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Behavior Management Principles:

SUU Head Start policy on behavior management and discipline is based on the following principles:

1. Children are capable of learning self-management and socialization skills.
2. Children, families, and staff members are treated with unconditional respect in all situations. Staff and volunteers model calm and courteous behavior.
3. Teaching staff are most aware of the temperaments of children in their class and are able to solve many behavior problems on their own or with the help of their child development coordinator.
4. Early identification of children who need additional help developing behavior management skills is essential. All Head Start staff support the child, parents/caregivers, and teaching team in accomplishing this goal.
5. All Head Start staff members are responsible to keep information about children and families confidential.

Who Disciplines, When and Where:

Children will be carefully supervised by adults while in any Head Start setting. The Teacher and the Advocate/Teacher are the primary disciplinarians in the classroom. All adults in the classroom understand and model the same positive approach to behavior management as the teaching staff. Parents and other volunteers are oriented to the rules and limits in the classroom and can remind the children of these rules but will seek help from the teacher and/or the advocate if unacceptable behavior continues. Adults remain calm and respectful at all times and the child will never be made an example of or purposely embarrassed.

Helping children develop empathy, anger management, problem solving and impulse control skills are important goals for SUU Head Start.

1. The classroom schedule and curriculum are organized to allow children time and opportunities to practice acceptable behavior.
2. Teachers view a child's inappropriate behavior as an opportunity to model, teach, and help the child practice appropriate socialization skills.
3. Adults in the classroom consistently model appropriate behavior. Adults who are unable to model appropriate behavior are asked to leave.
4. Teachers anticipate and eliminate potential problems by organizing the environment in a developmentally appropriate manner. Children have easy access to toys and supplies and quiet and active spaces are provided.
5. Clean up is easily managed and there are no runways or hiding spots.
6. Adults consistently give children reinforcement for positive behavior.
7. If possible, adults redirect or distract children displaying unwanted behavior to another area or to other children to play with.
8. Teachers clearly define classroom expectations and rules and maintain these throughout the year. Rules and expectations are positively framed and age appropriate.
9. Teachers recognize that children need to be taught every rule and procedure in a variety of ways, such as demonstration, class discussion, role-play, and positive reinforcement.
10. Teachers plan for each child as an individual who learns in their own style and at their own pace.

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11. Children are encouraged to make choices, solve problems, and use appropriate words to resolve conflict.
12. If a child's behavior is harmful to themselves, to others, or to property, the child is removed from the situation until they are able to calm themselves.
13. Time out is not to be used except in extreme situations--tantrums, out of control children, or aggressive/ dangerous behavior. When the time-out is over, the child may leave the time-out place. Do not discuss the bad behavior, but look for ways to reward and reinforce good behavior
14. Child restraint occurs only when required for the child's safety, the safety of others or as a last resort to stop destruction of property. The child is restrained in a manner that will not cause injury to the child and will not allow the child to cause injury to the adult.

Unacceptable Discipline

Any form of corporal punishment, (i.e., spanking, slapping, etc.) is unacceptable discipline, as are any demeaning or negative remarks. These forms of discipline will not take place in any Head Start facility or at any Head Start sponsored activity.

Behavior Management

Teaching staff will view behavior issues which cannot be handled by the teaching team alone, not as failure in their classroom management but as an opportunity to help the child and family receive more professional resources and support. In order to give each child the timeliest assistance, ongoing behavior that requires action will be handled according to the OPTIONS[®] System described below.

Children with IEP's will be staffed periodically in weekly staffing meetings to be sure their individual needs are being met and that all is being done to ensure they are reaching their full potential in every learning domain. If these children are determined to have behavior issues which hinder their progress, they will be staffed with the same approach as other children in the program.

CHILD STAFFING OPTIONS[®] PROGRAM

1. Complete the [incident report form](#). In the 'description of the incident' section, describe the incident and state what you believe caused the incident (environment, risk factors, physical well being, etc.) Write on the incident report form whether immediate support from the staffing team is necessary. Fax the form to your child development coordinator.
2. If immediate support is necessary, fill out the OPTIONS form listing the presenting problem (which can come directly from your incident report), risk and protective factors as you see them.
3. Schedule with your Child Development Coordinator to have this child discussed at the next child staffing meeting. If immediate support is needed, the child can be staffed at the next meeting, even if the meeting is not being held in your service area. Teacher either will be present at the meeting or will participate by

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telephone.

4. Teachers attend staffing meeting monthly in their geographic area as a member of the staffing team. Other members of the staffing team can include: Director and/or Assistant Director, Child Development Coordinators, Health Manager, FCP Manager, Mental Health Assistant, Disabilities Specialist, secretarial support, and other staff / consultants as needed.
5. Teachers will review everything known about the child, family, and environment. They may talk with people in the child's life—parents, caregivers, bus driver, siblings, grandparents, past teachers etc. Teachers will come prepared with their best assessment of risk and protective factors and possible solutions.
6. Teachers will fill out the presenting problem section of the Options form as objectively as possible, and then complete the Risk Factors and Protective Factors columns, using your best analysis of all you know about the child. Teaching teams are to come with ideas for the other sections, but do not list them on the form.
7. During the staffing meeting, it is team's responsibility to give their best suggestions, and then it is the teachers' responsibility to sort out and implement the suggestions/ideas which they feel will work best with this child.
8. Teachers will implement the program and will determine if the intervention is working with a child or if the child needs further staffing.
 - a. Reasons for further staffing might include: misidentified risk factors, protective factors not minimizing risk factors or protective factors cannot be maintained, situation changes for the child and/or family.
 - b. Reasons for curtailing staffing of a child - goals are met and child is progressing, or risk factors are removed and child is progressing.