

Behavior Management & Positive Support Policy (3.3)

(Good Days Adolescent Special Needs Center, LLC – Fort Myers, FL)

Good Days Adolescent Special Needs Center (GDC) is committed to creating a supportive, respectful, and structured environment that promotes the emotional, social, and behavioral growth of every student. This policy establishes the principles and practices of positive behavior support (PBS) to guide staff interactions and interventions, ensuring that discipline is constructive, therapeutic, and aligned with each student's individualized needs.

Purpose

The purpose of this policy is to outline GDC's framework for promoting positive behavior through proactive strategies, individualized supports, and consistent reinforcement. The policy ensures that behavior management is conducted in a safe, ethical, and person-centered manner consistent with best practices and applicable Florida laws.

Scope

This policy applies to all staff, volunteers, and contractors of GDC who work directly with students or participate in implementing behavioral interventions. All personnel are responsible for adhering to the principles of positive behavior support as outlined in this document.

Guiding Principles

GDC's behavior management philosophy is based on the following principles:

- Every student deserves respect, dignity, and compassion regardless of behavior.
- Behavioral challenges are a form of communication that reflects unmet needs or skill deficits.
- Positive reinforcement is more effective than punitive measures in encouraging desired behaviors.
- Interventions must be individualized, developmentally appropriate, and therapeutically sound.
- Staff shall serve as role models for appropriate communication, emotional regulation, and conflict resolution.

Positive Behavior Support Framework

The Center employs a tiered approach to behavioral support to promote consistency and individualized care:

- ****Tier 1 – Universal Supports:**** Preventive measures that promote positive behavior for all students, such as structured routines, clear expectations, and recognition of positive conduct.
- ****Tier 2 – Targeted Supports:**** Small-group or individual strategies for students who require additional behavioral guidance, including social skills coaching, sensory regulation

strategies, or behavioral prompts.

- ****Tier 3 – Individualized Interventions:**** Intensive supports developed collaboratively by the Director, Occupational Therapist, and family to address persistent or high-risk behaviors through a personalized Behavior Support Plan (BSP).

Prohibited Practices

The following disciplinary methods are strictly prohibited under all circumstances:

- Physical punishment or corporal discipline
- Verbal abuse, ridicule, or humiliation
- Denial of basic needs such as food, water, rest, or toileting
- Seclusion or restraint (see Policy 3.5 for details)
- Any practice that causes physical pain, fear, or emotional distress

Staff Responsibilities

All staff are responsible for implementing proactive and positive approaches to behavior management, including:

- Identifying triggers and antecedents to challenging behaviors
- Utilizing calming strategies and sensory supports
- Reinforcing positive behaviors through praise and tangible rewards
- Maintaining consistent expectations and boundaries
- Documenting and communicating behavior incidents accurately and promptly

Collaboration and Communication

The Director, Trainers, and therapeutic staff shall work collaboratively with parents and guardians to ensure consistency between home and Center-based strategies. Families will be informed of any significant behavioral concerns or interventions and may be involved in developing or reviewing Behavior Support Plans.

Documentation and Review

All behavior incidents requiring staff intervention must be documented on the Behavior/Crisis Intervention Report Form. The Director will review incident reports to ensure appropriate follow-up and identify any trends or training needs. Behavior Support Plans will be reviewed at least annually or more frequently as needed.

Training

All staff will receive training in positive behavior support, de-escalation techniques, and trauma-informed care during onboarding and annually thereafter. Additional training may be provided based on student needs or as required by regulatory agencies.

Approved: December 2025

Next Review: December 2026