MS Students)** starts at Marble Hall

6:30pm – 7:30pm

**DANCE PARTY (YHS/OHS/EP Students)**

Trick-or-Treat! This is the first Open House at the Residence. It is a good opportunity for students to generalize and show their progress on the basic skills, which they have learned while attending Recreational Music Activity, and also to Trick-or-Treat in the large group. Put on a costume and join us! Join the older students in the gymnasium for the 1st school dance of the year and join the costume contest!

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10/26/2018 (Friday)

1:30pm – 3:00pm

**COSTUME PARTY (@ Day Program)**  
**(Elementary and Middle School Students)**

start in School Gym

This is a fun filled afternoon celebrating the fall season and the tradition of Halloween. Parents and friends are welcome to observe and participate in the fun and games. More information about the time is forthcoming.

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11/14/2018 (Wednesday)

6:30pm – 8:00pm

**NOVEMBER PARENTS TRAINING 1**

School Lobby

“Tantrum”, “Panic Attack”, “Uncooperative”, “Upset” - these are just a few of the many words that are used to describe a child’s behavior when they are having difficulty. This parent training will center around NAPPI’s “Lalemande Behavior Scale<sup>®</sup>”, and how this tool helps parents and staff identify stress and intervene to obtain the most effective result as quickly as possible by utilizing Daily Life Therapy

behavioral support strategies. This scale will also provide you with the Second Level Messages which is the message behind the behavior or what your child is communicating non-verbally. All behavior has meaning and it is our job to translate that behavior and identify the underlying message so the appropriate behavior management strategy can be implemented. Please join us for this very informative working session.

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12/01/2018 (Saturday)

9:30pm – noon

**SIBLING DAY 1 (Siblings Only)**

10:30pm – noon

**PARENTS ASSOCIATION MEETING**

School

“...Oh the weather outside is frightful...” but not at Higashi School!

This is our first Sibling event of the year - and it's so much fun! Siblings will be having an awesome morning of gingerbread house making and more! If you like candy and you like having fun - this is for you!

Please note, this event is ONLY for siblings of BHS students who are aged six years and older. BHS students DO NOT attend this event!

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12/12/2018 (Wednesday)

6:00pm – 7:30pm

**RESIDENCE WINTER PARTY (EL & MS Students)**

start at Marble Hall

6:30pm – 7:30pm

**DANCE PARTY (HS & EP Students)**

We have a winter party at the Residence. We have many different types of activities in the division parties including exchanging the Holiday Gift. Please join us to celebrate the Holiday Season. During the winter dance party, a snow King and Queen will be chosen. Who will it be this year?

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12/20/2018 (Thursday)

8:30am – 1:30pm (Students)

**WINTER MUSIC FESTIVAL**

in School

Gym

10:00am – noon (Open to Public)

Elementary through High School divisions will participate in this music extravaganza to be part of our Open House for the public! This event is a “mini concert” during which participants will enjoy and appreciate each other's performances. Please come and join us. The students will be very excited to perform in front of an audience.

**LAST DAY OF 217/304 PROGRAM - Student Dismissal/Check Out 1:30pm**

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12/21/2018 (Friday) - 01/01/2019 (Monday)

**WINTER VACATION**



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01/02/2019 (Wednesday)

**1:00pm**

**304 PROGRAM REOPENS at 1:00pm**

Residence

**01/03/2019 (Thursday)**

**217 PROGRAM REOPENS**

8:30am – 9:45am

**BREAKFAST**

Marble Hall

10:00am

**OPENING CEREMONY**

School Gym

10:30am – noon

**PARENTS COLLABORATION MEETING**

Marble Hall

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**01/30/2019 (Wednesday)**

6:30pm – 8:00pm

**JANUARY PARENTS TRAINING 2**

School Lobby

NAPPI's Lalemand Green Behavior Scale® is a comprehensive guide that focuses attention on the importance of living a balanced life where productivity, community, family, and high quality relaxation help reduce stress. This will be a working session where parents can work on reaching a specific goal with their child with help and suggestions from staff. Come and find out how to bring more Daily Life Therapy into your family life! (Tentative Topic)

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**02/13/2019 (Wednesday)**

6:00pm – 7:30pm **RESIDENCE VALENTINE'S DAY PARTY (EL & MS Students)** at Marble Hall

6:30pm – 7:30pm **DANCE PARTY (HS & EP Students)**

Be Mine! We have a lovely Valentine's Day Party at the Residence. During the winter season, all students are enjoying indoor recreational and leisure activities and they will attend those activities during this party while celebrating St. Valentine's Day. Love! Love! Love! Join the older students as they dance the night away and have a sweetheart dance.

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**02/21/2019 (Thursday)**

9:30pm – noon

**SIBLING DAY 2 (BHS Students & Siblings)**

School

Are you looking for something fun to do on your school break? Higashi is the answer! Come and spend a half day with your brother or sister here on campus and participate in all that they do!

The day will include both indoor and outdoor winter activities, so please read the registration form carefully, and pack accordingly. Hope you can join us!

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**02/27/2019 (Wednesday)**

6:30pm – 8:00pm

**FEBRUARY PARENTS TRAINING 3**

School Lobby

Have you been in a situation with your child where they are simply refusing to cooperate? NAPPI's Generating Cooperation® module along with Daily Life Therapy behavioral support strategies can help! Come and learn various strategies to avoid a situation where your child says "no" and learn how to move towards a "yes". (Tentative Topic)

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**03/27/2019 (Wednesday)**

9:30am – noon

**PARENTS HANDS-ON TRAINING 4**

starts in School Gym

Would you like to receive more hands-on training? How can parents and staff work together to help develop a bridge from school to home? Your participation is one of the keys. Come and spend a half day with your child here on campus and participate in all that they do!

04/11/2019 (Thursday)

12:30pm – 2:30pm **EMERGENCE PROGRAM LADIES DAY OF BEAUTY AND LUNCHEON**  
**(Emergence female students)** Emergence Division

The girls of the Emergence Program would like to invite their mothers to a luncheon where a professional hairdresser will help the students get ready for the Formal Dance Party.

7:00pm – 9:00pm **FORMAL DANCE PARTY (EP & HS Students)** Lombardos,  
Randolph, MA

This is the biggest event of the year for the Emergence Program divisions. Throughout the year, the goal for these students is to acquire proper social skills from participation in age-appropriate community activities. These experiences will further prepare the students for their transition in the future. The Formal Dance is an opportunity for the students to share their achievements with family and friends. In addition this event will be student directed including planning and preparing within the framework of our educational goals.

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04/12/2019 (Friday)

11:00am – 12:30pm **THE EMERGENCE PROGRAM ANNUAL BRUNCH (EP Students)** Lombardos,  
Randolph, MA

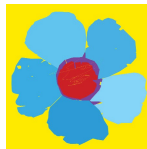
The Parents of Emergence Program Students will join their sons and daughters to enjoy a casual meal. The students working closely with the schools cafeteria staff prepare all the food. The students are involved in all aspects of preparation for this event. In addition to the food preparation, the students must also set up Marble Hall with tables and chairs, set each table, and decorate for the banquet. The purpose of the Annual Brunch is to recognize the graduating students of the Emergence Program.

**LAST DAY OF 217/304 PROGRAM**  
**Student Dismissal/Check Out 1:30pm**

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04/13/2019 (Saturday) - 04/28/2019 (Sunday)

**SPRING VACATION**



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04/29/2019 (Monday)

8:30am – 9:45am **217/304 PROGRAM REOPENS**  
**BREAKFAST** Marble Hall  
10:00am **OPENING CEREMONY** School Gym  
10:30am – noon **PARENTS COLLABORATION MEETING** Marble Hall

05/11/2019 (Saturday)

8:30am – 1:30pm (Students)  
9:30am – noon (Open to Public)

**ROAD RACE**

School

On your mark! Get set! Gooooo!!! The Higashi Road Race is an excellent opportunity for the students to practice the necessary skills to join in community road races. Our 1.3 mile race is fast paced, and with all of the cheering from staff, siblings, and parents, the students push themselves to beat their own past performances. Don't forget to bring your sneakers – there is also a one-lap race for all parents and siblings! Come join the fun! ( Rain Day 05/14/2019 (Tuesday) )

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06/19/2019 (Wednesday)

9:45am – noon **ANNUAL CELEBRATION OPEN DOOR FULL REHEARSAL** School Gym

This is another great learning opportunity for parents. By observing this rehearsal in school, parent's will get a look "behind the scenes". The students will gain confidence from this practice. This will help them prepare for the big day on the stage.

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06/23/2019 (Sunday)

TBA (Students)  
TBA (Open to Public)

**ANNUAL CELEBRATION**

TBA

This is our biggest school event of the year. The Annual Celebration is the culmination of the school year. These stage performances consist of Music and Physical Education. All performances reflect the daily guidance throughout the year. The students are highly recognized for their hard work and effort by their teachers, parents, and other people who work with them. Typically, they receive a great deal of applause. The students usually gain in confidence from this experience. This opportunity makes Daily Life Therapy® at Boston Higashi School very unique. Additionally the Older High School students plan and operate several "Higashi Stores" selling snacks, T-Shirts, Higashi goods and their own hand made ceramics.

**LAST DAY OF 217/304 PROGRAM**  
**Student Dismissal/Check Out 5:30pm after AC**

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**06/24/2019 (Monday) - 07/07/2019 (Sunday)**

**JUNE/JULY VACATION**



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07/08/2019 (Monday)

8:30am – 9:45am  
10:00am  
10:30am – noon

**217/304 PROGRAM REOPENS**  
**BREAKFAST**  
**OPENING CEREMONY**  
**PARENTS COLLABORATION MEETING**

Marble Hall  
School Gym  
Marble Hall

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Daily Life Therapy® • School Events/Parents Collaboration Meetings • 2018

07/20/2019 (Saturday)

11:30am – 3:30pm

**RESIDENTIAL 17th ANNUAL FAMILY DAY**

School Back Field

It's Summer Time! Summer? What will you do during the Summer with your family? Have a cook out party, outside concert, play in the field, wash your car (while playing with the water), simply going outside to play, etc... Yes! We will have all of these. So please, come enjoy our event in a community setting. Both day and residential parents are invited.

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07/26/2019 (Friday)

9:30pm – 1:00pm

**SIBLING DAY 3 (BHS Students & Siblings)**

School

Are you ready to have fun in the sun? Calling all siblings aged six and over! Come and spend a fun filled day with your favorite Higashi students! There will be water games, a cookout, and an ice-cream sundae party! Please be sure to pack clothing that is appropriate for swimming (e.g., bathing suit, towel, sandals, sunscreen, etc.) and playing games (e.g., sneakers).

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08/11/2019 (Sunday)

2:45pm – 5:30pm (Students)

**BON DANCE FESTIVAL**

School Back Field

3:15pm – 5:30pm (Open to Public)

The Bon Dance is a very traditional Japanese event. Through this event, families and students are able to experience and enjoy the cultural diversity that is part of our school. There will be international food and game booths sponsored by the Parents Association for the enjoyment of everybody who comes to the festival. It is open to the public and everybody is welcome. This is the last school event for the students to celebrate their good work throughout the year, and both parents and students enjoy themselves in a relaxed atmosphere.

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08/16/2019 (Friday)

**LAST DAY OF 217/304 PROGRAM**  
**Student Dismissal/Check Out 1:30pm**

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**08/17/2019 (Saturday) - 09/04/2019 (Wednesday)**

**SUMMER VACATION**



09/05/2019 (Thursday)

**217/304 PROGRAM REOPENS**

**Topics for Parents Trainings are subject to change. Please monitor our website at [www.bostonhigashi.org](http://www.bostonhigashi.org)**

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# RESTRAINT PREVENTION AND BEHAVIORAL SUPPORT

(Revised 6.2018)

*“The laughter of children is always heard in an enjoyable school.  
It is alive with vitality and full of smiling faces.”*

~ Dr. Kiyo Kitahata

## **I. Introduction**

### ***A. Basic Premise***

In Daily Life Therapy® learning to support behavior is an integral part of the systematic educational approach to achieve social independence and dignity. The goal of the Boston Higashi School behavior support policy is to enhance the character of the individual through a process of regulating reciprocal emotional relationships (establishing a bond between people). It is not based upon a procedure to control discrete behaviors.

The uniqueness of Daily Life Therapy® is derived from the integrative aspects of behavior support as part of the educational approach in the entirety. In order for behavior support to be effective continuous educational progress in all areas must be achieved. Behavior support is predicated on addressing the whole life of the child and not a result of analyzing discrete behaviors. The holistic approach promotes prediction, proaction, and prevention in the regulation of emotions and behavior. The success of behavior support is achieved through physical exercise to establish a healthy daily routine, intellectual stimulation, and emphasis on high expectations that enhance richness in life directly affecting the behavior of the student.

**Aversive measures, punishment, medication or time-out procedures are never used and are considered counter-productive to the bond and trust between teacher and student and among teacher, student and family, the most critical aspect of Daily Life Therapy®.**

### **Student Separation Resulting from Behavior Support**

1. The Boston Higashi School does not utilize time out/exclusion rooms. Staff may separate a student from his/her group if necessary when a student is displaying behaviors that are potentially unsafe or overly disruptive in the classroom. This is not used as a method of punishment, but rather a means to assist the student in redirecting their attention and de-escalating the situation. During this time, the student will be continuously with a staff member who will be utilizing various behavior support strategies to help teach the student appropriate skills for calming down. Examples of redirecting might be taking a walk down the hallway, getting a cup of water, or sitting quietly together in a quiet space. These types of interventions will be documented in the individual student log for all programs.
2. If a student must be separated from his/her peers for more that 30 minutes, the staff must obtain approval from the school principal to continue.
3. It is essential that a student return to his/her group as soon as the student is calm, and that separation from his/her peers is at a minimum. Some examples of exclusionary separations at BHS include the following:
  - Going outside of the classroom to get a drink of water
  - Going for a walk with a staff member in the hallway for a few minutes
  - Going for a walk with the student outside
  - Reviewing a visual schedule with the staff in a quiet space



Additional staff will be present during these times to ensure the student's safety while they are briefly away from their group.

**Behavioral Expectations for Progress:**

The student will increase his self-control, thereby enabling him to have many opportunities and experiences in life.

The student will (be able to) return to his family and community as an active participant.

The student will (be able to) benefit completely from his educational opportunities.

All of the following strategies need to be examined within the context of Daily Life Therapy®. Without fulfillment in the three basic tenets of Daily Life Therapy® these strategies are incomplete. As previously mentioned, the three basic tenets include participation in physical education, gaining stability of emotions, and stimulating the intellect.

***B. General Strategies:***

Prediction, Proaction and Prevention can be explained more clearly within two categories. This includes General Strategies and Specific Strategies. General Strategies are the fundamental prerequisites for establishing a foundation for learning. These are:

**Initial Stage Guidance:** This guidance is based on the fundamental ideas of child development. In order to begin the learning process a child must first develop a basic foundation, a “readiness” to learn and a readiness to begin participating in life itself. There are three basic elements: sleeping, eating and toileting. When a child with autism first begins at school he typically has very irregular sleeping patterns. The teachers at Boston Higashi School will provide vigorous physical activities along with stimulating intellectual/play activities to enable the child to remain awake during the day and fall asleep at night only. In order to completely accomplish this task a child's dietary habits must also be addressed. Many students exhibit strong food preferences and eat only similar tasting foods or foods with certain textures. The students are encouraged to eat a wider variety of foods through intense direction by one or more staff members using physical prompts, verbal prompts and modeling. The bonding between the child and teacher begins during this stage. The main aim when developing this bond is that the teacher will come to know the child extremely well and the child will develop trust and a feeling of comfort and consistency with the teacher. In addition, during the Initial Stage the child will naturally increase his physical stamina, which will enable him to be an active participant with positive feelings throughout the entire day. All of this will strongly influence the learning process.

**Environment of Normality:** Not only are academics presented at an age-appropriate level, including the students' age-appropriate interests through age-level contents, but also expectations are high for all students in all areas. The students are given opportunities for typical learning experiences and social opportunities throughout the curriculum, which outlines a variety of academic, physical, creative and vocational activities. The students are also viewed within a normal developmental framework with high expectations for attending skills. Correct postures and eye contact are emphasized to prepare children to focus on the teacher and the environment. Initially, teachers use exaggerated voices and movements to teach attending skills and provide clear guidelines of the teacher's expectations of the students. The general school environment is similar to a typical school, physically and programmatically. There are many opportunities for the students to be challenged and subsequently achieve success. (See “School Events”)

**Group Dynamics:** The Boston Higashi School utilizes a group approach similar to typical schools. After adjusting to their class or group, children develop an increased level of comfort and anxiety is automatically decreased particularly in stressful situations. The students also provide positive role models for each other, as well as receive stimulation from their peers to develop appropriate behaviors. The holistic approach of group dynamics is a step-by-step process founded on imitation. Socialization,

which is a weak point for many children with autism, is naturally integrated within this approach. (Also see, Group Orientation)

### **C. *Specific Strategies:***

Specific strategies enable students to learn appropriate skills to maintain their high level of learning throughout every aspect of their lives. This allows the students to participate in many opportunities and experiences throughout their lives, including those opportunities where they are giving to rather than only receiving from society.

**Bonding between the teacher and student:** When a child is first introduced to the program several teachers work intensively to establish relationships with the child. This bonding process establishes effective ties without attending to inappropriate behavior. It establishes trust between the student and teacher. This process of the development of a strong bond develops over time with specific practices. For example, the teacher will participate in all the activities with the students such as exercising together and eating the same meals together. Through this approach the students are physically and mentally closer to their teachers. With the basic bonding process established a student's awareness of his teacher and class develops. This enables the teacher to understand and predict undesirable behavior by recognizing what causes the student to become anxious. Also, the student is better able to control his own emotions in time of high anxiety when he is able to rely on his teacher's consistency that was built through their relationship of trust.

**Daily routine:** A routine oriented schedule is maintained for the students in order to provide consistency and prediction throughout their daily lives. This structure not only enables the students to make sense of their environment, but also allows the teachers to relay consistent and definitive expectations. Through concise instructions that are always clear and uniform the learning environment becomes familiar and comfortable which facilitates the student's progress. Students are able to better cope with change once they feel comfortable in a routine since they always know no matter how chaotic an event is, they will eventually get back to their comfortable and predictable routine. In addition, the teachers will plan to challenge the students with schedule changes or school events, in order to prevent the development of dependency on any routine.

**Basic posture training:** Postures useful for reducing maladaptive behaviors are learned throughout the student's daily routine as well as in physical education and exercise activities. The students will learn basic postures, which are similar to the idea of mutually exclusive techniques. This process is considerably more complex than the substitution of one behavior for another. Children learn that through attending they can differentiate appropriate behavior from inappropriate behavior, and can eventually select the appropriate behavior. Basic postures also provide the students with coping mechanisms in order to increase control over their behaviors. Through acquiring the basic postures the students have something comfortable and familiar to turn to when they feel anxious (redirection). In this way, any type of panic attack or behavior difficulty can be diffused quickly and more independently. All of this consequently leads to better self-control and decreased behavioral difficulties since the student is better able to control his own emotions. The key point of these postures is that the students are given a concrete idea of what they are supposed to be doing at each moment.

**Group Orientation:** Each student is educated in a class or group. Students will not only feel more comfortable with peer support as previously mentioned, but also become more independent through natural group dynamics. Group guidance aims at removing bit-by-bit a student's reliance and dependence on others through a natural method. The basis for this stems from the fact that most life activities are spent in group situations. Students who can feel confident and comfortable in a group have a future with many opportunities. Students are also more stimulated by their group and begin to foster more awareness of their surroundings. In this way the attending behavior and imitation skills can further develop.

**Physical energy diffusion:** Studies support the fact that physical exercise diffuses excess energy and lowers anxiety levels. Unlike typical peers, children with autism do not naturally diffuse energy through play. Part of physical energy diffusion includes teaching our students appropriate ways to play or engage in physical activities. Through diffusing excess energy many stereotypic behaviors decrease rapidly in students. Also, all of the physical activities and equipment that are taught directly effect the variety of opportunities for the students to socialize and participate in life. This also effects the overall development and self-esteem of the students, which directly effects the behavioral domain.

**Instructional Planning:** The education of students at the Boston Higashi School is well rounded and includes academics such as language arts, mathematics, science, social studies, computer technology, physical education, art and music. Planned and well-implemented educational lessons also reduce behavior difficulties by providing intellectual stimulation as well as clear expectations for the students. Age-appropriate materials are presented along with a variety of teaching materials in order to reach each student's level and mode of learning. The lessons themselves are taught in an organized and clear manner with clear beginnings and endings as well as clear goals. (Through improving the students' academic knowledge they are better able to learn skills that are necessary for life as well as generalize the skill of learning itself to all aspects of their lives.) Overall, each student's life will be enriched through these learning opportunities.

**Meetings and review procedures:** A team approach to teaching is maintained through support and daily review. All student issues are discussed daily in several meetings. In the morning meetings, teachers will prepare for the students by discussing any issues that occurred overnight or by discussing any plans that were made to solve issues from the previous day. In the afternoon, after the students are dismissed, all teachers meet within their division to discuss student issues again and plan for the following day. Master Teachers will report to the Division Directors in order to receive more suggestions or reminders. Through these meetings and review procedures all staff are aware of student issues and can plan accordingly to prevent similar occurrences. The focus of the meetings is to review the student's whole life, not just specific behaviors. The teachers will evaluate the three tenets of Daily Life Therapy® and plan accordingly if one area seems to be lacking. Through this support and planning system the main aspects of behavior management under Daily Life Therapy® can be accomplished; these again are prediction, proaction and prevention.

#### ***D. Reward in Daily Life Therapy®***

“Natural” reward is used in Daily Life Therapy® to encourage further achievement from students, and is not the same as a material reinforcement. There is no basic procedure or time for giving rewards. Each individual child is considered unique and any reward such as verbal praise naturally develops from the bond and relationship between teacher and student. In addition to verbal praise, recognition of the student's effort and hard work, a reward may be a favorite activity. Rewards, however, are always used for educational purposes, in accordance with the philosophy of Daily Life Therapy®.

Contingency reinforcement or operant conditioning is not used in Daily Life Therapy®. The reward is part of the child's natural environment and not simply a linear function of antecedent behavior or consequence. The reward, as part of the natural environment, provides a means for recognizing the child's effort and developing the child's pride and confidence. Consequently, reward is used to positively impact the child's perception of himself, and can be usefully applied to helping a child gain the confidence needed for social relationships. This process differs considerably from rewarding a child in order to prompt a desired behavior, which will only be maintained if the reward is quickly and consistently provided. Rewards through Daily Life Therapy® are part of an educational approach which teaches children to gain confidence for other educational and social pursuits. The social praise or “natural rewards” that children experience promotes growth in the child's self-esteem, confidence and clarity of appropriate behavior rather than increasing a particular behavior.

### ***E. Prohibition of Aversive Approaches***

The Boston Higashi School **prohibits** the use of aversive techniques including the following:

- a. Time-out or seclusion of a student that would involve isolation from physical contact or direct observation from staff or that would imply punishment or an aversive technique (if separation does take place it will be as described under Behavioral Practices).
- b. Withholding of essential nutrition and hydration
- c. Undue physical exercises; (physical exercise used as an aversive or punishment and not as part of the physical education curriculum);
- d. Subjecting the student to verbal abuse, ridicule or humiliation;
- e. Denial of sufficient sleep;
- f. Denial of program services;
- g. Denial of visitation or communication privileges with family;
- h. Excessive withholding of emotional response or stimulation;
- i. Chemical, mechanical or excessive physical restraint;
- j. Assignment of unduly physical, strenuous or harsh work;
- k. Any technique that results in signs of physical or psychological pain, humiliation or discomfort experienced by the child;
- l. Any and all types of corporal punishment

## **II. Preventative Methods:**

Kimochi-Zukuri (literally to prepare one's mind is always the intent and the goal)

### Definitions:

- (1) To prepare the student for an activity or task by removing anxiety or fear.
- (2) To prepare the student for an activity or task by teaching in a stepwise manner.
- (3) To prepare the student for an activity or task through repetitious practice.

### Common Practices:

1. The teacher will describe the schedule of the day or changes in schedule so the students will be able to predict their activities, develop expectations, and be prepared.
2. The teacher will anticipate anxiety provoking situations, and then re-enact those situations or tasks in order to help the student become familiar and comfortable with the activity.

### **Examples:**

Preparation for a new environment and activity: If a child exhibits difficulty paying attention or adjusting to being in the gym or the cafeteria, the teacher will take him/her to the location multiple times to practice or simulate in class a similar situation in order to guide the student to become familiar and comfortable with the environment and accustomed to the teacher's expectations. The activity will be practiced in a stepwise and repetitious manner to promote learning and interest. This will also desensitize them to the activity thus lowering their anxiety.

Preparation for the stage performance: The teacher will familiarize the student with a performance by showing the student materials from the performance, such as a musical instrument or costume, that are used in the activity. Using a concrete "cue" the student will become more aware that "there will be practice for the stage performance".

### Common Practices:

1. The teacher will have his/her students play or diffuse their energy to become refreshed and to become emotionally stabilized.
2. When the student exhibits some difficulties in dealing with specific situations or routines the teacher

will encourage the student to practice in the situation or the routine in order to become more comfortable and less anxious.

**Example:**

The teachers will review the Boston Higashi School exercises and basic body positions in their individual classroom prior to performing activities in the large group assembly.

**Specific Behavioral Practices:**

It is important to note that there is no “recipe” for behavior management under Daily Life Therapy®, rather the entire educational environment is prepared to decrease behavioral difficulties and prevent difficulties such as a panic attack from escalating. However, when a behavioral difficulty does occur all teachers will utilize similar specific practices (De-escalation) under Daily Life Therapy®. As a part of this, all teachers will naturally utilize a method of problem solving for each issue.

**Problem Solving**

1. Clearly identify the problem.
2. Identify the possible reason(s).
3. Identify strategies to prepare for and prevent this problem.
4. Consistently implement the plan.
5. Review.

All practices are implemented according to Standards and Policies of the School. Techniques are never used separately, but always in an integrated manner. Each child is considered on a case-by- case basis, with regard for the uniqueness of the individual’s ability to benefit from normalized daily life experiences. Daily Life Therapy® is not a behavior modification approach nor is it relegated to a behavior modification construct of an antecedent behavior consequence continuum.

Daily Life Therapy® structures the environment according to a normalized context, and is designed to be proactive, predictive and preventative with respect to challenging behavior. The approach is sequential and developmental and is not behavioral in nature.

**Physical Assistance:** Assisting students physically with their body movements, with the coordination of their movements and with the development of a sense of awareness of themselves as individual entities in space and time is extremely helpful as a teaching methodology to increase the precision of focus and concentration for students with autism. Physical guidance is part of our educational/behavior management approach.

**Physical Guidance:** Physical guidance is used to teach a student a skill; direct or redirect a student to or from an activity, person or situation; or to de-escalate a situation in which a student may be exhibiting difficult behaviors. Physical Guidance is not a physical restraint, and it is not an emergency intervention. Physical Guidance is utilized as a cue to assist the child in their learning, be it cognitively, physically, or in emotional self-regulation. All staff is trained to use a uniform and consistent method.

Guidance may be used in many domains including, hand-over-hand assistance, as a response to running/bolting, escorts, jogging guidance, re-direction techniques, and eating guidance, depending on the situation. The directions being given to the student at the time of the physical guidance are clearly communicated, and in fact, help the student to learn and to succeed.

Staff are specifically and consistently educated/trained to physically guide students with proper hand- over-hand techniques in areas of academic skills, such as, writing guidance, and in areas of daily life activities, such as, eating guidance. Physical guidance may be used within any activity where a student needs assistance, in order for the student to succeed and learn to his/her full potential.

Physical guidance may be used to direct or redirect a student to or from an activity, person or situation by means of the techniques of escape/evasion. For example, a teacher may use physical guidance to release a student from pulling hair or biting. Other techniques may include escorts, which consists of either one or two

staff to re-direct a student to or from a situation. Escorts may be used to re-direct a student from a potentially dangerous situation. Such escorts are not considered to be restraints, as described under physical guidance. Further, staff are taught specifically how to guide and re-direct students who are exhibiting aggressive behaviors, such as hitting, or to de-escalate agitated, disruptive and destructive behavior by means of seated support guidance, blocking and assisted stand guidance.

As part of the physical guidance learning process, staff is educated/trained to give clear directions during the physical guidance procedures, and to process the situation with all students. Follow-up procedures include daily student communication logs, daily division meetings, daily reports to the Division Director or Residential Director, weekly reports to Program Committee, bimonthly reports to Child Safety Committee, and Prediction Proaction and Prevention planning, known as the 3P plan, the term used for a behavior plan.

### **III. Behavioral Support Policies and Procedures**

**Purpose of Policy:** To ensure Boston Higashi School’s behavior support and management policies and practices promote positive behavior and protect the safety of students and personnel; and restrictive behavior management interventions are used in a manner that protects the safety and well being of students and personnel in emergency or crisis situations when less-restrictive measures have proven ineffective.

**Responsibility for Implementation and Oversight:** The Boston Higashi School, under the direction of the Executive Director, oversees the implementation of the policy.

**Policy:** To administer a physical restraint as defined by the *Massachusetts Department of Elementary and Secondary Education* (“DESE”) and *The Department of Early Education and Care* (“EEC”) only when needed and as a last resort to ensure the safety of that student and/or the school community. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

THESE PROCEDURES SHALL BE REVIEWED ANNUALLY AND PROVIDED TO SCHOOL STAFF AND MADE AVAILABLE TO APPLICANTS/PARENTS OF ENROLLED STUDENTS. **These procedures are in accordance with the DESE amendments and EEC regulatory changes revised during the 2014-2015 school year and effective January 1, 2016.**

**Procedures:** DESE and EEC govern the use of physical restraints for all public and private special education day and residential programs. These regulations are designed to ensure that all students are free from unreasonable use of physical restraints. These regulations do not prohibit staff from using reasonable physical restraints to protect students, other persons or themselves from an assault by a student.

The Boston Higashi School’s Child Safety Committee (“CSC”) reviews the safety issues and student-based issues concerning aggressive and/or dangerous behavior(s) towards self or others that are brought before the CSC. In cases where the CSC reviews issues concerning student aggression and/or dangerous behavior(s), a *Prediction, Proaction and Prevention* Plan, known as a 3P Plan may be recommended. The 3P Plan is a behavior-based plan that supports ways to predict and prevent aggressive or dangerous behaviors and ways to de-escalate or avoid the need for a restraint. The 3P Plan may also identify ways to apply a safe and effective restraint when other less intrusive alternatives have failed or are deemed inappropriate. Members of the CSC include the Director of Quality Assurance, Restraint Coordinator, Principal, Director of Clinical Services, Director of Special Education, Residential Directors, Director of Training, Head Nurse, Nurse

Practitioner, Division Directors and Case Managers.

- 1) *In most cases students are pre-identified as candidates who have the potential need for a restraint. In these cases parents are involved in the 3P process and plans are reviewed and approved by parent(s).*
- 2) *In the case of an emergency restraint when a student does not have a previously identified 3P/restraint plan, the incident may be subsequently discussed in the CSC and, when necessary, a 3P/restraint plan will be developed. Parent(s) are notified of the restraint verbally and in writing following the emergency restraint. The Division Director and/or designee are responsible for reporting the behavior and/or incident to the parent(s).*

### **Definitions Pertaining to Restraints:**

**Prohibitions:** The BHS does not use mechanical, chemical or prone restraints or seclusion/time outs as interventions in its behavioral support program.

**De-escalation:** Strategies used to diffuse a volatile situation to assist a student to regain behavioral control and to avoid physical intervention

**Physical Restraint:** Direct physical contact/reasonable force that prevents or significantly restricts a student's freedom of movement as is necessary to protect a student or another member of the school community from assault, or imminent, serious, physical harm. The term physical restraint does not include providing brief physical contact, without force to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. Approval by the chief administrative officer/designee is required when a restraint last longer than 20 minutes.

**Release:** Ending the restraint on a student.

**Physical Escort:** A temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location

**Monitoring:** Observation of the physical, verbal, and behavioral responses of a student for signs of distress or signs of behavioral calming while being restrained.

**Processing:** Verbal interactions between staff and a student who has been restrained designed to assist the staff and student in reviewing the behavioral incident and the restraint with the goal of minimizing the need for future restraint.

**Restraint Coordinator:** Staff member responsible for the oversight of all matters related to restraint, including oversight and documentation of training; ensuring that restraints are only employed when necessary and that the restraint methods taught is being used correctly; data collection, analysis and reporting and review with the restraint safety committee of restraint data and staff/resident safety information.

**Restraint Follow-Up:** Review by program management of each restraint with involved staff as part of a feedback and quality assurance process.

### **When Physical Restraint May be Used:**

- (a) Less restrictive approaches and physical guidance under Daily Life Therapy ® have been ineffective or failed, and
- (b) The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

### **When Physical Restraint May Not be Used:**

- (a) As a means of discipline or punishment;

- (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.
- (c) A response to property destruction, disruption of school order, a student’s refusal to comply with a education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent serious physical harm;
- (d) As a standard response for any individual student. No written individual behavior plan or IEP may include the use of a physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- (e) Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:
  1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
  2. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
  3. The exercise of an individual’s responsibilities as a mandated reporter shall not be used to deter an individual from reporting neglect or abuse to the appropriate state agency.

**Administration of a Physical Restraint:**

**Non-Abusive Psychological Physical Intervention (N.A.P.P.I.):** The Boston Higashi School has implemented the use of the N.A.P.P.I. (Non Abusive Psychological Physical Intervention) program. The N.A.P.P.I. principles complement and reflect the same underlying philosophy and methodology of Daily Life Therapy®, our methodology. The goals of this program are to ensure that all staff feel emotionally secure in making good decisions, for staff to feel recreationally/ academically secure in having the knowledge to apply the principles, and to feel physically secure and free from injuries to themselves or their students. It is equally important to ensure that when a restraint is applied, due a dangerous situation, the student is safe and well cared for. In order to meet these goals the Boston Higashi School has qualified N.A.P.P.I. instructors in the school and we work closely with the N.A.P.P.I. organization on a year-to-year basis.

In extreme cases, which are potentially life threatening and when a student is exhibiting dangerous behaviors, the staff are trained in the N.A.P.P.I. principles to ensure that a safe and effective physical restraint be carried out. Only in extreme cases, defined as a life-threatening or dangerous situation, will restraints be applied.

A restraint as defined by the Massachusetts’s Department of Early Education and Care–Residential and Placement Unit (MDEEC Residential and Placement Unit), is the use of any physical, mechanical or chemical means to temporarily control behavior. Physical restraint is defined by the Residential and Placement Unit as a technique involving the use of holding as a means of restricting a student’s freedom of movement. The Boston Higashi School will use a safe physical restraint using the N.A.P.P.I. program if a student is in a life-threatening or dangerous situation. The Boston Higashi School does not use any mechanical or chemical restraints, including seclusion rooms. As previously stated, the N.A.P.P.I. principles reflect the underlying philosophy of Daily Life Therapy®, where Predication, Proaction and Prevention continues to be practiced.

The Massachusetts Department of Elementary & Secondary Education (“ESE”) requires Massachusetts Public or Private Day and Residential Special Education School Programs under regulations 603 CMR 46.00 to annually present parents the opportunity to view and sign consent on the school’s physical restraint policy and procedures. Annual consent forms are sent to parents each year.



**Trained Personnel:** Only trained personnel are authorized to administer a physical restraint. Staff receive annual and on-going in-service training on the Boston Higashi School's *Behavioral Support Plan and Physical Guidance program under Daily Life Therapy® and the Non-Abusive Psychological & Physical Intervention (N.A.P.P.I.) Program*. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint.

**Use of Force:** A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

**Safest Method:** A person administering a physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor and prone restraints shall be prohibited unless the staff member administering the restraint has received in-depth training according to the requirements of 603 CMR 46.03(3) and, in the judgment of the trained staff member, such method is required to provide safety for the student or others present.

**Duration of Restraint:** A person administering a physical restraint shall discontinue such restraint as soon as possible as soon as the student no longer presents dangerous behavior. If, due to unusual circumstances, a restraint continues for more than twenty (20) minutes, it shall be considered an "extended restraint" for purposes of the reporting requirements in 603 CMR 46.06, described below.

**Safety Requirements:** Additional requirements for the use of physical restraint are as follows:

- (a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint a staff member shall continuously monitor the physical status of the student including skin color and respiration. A restraint shall be ended immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
- (b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If at any time during a physical restraint the student demonstrates significant physical distress, the student shall be released from the restraint immediately and school staff shall take steps to seek medical assistance.
- (c) Program staff shall review and consider any known medical or psychological limitations and/or active 3P plans regarding the use of physical restraint on an individual student.
- (d) Following the release of a student from a restraint, the program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident. Any student that is restrained will be taken to the BHS health room to be evaluated by the school nurse.

#### **IV. Training**

**Required Training For All Staff:** The BHS Director of Training will determine a time and method to provide all program staff with training regarding the school's behavior support training/restraint policy. All staff will be trained within the first month of each school year and for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The program's restraint policy;
- (b) Interventions that may preclude the need for restraint, including behavior support, physical guidance and de-escalation methods;
- (c) Types of restraints and related safety considerations, including information regarding the increased risk

of injury to a student when an extended restraint is used;

- (d) Administering physical restraint in accordance with known medical or psychological limitations and/or 3P plans applicable to an individual student; and

**BHS Certified Trainers in the Use of Physical Restraint:** The School identifies and authorizes senior school staff who have received in-depth training who will be responsible for restraint training, and serve as a school-wide resource to train, monitor and assist staff in implementing safe physical restraints. These school administrators have completed advanced restraint training and are certified trainers. Throughout the school year they will train all direct care program staff to assist in ensuring proper administration of physical restraint. All newly hired staff will complete sixteen (16) hours of pre-service restraint training and eight (8) hours of refresher training annually. Staff cannot be solely responsible for students until they have completed the required training. Training in the proper administration of physical restraint shall include, but not be limited to:

- (a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- (b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- (e) Demonstration by participants of proficiency in administering physical restraint.

## **V. Reporting and Documentation Requirements:**

**Informing School Administration:** Program staff that administered a restraint will verbally notify the school principal/designee as soon as possible, and by written report no later than the next school working day. The written report will be provided to the principal for review of the use of restraint and maintain an on-going record of all reported instances of physical restraint which will be made available for review by the parent or the Department upon request.

**Informing the Parents:** The principal/designee will make reasonable efforts to verbally inform the student's parents of the restraint within 24 hours of the event and will notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communication about the student, or by regular mail postmarked no later than three school working days of the restraint. The written restraint report will be provided to the parent in their native language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the report.

**Procedures for receiving/investigating complaints/Conducting Internal Investigation:** Any employee of the Boston Higashi School whom has reasonable cause to believe or is witness to any incident where a student is subject to abuse and/or neglect must immediately take the following steps:

If a staff member is witness to an incident of abuse and/or neglect, it is the responsibility of the staff member to intervene immediately and accordingly, to ensure the safety of the child. Subsequent procedures listed below.

1. Check the physical and/or emotional status of the child. After the staff member checks the student, he/she must notify the nurse. Depending upon the seriousness of the injury, the student will be treated at school and/or taken to a hospital for appropriate medical treatment.
2. It is the employee's responsibility as a mandated reporter, to report any incidence of abuse/neglect. The Boston Higashi School requires the individual to report the abuse/neglect or suspected abuse/neglect to the Director of Special Education or their designee for the Day Program (Monday through Friday) or to the Director of the Residence or their designee for all other times. In all instances, the Director of Quality Assurance should be notified immediately during regular business hours. The Director of Quality Assurance or his designee will be responsible for filing a report with the designated agency of either the *DCF* or the *DPPC*.

At all other times administrative staff have been trained in the reporting procedures and can file an abuse/neglect report in the event of a serious situation. The Director of Quality Assurance can make non-emergency abuse/neglect report filing during the next business day. The Director will coordinate any investigation activities at the school for any federal, state, or local investigator should the report be screened in and assigned for investigation.

In addition, the employee has the right to report directly to the *DCF* or the *DPPC*. Employee's having knowledge of abuse and/or neglect, and do not report it, shall be regarded as collaborating in the abuse/neglect.

3. The Director of Quality Assurance or designee will be initially be responsible for:
  - A. Identifying the investigation team members. The Director of Special Education will be responsible for coordinating the interviews and other investigation activities for the Day Program and the Director of the Residence for the Residential Program.
  - B. Oversee the Internal Investigation.
  - C. Review the findings of the school's internal investigation to determine a corrective action plan.
4. The Investigation Team will review the nature of the allegations of the incident reported. The employee involved in the reported incident of suspected abuse/neglect will not be allowed any unmonitored contact with students until the conclusion of the investigation. Depending on the severity of the allegations the employee may be suspended/terminated until the internal investigation has concluded.
5. The Director of Quality Assurance will notify the DESE and the *DEEC*, the sending School District (LEA), and the parent(s) of the student, for both the day and, The Director of Quality Assurance/Investigation Team will complete the internal investigation within 10 business days. In certain cases reports may take longer -depending on the extensiveness of the investigation. A copy of the internal investigation report will be submitted to the appropriate named agencies.

**Reporting to the Department of Elementary and Secondary Education:** When a restraint has resulted in a serious injury requiring emergency medical treatment for a student or when an extended restraint has been administered (longer than 20 minutes), the program will submit a copy of the DESE physical restraint report along with a Form 2 report within 3 working school days. The program shall also provide DESE with a copy of the record of physical restraints maintained by the program administrator for the 30-day period prior to the date of the reported restraint. DESE shall determine if additional action on the part of the school is warranted and, if so, shall notify the school of any required actions within 30 calendar days of receipt of the required written report(s). An annual restraint data report will be sent to the Department when requested.

**Reporting to the Department of Early Education and Care:** The Boston Higashi School submits restraint data to the Department on a quarterly basis.

**Contents of the Restraint Incident Report:** The Boston Higashi School will document all restraints, including any required administrative approval, and its processing and follow-up procedures in a physical restraint incident report and keep such reports in the student's record.

The written restraint incident report shall include the following:

- (a) The names and job titles of the staff who administer/observe the restraint; the date of the restraint and the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged in immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.
- (e) Information regarding opportunities for the student's parents or guardians to discuss with school officials or comment on the administration of the restraint.
- (f) Information regarding any further actions(s) that Boston Higashi School will take in regards to the student and opportunities or recommendations for the student's parent(s) to discuss the matter with the Boston Higashi School officials /Administrators. (This portion is completed under comments from the Restraint Coordinator, Division Directors, and Members of Child Safety Committee)

#### **VI. The Administrative Process for Completing/Reviewing all Incident Reports:**

1. The incident report is initiated in the BHS health room after the nursing section is completed.
2. The report is then sent to a Director who assigns a staff person to complete it.
3. The report is then reviewed and signed by the Master Teacher/Division Director.
4. If it is a restraint incident report it is then reviewed and signed by the school's Restraint Coordinator.
5. The report is then submitted to the Director of Quality Assurance and reviewed and signed by a member of the Child Safety Committee.
6. The report is then reviewed and signed by the school's Medical Consultant.
7. After all reviews and signatures the report is then sent to the Education Office and filed in the student's record.

#### **VII. Other Follow-Up Procedures:**

The School Principal/designee will conduct a weekly review of restraint data to identify any student that has been restrained multiple times during the week. Any student who has been restrained multiple times during the previous week will receive a review of their clinical/behavioral needs by the assigned case manager/clinician. Parents/guardians will be invited to this review. Changes made as a result of this service review require parental consent and must be documented in the student's service plan/IEP. Copies of all restraint reports, service reviews, and administrative approvals will be maintained in the student's file. At any time a student may be screened for any medical/psychological concerns by a licensed practitioner for contraindications on the use of restraints.

## FOOD & NUTRITION

(Revised 7/2018)

Boston Higashi School provides 3 nutritious meals/day for our residential students, and daily lunch for our day students. Meals include fresh fruit options, and a salad bar at lunchtime. In addition, a mid-morning snack, typically fruit, is provided to our younger students, and all students receive a mid-afternoon snack (with the exception of our Emergence Program students).

Food services is provided by our contracted vendor, Chartwells. Chartwell's Food Services Director is responsible for oversight, in consultation with the School's Registered Dietician.

The Registered Dietician reviews menus, formulates special diets, reviews food allergies and dietary restrictions, monitors the weight of students as needed, and is also available to consult with parents and outside providers.

Boston Higashi School currently offers the following diets based on medical necessity, or religion:

1. Gluten Free
2. Dairy/Casein Free
3. GERD diet
4. Vegetarian
5. Religious (specified)
6. Kosher
7. Weight Management

Restrictions related to documented allergies and/or medical conditions will continue to be strictly adhered to. Allergies must be listed on a student's physical exam, and a completed Allergy Action Plan must be on file in his/her record. For restrictions related to a medical condition, documentation by a physician must be on file in the student's health record; BHS may require supporting lab documentation related to reported restrictions or intolerances. The school does not support diets for the sole purpose of behavior modification. The School employs Daily Life Therapy to address and support behavior, and encourages students to eat a wide variety of foods.

To protect our students with life-threatening allergies, the school does not permit outside food and baked goods being brought on campus. Case Management is available to offer alternative suggestions in lieu of food.

## PARENTS ASSOCIATION

The Parents Association supports the school and families through attending and actively participating in the main events of the school year: Sports Day, Annual Celebration, Road Race, Family Day and the Bon Dance. It is very important that the parents support open houses at the school and residence and participate in the parent training sessions held throughout the year in order for progress to be made with the student in the home environment. The staff work very hard to share with the parents their efforts with each student.

The Parents Association meets regularly at the school. The ultimate goal of the Parents Association is to involve all parents in the Boston Higashi School Community and to help them understand Daily Life Therapy®.

We invite all parents to get involved in the Parents Association. You can do so by attending the scheduled meetings or by contacting one of the officers. Please show your support by becoming involved in our many activities.

### Executive Board of Officers:

President	Jill Gichuhi	jillgichuhi@gmail.com
First Vice President	Diane Cafarelli	dianecafarelli@hotmail.com
Second Vice President	James Glanville	james.glanville@mac.com
Out of State Vice President	Pamela Glatter	pglatter@twcny.rr.com
Treasurer	Whitney Whinnery	wwhinnery@comcast.net
Assistant Treasurer	Lisa Harris	lawalk429@gmail.com
Recording Secretary	Kate DeVane	katehap5@comcast.net
Corresponding Secretary	Christine Walker	ciwalker611@gmail.com