



NEXT DOOR POLICIES AND PROCEDURES

Subject:	<i>Education – Child Guidance</i>
Compliance Standard/Regulation:	Performance Standard: 1304.21 (a) (1)(i) through 1304.21 (c)(2) , 1304.52 (iv) DCF 251.07 (a-f)
Effective Date:	July 2014
Department:	All Programs

Purpose: To facilitate and encourage the social and emotional growth of each child in partnership with the family.

Policy: Child guidance practices will include the following:

- Building positive relationships with children and families
- Creating supportive environments
- Teaching social and problem solving skills
- Establishing consistent meaningful routines
- Addressing inappropriate behaviors by creating positive behavior support plans, and
- Obtaining additional assistance and resources as needed

Prohibited Forms of Discipline: Next Door is a strength-based organization. We will do no harm to children. The Department of Children and Families has identified prohibited forms of discipline. Inappropriate child management strategies are reportable to the State licenser. The use of prohibited forms of discipline is grounds for disciplinary action up to and including termination.

Prohibited forms of discipline include:

- “Time outs” will not be used unless they are specified as part of an approved Positive Behavioral Support plan
- Use of time-out periods is prohibited for children under 3 years of age.
- All infants’ needs will be responded to quickly and consistently in a positive and caring manner. Crying babies will be comforted by responsive care giving appropriate to the child’s needs in all instances. Withholding of affection or placement in cribs will never be used as punishment, as a consequence for undesirable behaviors or as a means of shaping an infant’s behavior.
- Actions that may be psychologically, emotionally or physically painful, discomfoting, dangerous or potentially injurious are prohibited. Examples of prohibited actions include all of the



following: Spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of corporal punishment. Verbal abuse, threats or derogatory remarks about the child or the child's family. Physical restraint, binding or tying to restrict movement or enclosing in a confined space such as a closet, locked room, box or similar cubicle. Withholding or forcing meals, snacks or naps. Actions that are cruel, aversive, frightening or humiliating to the child. A child may not be punished for lapses in toilet training (DCF 251.07).

Performance Standard 1304.52 states:

Staff will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Procedure: These child guidance procedures provide positive strategies to support each child's development in becoming safe, thoughtful, accountable and respectful members of their communities.

Child Guidance Techniques

1. Modeling – model behaviors through action and narrative
2. Teaching Social Skills - Lesson Planning to include 2nd Step Curriculum weekly
3. Setting Clear Limits
 - Posting and reference classroom rules with visual clues
4. Supporting Smooth Transitions
 - Minimized waiting time
 - Warnings (10 minutes, 5 minutes, etc.)
 - Clearly planned activities (songs, movement games, etc.)
 - Using “I” messages
 - Giving pertinent information to promote understanding
 - Natural and logical consequences
 - Reframing negatives into positives
 - Providing appropriate choices
5. Active Listening
 - interpret, validate and support feelings
6. Negotiation
 - Help children resolve conflict
7. Modifying the Environment



- Making changes to support accessibility, cooperation and choice
- 8. Reinforcement, Noticing, and Stroking
 - Acknowledgement of specific accomplishments with descriptive praise
- 9. Facilitating
 - Helping children solve problems using a variety of tools (Use of WI Pyramid Model tools and strategies)
- 10. Removing and Sitting Apart
 - Separate child from group with teacher accompaniment and coaching; child decides when ready to return.

Crying Children

Crying will be promptly addressed in a supportive and nurturing manner through acknowledgment of feelings, provisions of comfort and implementation of age appropriate problem solving techniques.

Addressing Disruptive and Aggressive Behavior

DISRUPTIVE BEHAVIOR is severe behavior, which includes using profane language, throwing toys/objects, biting or other behaviors that significantly disrupt the learning of others. (Please begin the *RTI Positive Behavioral Process*).

AGGRESSIVE BEHAVIOR is extremely severe behavior, which includes hitting, kicking, or any behavior that may cause bodily harm to self, another individual or the environment. (Please begin the *RTI Positive Behavioral Process*)

When you are noticing a pattern of inappropriate behaviors, you should begin documenting the behavior on a Behavioral Incident Report (BIR). The BIR report will help us to collect data to further analyze some of the potential triggers of the behavior. Always complete when a child engages in the following kinds of behaviors

- Aggression to another child or adult that results in physical pain or harm to that person
(includes kicking, hitting, biting, scratching)
- Running out of classroom, off playground, or from group without responding to the calls of the adult
- Intentionally injuring self in manner that may cause serious harm (severe head banging, biting self)

Also complete when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills.



On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom. The form will not be completed if the behavior has not occurred before or if the behavior may be developmentally-expected (e.g., 2-year olds who tussle over a toy). These behaviors may be:

- Tantrums
- Inappropriate language
- Hitting
- Property Destruction
- Disruptive Behavior

When filling out the form, staff will first select the problem behavior that occurs, and then the activity in which the child was engaged when the problem behavior occurred. The next steps are to document the individuals affected by the child's behavior and the possible motivation for the behavior. Finally, staff will document the strategies used to address the behavior. There is an additional column to document follow-up from administrators if administrative follow-up occurred. Forms should be given to a Master Teacher/Site Director for additional follow-up. Master Teacher/Site Director will provide the form to the Educare Administrative Assistant/Pyramid Model Data Coordinator for tracking.

LEVEL ONE

1st Incident – Teaching Staff will conference with student and take him/her to a quiet space with less distractions to give student time to think about and change the inappropriate behavior.

2nd Incident – (repeat action in incident 1); Teaching staff will inform the Master Teacher/Site Director of the incident. The teacher will inform the parent of the incident and send home.

3rd Incident – Refer to the RTI behavioral process

LEVEL TWO

- Reduction in number of days the student attends
- Reduction in the number of hours per day the student attends
- Other Program Options
- Referral to a more appropriate program

In emergencies, when the Principal, Head Start Director, or Site Director feels that the student's presence in the school is an immediate danger or may disrupt the school's orderly operation, temporary removal may occur until a parent



conference occurs. We will work closely with the family in enlisting support from additional professional resources including the Mental Health Consultant, Special Education Services, and outside resources to best meet the child's individual needs.