

Behavior Guidance

We encourage and stress good behavioral habits. Disrespectful or disruptive activity is handled in a positive and caring manner. Continual positive reinforcement will be used to encourage acceptable behavior. Positive techniques include but are not limited to the following:

1. Develop rules that are understandable to the children. Children will be included in the discussion of these rules.
2. Clarify the consequences prior to the rule being broken.
3. All expectations will be age-appropriate.
4. Children will have time to learn the rules and learn acceptable behavior to reduce conflict.
5. Reinforce proper behavior by praising or rewarding the child.
6. Provide immediate and directly related consequences for a child's unacceptable behavior.
7. Model positive behavior to all children.
8. Redirect children.
9. Short Breaks (must be noted and logged)
10. Protect the safety of children and staff persons.

Definition of challenging behavior: any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, or other children, or adults, or (3) puts a child at high risk for later social problems or school failure.

Examples of challenging behavior: Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("You can't play with us", verbal bullying), tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.

General Requirements of Behavior Guidance:

1. Ensure that each child is provided with a positive model of acceptable behavior.
2. Be tailored to the developmental level of the children that the program is licensed to serve.
3. Redirect children and groups away from problems toward constructive activity in order to reduce conflict.
4. Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict.
5. Protect the safety of the children and staff persons
6. Provide immediate and directly related consequences for a child's unacceptable behavior.

Employee Guidelines-when unacceptable behavior is observed

1. Approach children involved (Never talk/yell across the room)
2. Discuss the behavior at the children's level
3. Teach appropriate/expected behavior
4. Help children problem solve when necessary
5. Keep an eye on the children and complete above steps again when necessary
6. Acknowledge and praise when acceptable/expected behavior is observed
7. Ask for help from co-workers, management and parents when needed
8. **When the above has been tried repeatedly with no success; parents will be given this policy and teachers will begin to record separations that occur (see separation guidelines p. 3).**
9. Management will meet with parents when behavior plans are required

Prohibited Actions:

Memories & Milestones Academy prohibits the following actions by or at the direction of a staff person

1. Prohibits the subjection of a child to corporal punishment, which includes but is not limited to: Rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, or spanking.
2. Memories & Milestones Academy prohibits the subjection of a child to emotional abuse, which includes but is not limited to: name calling, ostracism, shaming, making derogatory remarks about a child or the child's family, using language that threatens, humiliates, or frightens the child.
3. Memories & Milestones Academy prohibits:
 1. Punishment for lapses in toileting
 2. Withholding or threatening to withhold food, light, warmth, clothing, or medical care as punishment for unacceptable behavior.
 3. The use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm.
 4. The use of mechanical restraints, such as tying.
5. **No child may be separated from the group unless the following has occurred:**
 - a. Less intrusive methods of guiding the child's behavior have been tried and were ineffective
 - b. The child's behavior threatens the well being of the child or other children in the program
 - c. A child who requires separation from the group must:
 1. Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person
 2. The child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
 3. The child must be returned to the group as soon as the behavior that precipitated the separation stops.

Children between the ages of 6 weeks to 16 months must not be separated from the group as a means of behavior guidance.

Separation Guidelines

Any separation must **be in the classroom** unless a behavior plan is in place and states differently. Children cannot be removed from the classroom without a behavior plan. If you need assistance with a child; assistance will be provided in the classroom. Teacher may call for help or send an assistant or aide to retrieve help.

Separation defined: See above in employee guidelines #8

All separations from the group must be noted on a daily log that must include the following:

- a. the child's name
- b. The staff person's name
- c. Time
- d. Date
- e. Information indicating what less intrusive methods were used to guide the child's behavior
- f. How the child's behavior continued to threaten the well-being of the child or other children in care
- g. If a child is separated from the **group three or more times in one day**, the child's parent shall be notified and the parent notification shall be indicated on the daily log
 - a. The separation log must be complete
 - b. When a child is on their second separation; teacher shall notify the Director/Assistant Director-notify by asking them to come to the classroom or send assistant or aide to rely information.
 - c. The Director/Assistant Director shall; 1. read the log and determine alternative methods to help the behavior; 2. observe in the classroom and give feedback for success to the teachers and or child.
 - d. When a child reaches their third separation the Director/Assistant Director will be informed. She/he will; 1. call the parent of the child to inform them of the child's behavior; 2. Make the parent aware of the behavior guidance policy (see h below); 3. Talk with parent and ask for advice, what is going on at home, etc; 4. Document in writing the phone conversation and place in child's file.
- h. If a child is separated **five or more times a week, eight times or more in two weeks**, the below procedures for persistent unacceptable behavior will be followed.

Procedures for Persistent Unacceptable Behaviors:

1.
 - a. When a serious disciplinary action occurs which requires an increased amount of staff guidance and time, a written procedure for dealing with the persistent unacceptable behavior will be developed. Behavior such as violent outbursts, inappropriate language, leaving the room/building/group, verbal or physical abuse of the staff, not listening to staff or following directions to ensure a safe environment, or the inability to adjust to the program guidelines will be consider unacceptable behavior that needs action. . Staff will observe and document the unacceptable behavior and the staff's response to the unacceptable behavior
 - b. The Academy will develop a plan to address the behavior documented in item "a" in consultation with the child's parents/guardians, other staff persons and professionals when appropriate. **If removal of the child from the classroom is needed-this must be stated in the behavior plan.**

Behavior Plan

A Behavior Plan should be written in easy-to-understand language and “fit” with routines, activities, and values of the family, teachers as well as the Academy’s best interest. Once a plan is complete the team should write an Action Plan of who will produce the various components needed to implement the plan. Components (such as reminder signs, checklists, and tip sheets) need to be easy to use and easy to remember, otherwise the plan will be difficult to implement. The plan must also accommodate demands of the teachers and family. If the individuals implementing the plan feel that it is too difficult or does not fit within the child’s everyday activities, then inconsistencies in implementation may occur.

Mini-plans are sometimes developed around difficult routines or activities. For instance, a mini-plan can be written for a group time routine that may consist of preventions, new skills for the child to learn, and how the adults will respond around the child at group time. The mini-plan still fits within the Behavior Plan but really addresses a specific routine or activity.

Prior to the implementation of a plan, everyone on the team needs to understand the plan and agree that the strategies and approaches within the plan are appropriate. Begin implementation when all pieces of the plan have been developed. This includes a method for monitoring outcomes. Forms to monitor outcomes should be simple and user-friendly. The entire team should feel the outcomes that the team is measuring are of value. Dates must be included in the Behavior Plan to check-in with the team do discuss progress or needed changes.

Behavior Plans are developed based on the individual child and behavior. Resources are available to assist in the developing behavior plans. Below are a few of these resources;

<http://csefel.vanderbilt.edu/>

<http://www.challengingbehavior.org>

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