

Purpose

This document describes effective methods to prevent and redirect challenging behavior by presenting clear behavioral expectations and minimizing time spent on behavioral issues.

Procedure

Positive guidance approach

Positive guidance and supportive interactions with children create a climate in which children learn, practice and apply skills for self-regulation and social and emotional competence. All site teams will use a positive guidance approach. This approach models the following behaviors.

- building and maintaining positive relationships with children
- adapting the environment, routine and activities to the needs of individual children
- establishing consistent, reasonable and predictable expectations
- involving children in defining simple, clear rules for the classroom and outside play area
- observing, facilitating and supervising children's activities
- establishing and posting a predictable classroom schedule that includes pictures
- using effective transition methods such as reminding children with environmental and verbal cues what will happen next and managing the appropriate length of transitions
- modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others respectfully and conflict resolution
- modeling and teaching emotional skills, such as identifying, recognizing and expressing feelings
- giving directions and instructions and offering replacement behaviors that tell children what they can do
- anticipating problems and developing plans to avoid them
- remembering that behavior that gets noticed is repeated
- guiding a child to walk to a safe location by temporarily touching or holding
- providing brief physical guidance, instructional prompting, physical support and comfort

Family engagement

Site teams must communicate with families about expectations for their children while in the Early Learning setting and work with families to understand and resolve challenges. Communication with families about expectations must include the following topics.

- consistent attendance
- safe and punctual arrival and pick up
- classroom and playground rules
- consistent, reasonable and predictable expectations for behavior

Physical safety

Site teams are expected to use positive guidance techniques to support classroom limits and maintain safety.

- use Active Supervision methods such as counting and zoning
- recognize and respect each child's energy level, learning style, temperament, developmental ability and capacity
- redirect children to appropriate activities that match the child's needs and preferences
- assist children to solve interpersonal difficulties through peaceful negotiation

The site team may restrict or immobilize a child in a manner that reduces their ability to freely move their torso, arms, legs or head only to immediately prevent a serious injury to a child, children or adult; to prevent serious property damage; or to obtain possession of a dangerous object.

Site team members must not restrict a child longer than it takes to achieve the safety goal. Any staff who restrain a child must be trained in de-escalation and restraint. Documentation of training must be kept in staff's personnel file.

Each incident must be documented, reported to the parent, the staff person's supervisor and to PSESD Associate Superintendent of Early Learning.

Unacceptable practices

Staff and volunteers must not:

- use any form of corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child
- compare children to one another, yell, shout, name call, shame, make derogatory remarks about a child or the child's family, or use language that threatens, humiliates or frightens a child
- use any closed or locked time-out room, children must never be left alone or unattended
- use or withhold food or liquids as punishment or reward
- consistently use the words "Don't," "Stop, and/or "No" to direct children's behavior
- use any physical restraint method that is injurious to a child
- hold, grab or move a child in an aggressive manner to cause them to comply, including pulling a child's arm to get them to stand or forcing a child to hold an adult's hand
- use full body holds, put legs over a child or force a child to stay on an adult's lap
- expel children for behavioral reasons
- use restraint as a method of punishment, discipline or to manage behavior

Related Documents

Active Supervision Procedure
Behavior Support Plan
Child Guidance and Support Policy (250)
Restraint Documentation Initial or Isolated
Restraint Documentation Log
Restraint of Children Documentation Procedure
Triage Support Form
Triage Support Procedure