

The Shafer Center for Early Intervention Parent Handbook

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Program Overview

Mission: The Shafer Center for Early Intervention is committed to providing resources and treatment to children on the autism spectrum from the age 18 months to age 15. The Shafer Center for Early Intervention utilizes a whole-child approach to treatment to maximize the potential of each child. By creating a central resource for education, assessment, and treatment, The Shafer Center for Early Intervention aspires to replace fear and uncertainty with hope, knowledge, and support; to aid in re-establishing family balance; and to put children on the path to realizing their fullest potential.

History: Helen and PJ Shafer founded The Shafer Center for Early Intervention to provide program opportunities for their own son who is on the autism spectrum. Realizing the important role early intervention has played in maximizing their son's potential, the Shafer's wanted to create an environment in which their son could continue to flourish while bringing those same programs and services to other children on the spectrum and to their families.

Statement of Purpose: The Shafer Center for Early Intervention uses a whole-child approach to treat children with autism spectrum disorders. This means that every child is assessed to determine his/her individual strengths and needs and to establish a set of goals unique to your child. As part of this approach, each child is monitored to evaluate the ongoing effectiveness of the programs in which he/she participates. In this way, each child's program can be tailored to meet his/her needs.

Every child is unique; therefore, The Shafer Center for Early Intervention uses a multi-disciplinary approach to address each child's specific needs. These disciplines include speech-language pathology, Applied Behavioral Analysis and Verbal Behavior and occupational therapy. The teaching techniques from each discipline are integrated into the Center's core curriculum. This multi-faceted approach helps children to learn in a variety of different ways and to become flexible learners in the classroom and in the community at large.

An essential component of The Shafer Center for Early Intervention is the focus on generalization of skills. It is essential that children not only acquire skills but also that each skill is generalized to functional and natural situations as quickly and efficiently as possible. The skill sets presented by our staff are generalized so a child can transfer that skill from the classroom and therapy room to his/her home or vice versa. Parents play an important role in this aspect of the programming, and the Center encourages their participation and strives to promote open communication.

General Information and Policies

Hours of Operations

The Shafer Center's business hours are from 8:30am to 5pm Monday through Friday.

Attendance Policy

Attendance is a critical aspect of your child's educational program and is required by law for children between the ages of 5 and 16. Under the Maryland Compulsory School Attendance law, the parent/guardian is responsible for their child's regular on-time school attendance. In addition, the parent/guardian is expected to provide their child with a signed, written statement accounting for the reason and date(s) of absences to be presented upon the child's return to school for excused absences. If the absence is 3 days or longer, a written statement from a physician is required. Absences not accounted for in writing either by the parent or doctor will be coded unexcused (unlawful).

Any person who has custody of a child who fails to have the child attend school under this compulsory attendance article is violating the law. If there are more than 10 excused or unexcused absences in a quarter, an attendance meeting will be held and county liaisons will be notified if your child is funded.

Annotated Code of Maryland, Education Article, § 7-301, Compulsory Attendance

Absences, Lateness's, Early Dismissal, and Vacation

Parents/guardians must call 410.517.1113 by 7:00am to report your child's unplanned absence. If you are going to be more than 5 minutes late to pick up or drop off your child, parents are responsible for calling 410.517.1113. After more than one late occurrence parents will be charged a late fee. For any planned absences, vacations, lateness, or early dismissal, parents are responsible for submitting a Parent Schedule Request to the Director of Admissions at least two weeks in advance.

Calendar

Parents/guardians will be able to download out yearly calendar at www.thshafercenter.com which outlines Shafer Center closings, professional days, breaks, conference days, and special events. The calendar is subject to change based on weather related closings and each update will be sent home. On scheduled conference days, ABA services are available by submitting a schedule request to the Director of Admissions at least two weeks in advance and the family will be charged the hourly ABA rate.

Inclement Weather

The Shafer Center follows the closing of the Baltimore County Public Schools during times of inclement weather. Families can sign up to receive text message notifications regarding these closings on:

www.wbaltv.com/weather/closingssignup

- For participants in the School Aide Program, please follow the closing policy of the host school.
- For clients who receive in-home services, please follow the closing policy of the resident county.

You can also go to The Shafer Center website for updates.

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Dress Code

The Shafer Center has no formal dress code but we strongly encourage parents to dress their children in comfortable clothes that can get soiled. Sandals without heel straps are not allowed.

Toileting

It is not a requirement that your child be potty trained. The Shafer Center can assist in developing a program to help your child achieve success with potty training. Please call the front desk if you would like to request a behavioral consultant assisting you with potty training. If your child is not toilet trained or in the process, please send in diapers, wipes, as well as changes of clothes.

Field Trips

Field trips are recognized as a meaningful part of a child's classroom experience and offer great opportunities for enriching the curriculum. In order to participate, a child must have a Field Trip Permission Form completed and signed by a parent. Parents must sign permission in order to have a service provider drive your child to a designated field trip and parents are responsible for supplying car or booster seat.

Pick Up by Unauthorized Adults

If a child is to be picked up by someone other than his/her parent, then that person must have written permission from the child's parent. The parent should complete the Transportation Pick-Up Consent Form and give to the Office Coordinator. This form will also be available on the website.

Pick Up and Drop Off Procedure

Safety is our first priority during arrival and dismissal. The following procedures are to ensure the safe and orderly flow of traffic.

1. During carpool, buses receive priority due to traffic flow.
2. Drop-off for class starts 10 minutes before the classroom start time (8:50). Drop-off for Resource Center services is at the scheduled start of the session. Pick-up for classes and all Resource Center services starts 10 minutes before the scheduled end time (2:50).
3. When entering the car pool line, please pull into the second entrance of our parking lot and stop at the designated cone in front of the building.
4. Only children in the first two cars will be removed if car is positioned in the front of the building..
5. Child **must** be on the passenger side of the car, so that staff does not need to walk with a child in the street.
6. Parents should not get out during drop-off. A staff member will take the child out of the car.
7. All children must be dropped off in car pool line unless previous arrangements have been made.
8. During pickup parents must get out to strap their child in a car seat. Shafer Center staff cannot buckle children into the car.
9. All pick-ups at non car pool times should be done at the car. Teachers/therapists will take children out to car and debrief parent at the car.

Late Pick-Up

Picking up children more than five minutes after the end of session/class will result in a fee being assessed at the rate of \$43.00 per hour starting at the 6th minute. The first time parents are late they will receive a warning notice. Any time after, the family will be billed for the time which they are late. Minutes will be rounded up to the next multiple of five.

Lunch and Snacks

Children participating in full day programs will need to bring a lunch and snack daily. The Shafer Center is a peanut free center. We encourage a healthy lunch please do not send in any peanut related products. The lunches will be not be refrigerated, so please make sure items are not perishable or are properly stored. Please limit items that need to be microwaved. Parents can provide water bottles for students to have access to water to throughout their school day.

Privacy Rights Policies and Procedures COMAR 13A.09.10.12B.(2)

The Shafer Center and its staff will not disclose personally identifiable information from a child's record without prior written consent of the child's parent(s)/legal guardian unless otherwise allowed by law.

Written requests for records will be stored in the child's file. All disclosures of personally identifiable information from the child's records will be documented in the child's record. This policy does not abrogate the privacy rights of the child or the parent(s)/legal guardian of the child under applicable federal and state law.

Child Records

Records are maintained for each child beginning with application to The Shafer Center. All information in a child's file will be considered confidential and to be used only by The Shafer Center personnel or specific County employees if your child is funded. It is The Shafer Center's policy that all records pertaining to a child are available to the child's parent(s)/legal guardian upon a written request made to the front desk. Please allow one week to process this request.

Parental Involvement and Communication

The Shafer Center strongly encourages parent involvement. Please notify The Shafer Center of any changes, challenges, or successes at home. It is The Shafer Center's mission to provide an enriching program for your child and parent feedback is an essential part of shaping that program.

Observation

Video monitoring system is set up in all classrooms and therapy rooms. Families are welcome to observe their child participating in both classroom services as well as individual and small-group related services. An administrator or consultant will be present for classroom observations. Please call the front desk at 410-517-1113 to schedule an observation and allow at least 2 weeks to process.

Daily Communications

Daily communication with families of children receiving services at The Shafer Center is part of our program. Classroom staff will communicate daily via "daily sheet" while related service providers will communicate via communication notebook. In addition, classroom newsletters will be sent home monthly and class newsletters and general communications will also be posted on the bulletin board in the lobby.

Classroom Quarterly Conferences

Conference Days are scheduled quarterly and are listed on the yearly calendar. Quarterly conferences will be with your child's team; special educator, speech language pathologist, behavior consultant, and classroom assistant.

Behavior Consultant Meeting

If your child is receiving ABA or classroom services, each family will receive a 1 hour monthly meeting at the location of your choice with your child's behavior consultant.

Other Meetings

Parents are welcome to schedule an appointment with an administrator or service provider at any time to discuss their child's progress. Please call the front desk to request a meeting and please allow two weeks to process. These additional meetings may be charged.

Outside Providers/Advocates

- Classroom or therapy observations need to be requested by parent two weeks prior.
- Parent is responsible for giving any necessary documents to outside providers; IEP progress reports, IEP related paperwork, assessments, etc.
- If additional copies of paperwork or electronic copies are needed, parents should communicate directly with The Shafer Center team and allow two weeks to process this request
- Parent is required to be present during any observations, meetings with TSC providers, or phone conferences regarding their child.
- Parent is required to be copied on all emails or written communication regarding their child.
- In preparations for IEP meetings, The Shafer Center is required to send IEP paperwork at least 5 days in advance. In order to prepare appropriately, outside providers need to provide feedback,

questions, or concerns at least 48 hours in advance in order for them to be considered prior to any IEP meeting.

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- Invite Shafer Center team to IEP meeting if TSC is going to be considered as a possible placement. Please give at least one week's notice. If a child is recommended to be placed at The Shafer Center, please allow 2 weeks after the packet has been received from the sending county before the child can start services. This allows us to be in compliance with MSDE and gives us sufficient time to prepare for the student

Health and Safety

Water/ Lights Out Procedure

If the water or electricity is out for more than 30 min. or more, dismissal will begin.

Once dismissal starts, it cannot be reversed.

If loss of water or electricity does not look like it will be restored after one week, Administrators will reconvene on decision.

Fire Drills

Fire drills are practiced one time monthly

Visitor at Entrance Procedure

All visitors must sign in at the front desk, show ID, and be required to wear a visitor's badge

Child Abuse and Reporting Law

According to Section 5-704 of the Family Law volume of the Annotated Code of the State of Maryland, any teacher or other professional employee of The Shafer Center who has reason to believe that a child has been subject to abuse or neglect must immediately inform the Program Director and report to the appropriate authority. In complying with the mandate to report, the person reporting is given immunity from criminal or civil penalties or liability when that person, in good faith, makes such a report. Such reports are confidential.

Health Services

The Shafer Center must have complete and accurate health and emergency information for each child. All children must have completed and returned the following forms prior to your child's start date. :

1. Emergency Form
2. MSDE Health Inventory
3. Medical Record Form
4. Maryland Immunization Certificate
5. Medication Authorization Form if applicable

Please make sure your child is in compliance with the immunization requirements for the State of Maryland. The immunization record must show the day, month, and year of each vaccination and must be signed by a medical professional or health department official. No child will be admitted to school without providing proof of these immunizations unless exempted for medical and religious reasons that satisfy Maryland law.

Medication Administration

- To administer a medication, we must have the following:
 - Medication in original container supplied by pharmacy/ manufacturer
 - A correct and legible label on container label that contain the child's name, dosage, and expiration date
 - A completed Medical Authorization Form (including Doctors Order if applicable)
 - This needs to be completed by the health care provider and a parent, and is required for prescriptions and Over the Counter (OTC) medications as well. Any known side effects or special instructions
 - If prescription, at least one dose of the medication has been given to the child at home.

Drop off of Medication

- All non-controlled medications must be delivered to TSC by an adult. This could be a parent, bus driver (if they agree), or an adult that is transporting your child . Please do not send any medications in your child's back pack.
- Any controlled medications must be hand delivered by a parent to one of TSC's Certified Medication Technician's

Disposal of Medication

- TSC may dispose of any medication when:
 - Medication is discontinued before all of it is used
 - Medication is dropped on floor or becomes unusable
 - Medication expiration date has been reached
- TSC will contact Parent if medication needs to be picked up. All medications not retrieved by the parent will be disposed of two weeks after the expiration date and contact with the parent has been made.

Pertinent Miscellaneous Information

- A new medication authorization form must be filled out (by the health care provider and by the Parent) for each new illness period. For example, if a child who has an ear infection arrives with medication they used months ago for a previous ear infection; a new form must still be filled out before we can administer medication.
- Prescriptions must be completed **ONLY** by a person with Prescriptive Authority, which includes:
 - Physicians
 - Physician's Assistants
 - Advanced Practice Nurses
 - Dentist
 - Podiatrists
- OTC ointment & creams (such as sunscreen, lip balm, diaper ointment, etc...) **ONLY** require a signed authorization form completed by a parent. We have a separate release form for this, also found at the front desk.
- Homeopathic Medicines (including vitamins) cannot be administered, unless prescribed by a *medical* doctor

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Illness

Parents are asked to make a conscientious and responsible effort to attend to ill students until all symptoms have abated to minimize the spread of infection.

- a. **FEVER.** A child shall be deemed to have a fever when there is an under the arm temperature above 100 degrees or more. In addition, if a fever develops while the child is at The Shafer Center or during home therapy provided by The Shafer Center, then the child will need to be picked up and taken home. For home therapy, the therapy session will end. The child may return to TSC if he/she has been fever free for 24 hours without medication.
- b. **RESPIRATORY AND OTHER INFECTIONS.** If a child is ill and requires antibiotics there needs to be a 24-hour period on medication before the child may return to The Shafer Center or receive home therapy (e.g., for strep throat). Ear infections are not contagious, as long as there is no discharge. Exclusion of children with respiratory disease with no fever is probably not warranted, because transmission may already have occurred (e.g., the common cold and coughs).
- c. **DIARRHEA OR VOMITING.** Children who are ill and have symptoms of diarrhea or vomiting may not attend The Shafer Center or home therapy. If diarrhea occurs more than once per day, or a single incident of vomiting occurs during therapy or while at The Shafer Center, the child needs to be taken home as soon as possible and may not return until they are symptom free for 24 hours.
- d. **CONJUNCTIVITIS.** Known commonly as “pink eye” is extremely contagious. In suspected cases, parents will be contacted and the child will be sent home for the day. In confirmed cases, your child may only return to The Shafer Center or home therapy services after being treated with medication for 24 hours, and there is no longer any discharge.
- e. **RASHES.** This covers a wide variety from eczema to poison ivy to allergies, etc. If the rash is oozing or pussy then your child may not attend The Shafer Center or receive home therapy. If the rash is dry and past infectious transmission, then the presence of a rash in itself is not a reason to exclude your child from services. Some rashes indicate that a child may have fifth disease which may be harmful to any pregnant woman. If it suspected that your child may have fifth disease, your child may need to visit the doctor before returning to school.
- f. **COMMUNICABLE DISEASE OR SERIOUS INFECTIONS.** If your child has a serious infection such as rubella (German measles), meningitis, hepatitis, H1N1 influenza virus or chicken pox, The Shafer Center should be notified immediately so that preventive measures can be discussed with The Shafer Center’s consulting physician.
- g. **EVIDENCE OF HEAD LICE OR OTHER PARASITES.** Infested children will be sent home immediately and all families will be informed of the outbreak and precautions that The Shafer Center. The child may return as soon as she or he is free of lice and nits.
- h. **WHEN IS A CHILD TOO ILL TO COME TO THE SHAFER CENTER?**
A child is too ill to come to the Center when he/she cannot fully participate in all of a day’s activities. It is important to note that our days are very active and a child who returns too quickly to the Center after being ill is more likely to have a relapse.

If your child has to be sent home early because of an illness we ask if they can be picked up within one hour of notification. The child has to be picked up by a parent, a person on child's emergency contact form or by a person that is authorized by the parent. The child will not be able to ride the bus home if they have an illness.

Behavior Policy

COMAR 13A.08.04

It is the policy of The Shafer Center for Early Intervention to treat all students with respect and dignity and to use positive strategies to teach new skills and to reduce problematic behaviors. The Center staff receives extensive training in the principles and applications of applied behavior analysis at least twice per year and in the preventive and responsive strategies for preventing and managing aggression (S.U.P.P.O.R.T. Training) at least one time per year. Staff members who have not received the full, intensive S.U.P.P.O.R.T Training may not use physical methods to manage a child's problem behavior. A list of staff who received the full, intensive S.U.P.P.O.R.T Training is available from any administrator.

The Shafer Center for Early Intervention believes that children can learn through well developed instruction and intervention. Our philosophy is that by providing consistent reinforcement for positive behaviors, improving the child's communication skills, and teaching functional alternatives in challenging situations we can minimize the number of problem behaviors that occur in our setting. Our goal is to help each child learn the communication skills they need to express themselves and to develop internal controls leading to socially acceptable behavior. Only once these less intrusive interventions have failed or have been deemed insufficient will more intrusive strategies will be used.

When problem behaviors occur, the Center's philosophy is to systematically evaluate each behavior and to develop an appropriate intervention. This intervention will attempt to minimize problem behaviors and increase appropriate behavior. A functional behavior assessment (FBA) will be conducted when well developed intervention and instruction consistently fail to prevent behaviors that impede the student's or other students' learning. A functional behavior assessment will also be conducted if a behavior is of concern, is difficult to understand, or anytime a behavior intervention plan is developed or improved. A functional behavior assessment is required to be conducted if a behavior results in removal or series of removals that accumulates to 10 school days. A functional behavioral assessment is first conducted to determine what purpose the behavior serves and what the child is attempting to gain or escape by engaging in the behaviors. This is done by tracking frequency, duration, antecedents and consequences of each behavior (on an ABC data sheet) and, if necessary, conducting functional assessment interviews and functional analyses. Once the function of the behavior is determined an individualized behavior plan will be developed. This plan will be constructed with the team and especially with the child's parents and will be included in the child's Individualized Education Plan (IEP) or Individualized Program Goals. Their parents and all members of the child's team will be taught how to implement the behavior plan in a consistent and effective manner. In addition, the effectiveness of each behavior plan will be measured and reviewed no less than once a week to make sure the plan is implemented effectively and that the procedure is the correct one for the child.

If a child were to engage in behaviors that are considered dangerous to themselves, other children, or adults in the environment, The Shafer Center for Early Intervention staff will use the least intrusive methods necessary to stop the behavior and to ensure the safety of all concerned. These strategies may include: verbal re-direction, environmental manipulations, physical blocking and re-direction, and, in extreme cases, physical holds. The following regulations apply to the use of exclusion, restraints, and seclusion.

Use of Exclusion [COMAR 13A.08.04.04]

The Shafer Center for Early Intervention staff is permitted to use exclusion to address a student's behavior only under the following condition:

1. The behavior unreasonably interferes with the student's learning or the learning of others
2. The behavior constitutes an emergency and exclusion is necessary to protect a student or another person from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate.
3. If supported by the student's behavior intervention plan

If exclusion is used, the setting must provide the following:

1. The Shafer Center for Early Intervention staff with the ability to see the student at all times
2. Adequate lighting, ventilation, and furnishings
3. Be unlocked and free of barriers to prevent egress.

If exclusion is used, the Shafer Center for Early Intervention staff shall ensure each period of exclusion:

1. Is appropriate to the developmental level of the student and the severity of the behavior
2. Does not exceed thirty minutes

If exclusion is used, the Shafer Center for Early Intervention staff must:

1. Monitor a student placed in exclusion
2. Provide the student in exclusion with an explanation of the behavior that resulted in the removal and instructions on the behavior required to return to the learning environment.

The Shafer Center for Early Intervention staff shall ensure the implementation of appropriate procedures, in accordance with COMAR 13A.08.03, if a student with a disability has experienced an excessive period of exclusion that may result in a change of placement.

Each time a student is placed in exclusion, The Shafer Center for Early Intervention staff shall document the following:

1. Other less intrusive interventions that have failed or been determined inappropriate
2. The precipitating event immediately preceding the behavior that prompted the use of exclusion
3. The behavior that prompted the use of a exclusion
4. The names of the staff who observed the behavior that prompted the use of exclusion
5. The length of time of exclusion
6. The student's behavior and reaction during exclusion
7. The names and signatures of the staff members implementing and monitoring the use of exclusion
8. The name and signature of the administrator informed of the use of exclusion

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The above documentation of exclusion shall be maintained in the student's educational record and available for inspection by the student's parent or legal guardian in accordance with COMAR 13A.08.02. Each time exclusion is used, parents shall be provided oral or written notification within 24 hours unless otherwise specified in a student's behavior intervention plan or IEP.

Use of Physical Restraint [COMAR 13A.08.04.05A.1]

The use of physical restraint is prohibited at The Shafer Center for Early Intervention except under the following conditions:

1. There is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm.
2. After other less intrusive, nonphysical interventions have failed or been determined inappropriate.
3. The student's behavioral intervention plan or IEP describe the specific behaviors and circumstances in which physical restraint may be used.
4. The parents of a nondisabled peer have otherwise provided written consent to the use of physical restraints while a behavior intervention plan is being developed.

Physical restraint shall be applied only by The Shafer Center for Early Intervention staff who are trained in the appropriate use of physical restraint in consistent with COMAR13A.08.04.06C. *Physical restraint shall be removed as soon as the student is calm and may not exceed 30 minutes.*

In applying physical restraint, The Shafer Center for Early Intervention staff shall only use reasonable force as is necessary to protect a student or other person from imminent, serious, physical harm. The Shafer Center for Early Intervention staff may not straddle a student's torso or place a student in a face down position or place a student in any other position that will:

1. obstruct a student's airway or otherwise impair a student's ability to breathe
2. obstruct The Shafer Center for Early Intervention staff member's view of a student's face;
3. restrict a student's ability to communicate distress;
4. place pressure on a student's head, neck, or torso
5. straddle a student's torso

The Shafer Center for Early Intervention staff will not, under any circumstances, use mechanical restraint as a student behavior intervention.

Documentation of the Use of Restraint [13A.08.04.05A.(3-5)]

Each time a student is in restraint, The Shafer Center for Early Intervention staff shall document the following:

1. Other less intrusive interventions that have failed or been determined inappropriate
2. The precipitating event immediately preceding the behavior that prompted the use of restraint
3. The behavior that prompted the use of a restraint
4. The names of the staff who observed the behavior that prompted the use of restraint
5. The type of restraint
6. The length of time of the restraint
7. The student's behavior and reaction during the restraint
8. The names and signatures of the staff members implementing and monitoring the use of restraint
9. The name and signature of the administrator informed of the use of restraint

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The above documentation of the restraint shall be maintained in the student's educational record and available for inspection by the student's parent or legal guardian in accordance with COMAR 13A.08.02. Each time a restraint is used, parents shall be provided oral or written notification within 24 hours unless otherwise specified in a student's behavior intervention plan or IEP.

Use of Seclusion [COMAR 13A.08.04.05B]

The use of seclusion is prohibited at The Shafer Center for Early Intervention.

Referral to the IEP Team [COMAR 13A.08.04.05C.]

When restraint or exclusion is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of restraint or exclusion, the IEP team shall meet, in accordance with COMAR 13A.08.03 within 10 business days of the incident to consider the following:

1. The need for a functional behavioral assessment
2. Developing appropriate behavioral interventions
3. Implementing a behavioral intervention plan

If restraint or exclusion is used for a student with a disability, and the IEP or behavior intervention plan includes the use of restraint or exclusion, the student's IEP or behavior intervention plan shall specify how often the IEP team shall meet to review or revise, as appropriate, the student's IEP or behavior intervention plan, in accordance with COMAR 13A.05.01 and 13A.08.03.

When an IEP team meets to review or revise a student's IEP or behavior plan, the IEP team shall consider the following:

1. Existing health, physical, psychological, and psychosocial information
2. Information provided by the parent
3. Observations by teachers and related service providers
4. The student's current placement

The Shafer Center for Early Intervention will provide the parent of the student with written notice in accordance with COMAR 13A.05.01.12A when an IEP team proposes or refuses to initiate or change the student's IEP or behavior intervention plan that includes the use of restraint or exclusion .

The Shafer Center for Early Intervention staff must bring any and all complaints regarding exclusion and restraint practices to the attention of the Program Director, Education Director, or a Board Certified Behavior Analyst (BCBA) immediately upon receiving the complaint. The Program Director, Education director, or BCBA will gather all relevant information, investigate the complaint and report back to the person making the complaint within 24 hours.

Administrative Procedures - Professional Development – Monitoring and Compliance [COMAR 13A.08.04.06A -D]

A continuum of behavioral interventions, strategies, and supports that The Shafer Center for Early Intervention staff will consider, attempt, or employ before exclusion and restraint include but are not limited to redirection, prompting, reinforcement of alternative behaviors, and removal of all items from around the child in order to maintain their safety. Interventions, strategies, and supports will be used in a humane, safe, and effective manner without intent to harm or create undue discomfort and will be consistent with known medical or psychological limitations and the student's behavioral intervention plan.

The Shafer Center for Early Intervention's policy in the prevention of self injurious behavior is to block the behavior whenever it occurs.

If a child exhibits problematic or challenging behaviors that are deemed to be dangerous to themselves or others, the clinical team will conduct an assessment and will develop a behavior support plan for that child that will include both preventive (instructive) and responsive strategies. The plan will be reviewed with parents whose signature is required for implementation. Data will be conducted on ABC data sheets, or specialized behavior sheet developed for each child to measure a variety of behaviors and will be analyzed to determine the efficacy of the plan in teaching new skills and in reducing the behaviors that required physical management.

The use and documentation of exclusion will be consistent with Regulation .04 listed above. All exclusion should be documented as soon as the child is safe and the adult perceives the child is no longer in danger to themselves or others.

The use and documentation of restraint will be consistent with Regulation .05A listed above. All restraints will be documented as soon as the child is safe and the adult perceives the child is no longer in danger to themselves or others.

All incident reports will be reviewed by the Program Director and additional preventive strategies will be developed and implemented, if necessary to reduce or eliminate the need for future reactive procedures. The Program Director/Education Director will monitor the use of exclusions and restraint by reviewing and signing each incident report and by reviewing all incident forms at least two times per month.

The Program Director/Education Director will notify the responsible local school system by phone and in writing if a student is removed for more than 10 consecutive school days or has a series of removals that constitute a pattern because the removals cumulate to more than 10 school days in a school year. If a student's team at The Shafer Center for Early Intervention deems it necessary for a child to be expelled from the program, the administrative head or the educational director will promptly request by phone and/or in writing that the local school system that referred the student for placement conduct an IEP team meeting before a recommendation is made to dismiss the student.

The Shafer Center for Early Intervention staff will receive professional development and training in current professionally accepted practices and standards regarding:

1. Positive behavior intervention strategies and supports including Method's for identifying and diffusing potentially dangerous behavior
2. Functional behavior assessment and behavior intervention planning
3. Exclusion
4. Restraint and alternatives to restraint
5. Seclusion
6. Symptoms of physical distress and potential asphyxia

The professional development described in C (3) of this regulation will include a written examination and physical demonstration of proficiency in the described skills and competencies. Appropriate implementation of policies and procedures developed in accordance with compliance with all regulations will be closely monitored and supervised by The Shafer Center for Early Intervention administration.

Referral to the IEP Team [COMAR 13A.08.04.05C.]

When restraint or exclusion is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of restraint or exclusion, the IEP team shall meet, in accordance with COMAR 13A.08.03 within 10 business days of the incident to consider the following:

4. The need for a functional behavioral assessment
5. Developing appropriate behavioral interventions
6. Implementing a behavioral intervention plan

If restraint or exclusion is used for a student with a disability, and the IEP or behavior intervention plan includes the use of restraint or exclusion, the student's IEP or behavior intervention plan shall specify how often the IEP team shall meet to review or revise, as appropriate, the student's IEP or behavior intervention plan, in accordance with COMAR 13A.05.01 and 13A.08.03.

When an IEP team meets to review or revise a student's IEP or behavior plan, the IEP team shall consider the following:

5. Existing health, physical, psychological, and psychosocial information
6. Information provided by the parent
7. Observations by teachers and related service providers
8. The student's current placement

The Shafer Center for Early Intervention will provide the parent of the student with written notice in accordance with COMAR 13A.05.01.12A when an IEP team proposes or refuses to initiate or change the student's IEP or behavior intervention plan that includes the use of restraint or exclusion .

The Shafer Center for Early Intervention staff must bring any and all complaints regarding exclusion and restraint practices to the attention of the Program Director, Education Director, or a Board Certified Behavior Analyst (BCBA) immediately upon receiving the complaint. The Program Director, Education director, or BCBA will gather all relevant information, investigate the complaint and report back to the person making the complaint within 24 hours.

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The Shafer Center
CREATING OPPORTUNITIES FOR SUCCESS

The professional development described in C(3) of this regulation will include a written examination and physical demonstration of proficiency in the described skills and competencies. Appropriate implementation of policies and procedures developed in accordance with compliance with all regulations will be closely monitored and supervised by The Shafer Center for Early Intervention administration.

The Shafer Center for Early Intervention Program Director and staff will annually review policies and procedures to assure all practices best serve the needs of our children and maintain compliance with current regulations. The Shafer Center for Early Intervention Behavior Policy will be distributed to all school personnel and to parents annually.

The Shafer Center for Early Intervention General Philosophy of Behavior

1. Discipline is an opportunity to teach the child more appropriate behaviors in all situations.
2. The staff's goal is to teach communication, functional alternatives and internal controls so the child may flourish in all environments.
3. Consistent and regular reinforcement of appropriate behaviors is an important part of our program.
4. Functional alternatives to behaviors will be identified, taught and reinforced.
5. If needed each child will have an individualized behavior plan designed to target specific problem behaviors and teach functional alternatives.
6. The Shafer Center for Early Intervention's behavior consultants will educate the staff on the center's overall discipline policies and each child's individual behavior plan and will develop any individual behavior plans. These plans will be reviewed with and approved by the child's family before any procedures are put in place.

Prohibitions: What Shafer Center Staff May Not Do

1. No physical/corporal punishment or threats of such punishment is permitted at the Shafer center
2. No verbal abuse; no belittling or demeaning children is permitted at The Shafer Center for Early Intervention
3. No isolating children out of site of staff is permitted at The Shafer Center for Early Intervention
4. No use of food as punishment is permitted at The Shafer Center for Early Intervention.
5. No use of exclusion unless the student's behavior constitutes an emergency and is necessary to protect a student from imminent serious physical harm after other less intrusive, non-physical interventions have failed or have been determined inappropriate.

Strategies The Shafer Center for Early Intervention Staff Should Use For Children Who Misbehave

1. Make sure to follow the child's individual behavior plan if they have one.
2. Set clear limits. Establish classroom rules and make sure they are followed consistently
3. Do not give verbal attention or eye contact to new behaviors. Re-direct the child to a more appropriate behavior.
4. Increase reinforcement for more functional alternative behaviors
5. Have staff model acceptable behavior
6. All problem data must be tracked and scientifically analyzed.
7. All interventions must be evaluated regularly to determine if they are effective or if changes must be made.

Behavior Back-Up

Each day, a behavior consultant is assigned to function as the behavior back-up. The purpose of the behavior back-up is to provide assistance to staff members implementing the children's behavior plans. If a situation arises with your child that requires the assistance of the behavior back-up, a behavior consultant who does not regularly interact with you may assist your child. The behavior consultants at The Shafer Center communicate with each other on a daily basis and are familiar with all children's behavior plans. If there is information that needs to be communicated to you about a situation in which the behavior back-up assisted, the behavior back-up who assisted may contact you instead of your regularly assigned behavior consultant.

Appendix

Classroom Schedules

BELIEVE 1	
8:50-9:15	Arrival, Activities of Daily Living & TEACCH: Table activities that are visually structured (bins containing math, fine motor, and literacy materials) using the <i>TEACCH methodology</i>
9:15-9:30	Circle Time: Developmentally appropriate greeting activities; calendar, weather, social skills, daily message, and peer interactions
9:30-9:50	Reading and Connect XYZ: Group activity that will address <ul style="list-style-type: none"> • Reading Comprehension: Use of Talkies program to address reading comprehension skills, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts • Generalizing skills in a group setting.
9:50-10:05	Structured Play: Developmentally appropriate play activities and social games using <i>The Hanen Method</i> <ul style="list-style-type: none"> • Turn taking • Requesting • Parallel Play/ Emerging Interactive Play Skills • Emerging Pretend Play • Functional Toy Play • Increase repertoire of toys • Joint attention • Joint reference • SPARK Routines • Increase reciprocity • Multiple Step Play Schemas • Giving Dialogue to Toys
10:05-10:25	Connect XYZ & Centers (M/W/F): (small group, DYAD, or 1:1) Students will participate in center groups that rotate daily. <ul style="list-style-type: none"> • Speech Language: Enhancement activities designed to target and assess individualized IEP goals including, social skills, pragmatics, vocabulary strategies, auditory processing, and other strategies to facilitate access to the curriculum. (15 minutes) • Reading Comprehension: Use of Talkies program to address reading comprehension skills, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts • Written Language: Use of Handwriting Without Tears (HWOT) program to address prewriting skills as well as individual IEP goals, and Common Core State Standards in the area of Written Language Specials (T/Th): Group activities that will focus on following directions, self-help skills, interacting with peers, practicing individual IEP goals and objectives, and exposure to Common Core Standards in a variety of settings. Activities will rotate and include:

	<ul style="list-style-type: none"> • Cooking • Gross Motor • Media • Technology • Art/Music
10:25-10:45	Snack/Nutrition <ul style="list-style-type: none"> • Requesting • Making choices • Extension of communication • Joint attention
10:45 – 11:00	Structured Play
11:00-11:20	Mathematics: Mathematical skills and themes based on the Individual IEP goals and the following Common Core Curriculum’s Domains (PreK-2 nd grade): <ul style="list-style-type: none"> • Counting & Cardinality • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry
11:20-11:45	Connect XYZ Orton Gillingham Phonics & Phonemic Awareness: Phonics & phonemic awareness skills and themes based on the Individual IEP goals and the following Common Core Curriculum’s Standards & Clusters (K-2 nd grade): <ul style="list-style-type: none"> • Reading Foundational Skills <ul style="list-style-type: none"> ○ Print Concepts ○ Phonics and Word Recognition ○ Spelling ○ Phonological Awareness
11:45-12:00	Recess

BELIEVE 2	
12:00-12:15	Recess
12:15-12:30	Arrival, Activities of Daily Living & TEACCH: Table activities that are visually structured (bins containing math, fine motor, and literacy materials) using the <i>TEACCH methodology</i>
12:30-12:45	Circle Time: Developmentally appropriate greeting activities; calendar, weather, social skills, daily message, and peer interactions
12:45-1:05	Reading and Connect XYZ: Group activity that will address <ul style="list-style-type: none"> • Reading Comprehension: Use of Talkies program to address reading comprehension skills, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts • Generalizing skills in a group setting.

1:05-1:20	<p>Structured Play: Developmentally appropriate play activities and social games using <i>The Hanen Method</i></p> <ul style="list-style-type: none"> • Turn taking • Requesting • Parallel Play/ Emerging Interactive Play Skills • Emerging Pretend Play • Functional Toy Play • Increase repertoire of toys • Joint attention • Joint reference • SPARK Routines • Increase reciprocity • Multiple Step Play Schemas • Giving Dialogue to Toys
1:20-1:40	<p>Connect XYZ & Centers (M/W/F): (small group, DYAD, or 1:1) Students will participate in center groups that rotate daily.</p> <ul style="list-style-type: none"> • Speech Language: Enhancement activities designed to target and assess individualized IEP goals including, social skills, pragmatics, vocabulary strategies, auditory processing, and other strategies to facilitate access to the curriculum. (15 minutes) • Reading Comprehension: Use of Talkies program to address reading comprehension skills, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts • Written Language: Use of Handwriting Without Tears (HWOT) program to address prewriting skills as well as individual IEP goals, and Common Core State Standards in the area of Written Language <p>Specials (T/Th): Group activities that will focus on following directions, self-help skills, interacting with peers, practicing individual IEP goals and objectives, and exposure to Common Core Standards in a variety of settings. Activities will rotate and include:</p> <ul style="list-style-type: none"> • Cooking • Gross Motor • Media • Technology • Art/Music
1:40-1:55	Structured Play (CON'T)
1:55 – 2:10	<p>Snack/Nutrition</p> <ul style="list-style-type: none"> • Requesting • Making choices • Extension of communication • Joint attention
2:10-2:30	<p>Mathematics: Mathematical skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Domains (PreK-2nd grade):</p> <ul style="list-style-type: none"> • Counting & Cardinality • Operations and Algebraic Thinking • Number and Operations in Base Ten

	<ul style="list-style-type: none"> • Measurement and Data • Geometry
2:30-2:45	<p>Connect XYZ Orton Gillingham Phonics & Phonemic Awareness: Phonics & phonemic awareness skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Standards & Clusters (K-2nd grade):</p> <ul style="list-style-type: none"> • Reading Foundational Skills <ul style="list-style-type: none"> ○ Print Concepts ○ Phonics and Word Recognition ○ Spelling ○ Phonological Awareness
2:45-3:00	Goodbye/Pack-up/Dismissal

IMAGINE	
12:00-12:15	Recess
12:15-12:30	<p>Arrival: Table activities that are visually structured (bins containing math, fine motor, and literacy materials) using the <i>TEACCH methodology</i>. Target skills include;</p> <ul style="list-style-type: none"> • Task completion • Critical thinking skills • Development of fine motor skills • Following 1-2 step directions
12:30-12:45	<p>Cleaning: cleaning skills with the following target skills;</p> <ul style="list-style-type: none"> • Sweeping and using dust pan • Wiping down tables • Washing dishes and putting away • Pushing in chairs <p>Throwing away trash</p>
12:45-1:00	<p>Functional Play: structured play activity with the following targeted skills;</p> <ul style="list-style-type: none"> • Turn taking • Requesting • Parallel Play • Functional Toy Play • Joint attention • SPARK Routines
1:00-1:15	<p>Circle Time: group activity to include; opening song, reading, and visually structured activities. Targeted skills include;</p> <ul style="list-style-type: none"> • Labeling • Matching • Following directions • Development of fine motor skills • Development of pre-academic skills • Responding to questions, requests, demands

1:15-1:25	<p>Preferred Activity/SPARK routines: <i>building communication into everyday routines using a structured methodology.</i> Choice of preferential item and engage for designated amount of time.</p> <p>Target skills include:</p> <ul style="list-style-type: none"> • Social Skills • Making Choices • Maintaining Attention • Extension of Communication • Engagement in back-and-forth interactions • Joint Attention • Increased appropriate behaviors • Play skills
1:25-1:30	<p>Hygiene: hygiene skills targeted include;</p> <ul style="list-style-type: none"> • Brushing teeth • Brushing hair • Washing face • Washing hands
1:30-1:45	<p>Circle Time: group activity to include; music, math, movement, and visually structured activities.</p> <p>Targeted skills include;</p> <ul style="list-style-type: none"> • Labeling • Matching • Following directions • Development of fine motor skills • Development of pre-academic skills • Responding to questions, requests, demands
1:45-2:00	<p>Phonics: group activity to include phonics skills. Target skills include;</p> <ul style="list-style-type: none"> • Letter sounds identification • Letter identification • Letter matching • Letter sorting • Identification of objects that begin with letter sound

DREAM 1	
9:00-9:20	<p>Arrival: Table activities that are visually structured (bins containing materials for math, reading, fine motor, and science/social studies). Activity schedules are used to foster independent working</p>
9:20-9:40	<p>Morning Meeting: Developmentally appropriate greeting activities including calendar, weather, social skills, peer interactions, and academic themes and enhancement.</p>
9:40-9:50	<p>Sensory Break: Developmentally appropriate movement activities and music designed to develop social, emotional, and cognitive skills; specifically increase communication, expressing, learning, and abstract concepts, (i.e. imaginative play, etc.)</p>
9:50-10:30	<p>Connect XYZ Program (small group, dyad or 1:1 instruction) Direct instruction in the following areas of reading;</p> <ul style="list-style-type: none"> • Phonics • Phonemic awareness

	<ul style="list-style-type: none"> • Vocabulary • Comprehension • Fluency
10:30 – 11:00	<p>Seatwork</p> <p>Reading Discrete Trial Instruction (Dyad or 1:1): Reading skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Standards (K-2nd grade):</p> <ul style="list-style-type: none"> • Reading Literature • Reading Informational Text • Reading Foundational Skills • Writing • Speaking and Listening • Language <p>Math Discrete Trial Instruction (Dyad or 1:1): Mathematical skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Domains (K-2nd grade):</p> <ul style="list-style-type: none"> • Counting & Cardinality • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data
11:00 – 11:30	Large Group Instruction, Mathematics, Reading, Writing and Connect XYZ skills and themes based on Common Core Curriculum.
11:30 – 12:00	Lunch
12:00 – 12:30	Gross Motor Development/ or Social Skills: Recess
12:30 – 1:00	Specials: Large group instruction, Music, Art, Movement, Cooking and Media based on theme and Common Core Curriculum
1:00 – 1:15	Snack
1:15 – 1:30	<p>Talking with Friends (Social-pragmatic language skill development): Direct instruction designed to ensure the acquisition of new social pragmatic language skills:</p> <ul style="list-style-type: none"> • Conversation skills, friendship skills, confidence, appropriate behavior, emotions, theory of mind
1:30 – 2:00	<p>Centers: Students will attend a center in a small group and groups are rotated daily.</p> <ul style="list-style-type: none"> • <u>Speech:</u> Enhancement activities designed to target and assess individualized IEP goals including, social skills, pragmatics, vocabulary strategies, auditory processing, and other strategies to facilitate access to the curriculum. • <u>Handwriting:</u> Use of Handwriting Without Tears (HWOT) program to address prewriting skills as well as individual IEP goals in the area of Written Language and Common Core State Standards in the area of Written Language • <u>Behavior:</u> Using ABA principles, students will work on the following classroom readiness skills; staying in assigned location, keeping hands to themselves, using classroom materials appropriately, orienting towards the teacher, and gaining attention appropriately.
2:00 – 2:30	<p>Structured Play: Developmentally appropriate play activities and social games</p> <p>Collaborative play skills, pretend play, role playing, multiple-step pretend play schemas, group games, board games, ending play with peers</p>
2:30 – 3:00	Functional Life Skills: Dismissal

	<ul style="list-style-type: none"> Students follow the steps task analysis to independently complete routines including class jobs/clean up, packing up, and toilet
DREAM 2	
8:50-9:30	ABA: Arrival Routine, Toileting & Arrival Activities <ul style="list-style-type: none"> Managing personal materials & unpacking Toileting Independent work binders, calendar work
9:30-11:00	ABA: Dyads & IEP Binders <ul style="list-style-type: none"> Group games Dyad activities Individualized IEP instruction
11:00-11:30	Connect XYZ Orton Gillingham Phonics: Phonics skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Standards & Clusters (K-2 nd grade): <ul style="list-style-type: none"> Reading Foundational Skills <ul style="list-style-type: none"> Print Concepts Phonics and Word Recognition Spelling
11:30-12:00	Mathematics: Mathematical skills and themes based on the Individual IEP goals and the following Common Core Curriculum's Domains (K-2 nd grade): <ul style="list-style-type: none"> Counting & Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten Measurement and Data Geometry
12:00-1:00	Lunch/Recess
1:00-1:20	Written Language: Use of Handwriting Without Tears (HWOT) program to address prewriting skills as well as individual IEP goals, and Common Core State Standards in the area of Written Language.
1:20-2:00	Connect XYZ & Centers: (small group, DYAD, or 1:1) Students will participate in center groups that rotate daily. <ul style="list-style-type: none"> Speech Language: Enhancement activities designed to target and assess individualized IEP goals including, social skills, pragmatics, vocabulary strategies, auditory processing, and other strategies to facilitate access to the curriculum. Reading Comprehension: Use of Talkies program to address reading comprehension skills, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts Phonemic Awareness: Use of Phonemic Awareness in Young Children and Seeing Stars program to address phonological awareness, orthography, and word attack, individual IEP goals and objectives, and Common Core Standards in the area of English Language Arts
2:00-2:30	Structured Play: Facilitated social interactions and communication between peers targeting the following skills <ul style="list-style-type: none"> Referencing peers Waiting for preferred items and or turn Turn taking

	<ul style="list-style-type: none"> ▪ Joint attention ▪ Sharing ▪ Pretend Play ▪ Social Skills
2:30-2:45	<p>Pack-up, Student Jobs, & Dismissal</p> <ul style="list-style-type: none"> ▪ Managing personal materials & packing ▪ Completion of weekly assigned functional jobs: stacking chairs, cleaning work areas, sweeping work areas and resetting schedule & calendar <p>Independent Reading</p>

Acknowledgement of Parent Handbook Signature Page

This form must be signed by the Parents/ Guardians and returned The Shafer Center before your child begins services here.

Parents are responsible for understanding The Shafer Center handbook and policies outlined within. We ask if you have any questions regarding the information discussed in this handbook please contact The Shafer Center for clarification.

Parents are asked to sign this form stating that you have received, read and understand The Shafer Center policies.

Parent/ Guardian Printed Name: _____

Parent/ Guardian Signature: _____

Date: _____