

# Kidville-Kovar Child Development Center

## Discipline and Behavior Management Policy

Date Adopted: February 1998/October 2017

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the following 4-part (1. Do's & Don'ts; 2. Encouraging Positive Behaviors, including Escalated Behavior Plan; 3. Absolutes; and 4. Goals and Resources) discipline and behavior management policy:

### **We:**

1. DO praise, reward, and encourage the children
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO modify the classroom environment to attempt to prevent problems before they occur.
5. DO actively listen to the children.
6. DO provide alternatives for inappropriate behavior to the children.
7. DO provide the children with natural and logical consequences of their behaviors.
8. DO treat the children as people and respect their needs, desires, and feelings.
9. DO ignore minor misbehaviors.
10. DO explain things to children on their level
11. DO stay consistent in our behavior management program.
12. DO use effective guidance and behavior management techniques that focus on a child's development.

13. Do sparingly use short, supervised periods of time out

### **We:**

1. DO NOT spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
2. DO NOT make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
3. DO NOT shame or punish the children when bathroom accidents occur.
4. DO NOT deny/delay food or rest as punishment.
5. DO NOT relate discipline to eating, resting, or sleeping.
6. DO NOT leave the children alone, unattended, or without supervision.
7. DO NOT place the children in locked rooms, closets, or boxes as punishment.
8. DO NOT allow discipline of children by children.
9. DO NOT criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.

## Effective Classroom Management Strategies Teachers Will Encourage Positive Behaviors

1. **Physical Environment/Room Set-Up** - Provide spaces for children's personal belongings, provide private areas in *the* classroom to be cozy and/or alone while engaging in activities to calm or relax. Organize materials for accessibility to typically and atypically developing children and place within easy reach. Label them in individual containers with pictures and words. Develop an easy traffic flow within the environment.

2. **Group Activities** - Teach children to: 1) self-regulate emotions and behaviors; 2) establish and sustain positive relationships; and 3) participate cooperatively and constructively in group situations. Lesson plans include daily social/emotional activities using books about feelings/character and puppets and vocabulary to help children in expressing their feelings.

\* Move from area to area within the classroom and assist children when needed in moving from center to center using a free choice system; facilitate the development of personal responsibility and decision making. Expand options for children, encourage self-help skills and use interventions, adaptations and supports as needed. Anticipate challenges and redirect activity.

\* Develop problem solvers: Help children solve problems; set clear limits, provide appropriate level of adult intervention & direction, provide alternative solutions to conflicts; engage children in talking through problems; assist children in making choices between alternative resolutions.

\* 2A. **Transitions** - Plan and facilitate quick (~2 minute), smooth, unregimented learning transitions. Use effective strategies for gaining children's attention and allowing for many opportunities to learn while in routines. Incorporate signals to indicate transitions such as bells, lights, songs, signs.

3. **Daily Schedule** - Follow planned schedule with SPOD in free choice activities. Post picture schedules at children's level so they know where they are in the day. Staff take breaks as scheduled and ask for additional breaks as needed.

\* 3A. **Rules & Expectations** - Keep rules to a minimum. Assure minimal rules that are positive, visual, and posted. Remind children about rules frequently. Involve children in setting rules. Engage in age-appropriate, developmentally appropriate expectations. Establish a reward system for positive reinforcement of children's behaviors (individual/group).

4. **Partnerships with Parents** – See Staff Handbook: Family Engagement Policy & Family Guide

5. **Respect of Cultural Values** - See Family Handbook: Multi-Cultural Education Commitment

6. **Supportive Teacher & Child Interactions**: Develop a personal, trusting relationship with each child; demonstrate awareness of and build on each child's strengths. Address child's individual needs. Assure children see, hear and experience pleasant, encouraging, positive and respectful interactions from staff. Use non-verbal facial cues, sign-language and calm, attentive conversation. Remain in close proximity (distance and level) to child while speaking (avoid distant/across room communications, *except in emergencies*). Self-examine words, volume and tones of voice; find ways to tell and model for the child **what to do** instead of what NOT to do. Engage in age-appropriate, 2-way/multi-turn, meaningful, warm nurturing, friendly and simple conversations. Attend to visually upset children within a short period of time (~<2 minutes).

**If behavior escalates**, immediately call a code 1:1 for support: 1) ignore minor behaviors, focus on positive behaviors, and quickly redirect; 2) offer choices and respond with logical, natural consequences; 3) employ brief periods of "time away" from activities as a last, infrequent resort for highly aggressive behaviors; 4) acknowledge child's feelings and encourage the child to move to a safe area to relax/reflect. Remain calm and maintain a "non-angry" approach towards the child while continuing to address the behavior, offer choices, try solutions and teach skills. [See posted Visual Representation of steps]

# BEHAVIOR ABSOLUTES

In an effort to maintain a fun-filled, loving, nurturing and safe environment for children, it is sometimes necessary to protect them from themselves and from each other. Consistent with policies from area public schools, the following list of “ABSOLUTES” was developed:

- Fighting, threatening or hurtful behavior (including biting, hitting, cutting, spitting, kicking, choking, throwing dangerous objects, etc.) towards self, other students or adults.
- Ignoring instructions and guidance to the level that requires 1:1 adult supervision for extended periods of time to maintain the child’s safety or the safety of others
- Intentional destruction of school furniture, equipment, walls, materials, etc.
- Removing seat belt. Standing on the vehicle or placing objects outside the window.
- Climbing/scaling fences, exiting gates or leaving the premises results in **automatic exclusion from the program.**

**For Pre-School Students:** If a child participates in one of the “Absolutes,” the parents are contacted to assist in immediate turn around to the activity. After the third occurrence in a 90-day period, the child will be dismissed from the program for the remainder of that school day and/or the day following the incident. Dismissal is necessary for each occurrence thereafter.

**For School-Aged Students:** If a child participates in one of the “Absolutes,” they will be dismissed from the program for the remainder of that school day and/or the day following the incident.

The only exception to this PROTOCOL is when a student has an Individualized Behavior Plan on file indicating alternative strategies to this PROTOCOL and/or if the student is actively engaged in a behavior plan with a supervising specialist.

We will continue to stop, redirect and model the appropriate behaviors. We will encourage positive behaviors, evaluate the school environment and schedules, consult with outside resources, conference with parents, and coach the student for more appropriate behaviors. We will assist families in turning a challenge into a success.

If challenging behaviors persist in general or are consistent within the ABSOLUTE, and/or our efforts to develop and implement behavioral plan strategies to impact behaviors are not effective in improving behavior outcomes, then we will work together with the family to find an alternate education program for the child.

**Our program goals for helping children develop self-control and learn acceptable forms of social behavior are:** 1. Regulate own emotions and behaviors; 2. Establishes and sustains positive relationships; 3. Participates cooperatively and constructively in group situations. Solves problems independently or with the help of others.

**Children are helped to resolve conflict and develop problem solving skills with peers by:** 1. Teaching pro-social behaviors through stories and intentional activities; 2. Talking through challenging situations with children; 3. Providing children with problem-solving steps and models; 4. Providing suggestions for how to solve problems; 5. Modeling positive interactions with others; and 6. Encouraging children to work with peers to solve problems.

**We ensure staff follow the programs discipline and behavior management policies and practices and use appropriate strategies by:** 1. Teaching Policy and Procedures during Staff Orientation/Annual Reviews. 2. Conducting Classroom Observations/Recordings/Assessments. 3. Gathering feedback from other staff, families, resources, specialist, visitors & administrators. 4. Resulting classroom temperament and individual children's behaviors.

**Local resources that can assist with services and support when persistent challenging behaviors continue to occur are:** 1. CCRI, Inc. 2. Thompson's, and other Behavioral/Therapeutic Specialists.

**Full cooperation from families is required to implement strategies to support children with challenging behaviors. Refusal to support behavior plan strategies or ineffectiveness of strategies to impact behavior outcomes will result in working with families to find an alternate education program for the child.**

Director/Operator:

I, the undersigned facility director/operator (or other designated staff member) of **Kidville-Kovar Child Development Center**, do hereby state that I have given and discussed the facility's Discipline and Behavior Management Policy with the child's parent or guardian.

Signature of Director/Operator (or other designated staff member):

Date \_\_\_\_\_

Parent or Guardian:

I, the undersigned parent or guardian of \_\_\_\_\_ (child's full name), do hereby state that I have read and received a copy of the facility's 4-Part Discipline and Behavior Management Policy and that the facility's director/operator (or other designated staff member) has discussed the facility's Discipline and Behavior Management Policy with me.

Date of Child's Enrollment: \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

# Escalated Behavior Plan



- Call code **1:1**
- Move child to a safe space/cozy area



- Neutral expression/tone.  
Open body.



Keep on open body

Example



"I have nothing to hide".

Straight, open hands forming one line with arm, shows honesty and openness.

Keep open body posture and appropriate eye contact. Seat yourself at a reasonable distance from the other person.

Tip: Most of the people find it to hard to lie while their hands are open. This message is most important as a first impression.



- Acknowledge feelings/label actions



- Offer choices & set limits



**\*\*\* (Choose wisely what you insist upon)\*\*\***