



## **Code of Conduct**

The principles of Applied Behavior Analysis (ABA) are used to promote student conduct that is respectful, tolerant, and compassionate. These behaviors are encouraged within an engaging and nurturing learning environment.

### **1) We Practice Appropriate Behaviors**

Students learn and practice concepts that are often taught as abstractions such as dignity, respect, compassion, kindness, and tolerance. These concepts are taught as concrete behaviors the student can model.

### **2) We Recognize Needs and Differences**

Students participate in both group and individualized social skill instruction to learn to recognize and value individual needs and differences.

### **3) We Embrace Opportunities to Make Choices**

Classroom and individualized behavioral supports help students identify and make choices regarding behaviors commonly labelled as "*being good or behaving.*"

### **4) We Learn in a Communal School Setting**

Students and parents adhere to the attendance, dress code, illness, and other policies detailed in Children's ABA T.E.A.M.'s Parent Handbook.

## **Positive Behavior Support (PBS)**

In our school-wide PBS system, students have frequent opportunities to earn access to preferred activities and materials by engaging in appropriate behavior. Children's ABA T.E.A.M.'s behavior support approach is rooted in research-based strategies for guiding behavior which includes:

### **1) Measuring Behavior**

When evaluating actions, an emphasis is placed on observable, measurable behavior.

### **2) Ongoing Evaluation**

Behavior Analysts use repeated and ongoing evaluation of progress through the use of data collection.

### **3) Modifying Environmental Conditions**

Proactive approaches modify environmental conditions to change behavior.

### **4) Teaching Appropriate Behaviors**

Instructors teach socially significant behaviors for each individual within his/her environment.

**5) Building Accountability**

By collaborating with everyone involved in the learning process, accountability is achieved through sharing data and communicating learning goals.

**6) Making Data-Driven Decisions**

Behavior Analysts refine and adjust instructional strategies based on objective data that measures an individual's progress.

**Discipline Policy**

Many children with Autism Spectrum Disorders (ASDs), developmental disabilities, and other learning challenges may exhibit problem behaviors. We utilize the tools of ABA to assess what function a problem behavior serves for the student. We then work to reduce the value of the problem behavior by teaching and increasing a student's frequency of using a socially appropriate behavior. To achieve our aim of fostering a safe, engaging, and nurturing environment, we utilize the following:

**1) Individualized Instruction**

Each student has individualized learning goals. Some students also have individualized treatment plans. Learning goals and treatment plans are developed and supervised by Board Certified Behavior Analysts (BCBAs) and/or Board Certified Assistant Behavior Analysts (BCaBAs).

**2) Bully-Free Environment**

A bully-free environment is fostered by directly teaching relationship building skills.

**3) Promotion of Self-Regulation Skills**

Procedures focus on teaching students how to cope with environmental triggers and how to use individualized tools to manage their own behavior. A combination of proactively teaching behavior skills and ensuring an enriching learning environment promotes appropriate interactions.

**4) Guided Social Support**

Conflicts among peers are addressed in real time with guided support from instructors.

**5) Typical Classroom-Based Intervention**

Minor behaviors of concern are handled directly in the classroom environment with opportunities to try again or complete additional work to earn access to preferred activities/materials.

**6) Behavior Intervention Plan (BIP)**

More significant difficulties (property destruction, harm to self or others) are addressed by utilizing individualized procedures written in a student's Behavior Intervention Plan (BIP). If a student does not have a BIP, instructors will begin the data collection and consultation process with Behavior Analysts to initiate plan development.

## **7) Address Safety Concerns**

The safety of all students is always a top priority. Students may be removed from the classroom to a private space (or other students may leave the classroom) when a student is engaging in crisis behaviors. A BCBA or BCaBA may be called in to directly supervise and support instructors. A discipline report and a parental phone call or conference occurs following incidents of severe problem behavior.

## **8) Suspension or Expulsion**

Students will not be suspended or expelled prior to family training efforts and implementation of an individualized Behavior Intervention Plan (BIP) following a Functional Behavior Assessment (FBA), unless immediate harm to the child or others is imminent. If data indicates that a student needs treatment in a more intensive therapeutic setting, then Children's ABA T.E.A.M. will work with the family to coordinate referrals to other settings.

## **Parent Involvement**

Effective communication between parents, instructors, therapists, and family support members lies at the heart of supporting each student in a holistic, cohesive manner. Beyond paying for services, providing transportation, and consenting to treatment plans, here are several other key elements to effective parent involvement:

### **1) Learn Principles of Applied Behavior Analysis**

All parents attend a tour and educational session regarding the principles of ABA prior to a student's enrollment.

### **2) Effectively Communicate**

Parents are encouraged to share goals and keep Children's ABA T.E.A.M. informed about behavior concerns at home and in the community. Share plans for interventions aimed at addressing behaviors (medications, diet changes, or supplements) BEFORE beginning so that baseline data can be taken.

### **3) Review Data**

Carefully review data shared by Children's ABA T.E.A.M. and share parent insight.

### **4) Attend Family Trainings**

Parents are invited to attend optional family training sessions as part of enrollment. Parents who would like in-depth family training may speak with instructors to develop an individualized family training package.

### **5) Attend Progress Report Conferences**

Parents attend student progress report meetings.

### **6) Attend Mandatory Parent Meetings**

For students with a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), parents meetings are mandatory.

**7) Consider Volunteer Opportunities**

Parents may choose to participate in the parent led fundraising, advocacy, and event planning team.

**8) Support School Events**

Parents are encouraged to attend special school events and programs.