

Head Start Community Program of Morris County, Inc. Positive Behavior Supports/Discipline Policy

Purpose:

The purpose of this policy and procedure is to provide guidance to all Head Start Community Program of Morris County, Inc. (HSCPMC) staff, volunteers and contractors in the requirement of supports for positive behavior and definition of acceptable discipline methods. It also serves to inform parents and community members about the policy of HSCPMC regarding positive behavior supports and discipline for all children served by the program.

Scope:

This policy and accompanying procedures applies to all HSPMC Head Start staff, volunteers and contractors. HSCPMC will provide all children with supports for positive behavior that is conducive to the development of social-emotional competence in young children and good order in the classroom. It provides for the safety and well-being of all children and staff.

Authority:

Guidance for this policy is supported by Head Start Program Performance Standards; Head Start Early Learning Outcomes Framework; the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children; NJ Preschool Teaching and Learning Standards, NJ Birth to Three Early Learning Standards; and *Creative Curriculum* Objectives for Learning and Development.

Policy:

It is the policy of HSCPMC to provide all children with supports for positive behavior that is conducive to the development of social competence in the individual, an atmosphere that provides safety to all children and staff and an environment in the classroom in which opportunities for learning are optimized.

HSPMC staff will identify children that have demonstrated potentially negative or challenging behaviors in the classroom or at home. Through documented observation, and in collaboration with parents, staff will develop strategies that provide for the individual needs of the child to find socially acceptable ways to provide support for positive productive emerging behaviors.

HSPMC staff, volunteers and contractors will not engage in the physical restraint of any child, unless there is a real and present danger of serious injury to the child, other children or staff. When such restraint is used, full and complete documentation of the incident and the actions taken will be reported immediately to the Education Manager and the child's parents. HSPMC staff, volunteers and contractors will not engage in corporal punishment, threatened or actual withholding of food, drink or bathroom privileges. HSPMC staff, volunteers and contractors will not use abusive language or profanity when speaking with children or families.

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PROCEDURES

Procedure:

- Staff will directly teach classroom rules, expectations and behavioral requirements to children.
 - They will discuss expectations with children in an age appropriate manner
 - Rule-making and teaching will use positive language.

- As early in the school year as possible and on a regular basis, staff will document challenging behaviors by children and responses by adults.
 - As a preliminary step, environmental, curricular, and classroom routines will be evaluated for factors that may trigger or reinforce inappropriate behaviors of the child. Most recent classroom ITERS/ECERS data will be reviewed by management to determine possible environmental factors triggering challenging behaviors.
 - As soon as patterns of challenging behaviors emerge, staff will seek the advice and assistance of their immediate supervisor.
 - Appropriate team members will observe the classroom and child prior to convening a team meeting to address the challenging behaviors.
 - Case management teams of staff and supervisors, including the Disabilities Coordinator, will meet and develop plans for assisting children in finding acceptable ways of meeting their needs.
 - Plans will include a determination of the need for referral to appropriate professionals for assessment.
 - Case management meetings will seek to identify:
 - the antecedent or triggers for challenging behaviors,
 - how behaviors are expressed and
 - the consequences/results of the behaviors that are reinforcing the undesirable behaviors.
 - curricular plans that will address the behaviors without humiliating or punishing the target child.
 - Staff will discuss and plan for inappropriate behaviors presented by identified children in advance.
 - For children whose behaviors present minor problems, informal plans may be made that staff will implemented on a regular and consistent basis to assist the child to conform to expectations of appropriate behavior.
 - For children who present more aggressive and disruptive behaviors; staff will develop a formal plan of addressing identified children's behaviors that center on concerted efforts by staff to identify and reinforce appropriate behaviors for the child, when they occur.
 - Staff, volunteers and consultants will support the behaviors of identified children in a manner that will assist the child in identifying and developing the skills necessary to function appropriately in his present Head Start environment, at home and prepare him for his future experiences in school.

- Children who do not respond to classroom planning and program individualization will be referred to the appropriate Child Study Team or Mental Health consultant, in consultation and with the permission of the child's parents/guardians.

Guidance:

All HSCPMC staff will provide developmentally appropriate positive behavior supports as follows:

- Build Positive Relationships with Children, Families and Colleagues
 - Be consistent with children and notice when they are following expectations
 - Communicate with children at eye level
 - Support children's home language and culture in the classroom and home settings
 - Verbally interact with children during routines and activities
 - Support and extend children's play
 - Show respect and consideration to all
- Establish Classroom Preventive Practices
 - Arrange traffic patterns in classroom so there are no wide open spaces
 - Provide a developmentally appropriate, responsive curriculum and activities
 - Clearly define boundaries in learning centers
 - Establish and enforce clear rules, limits and consequences for behavior
 - Provide a variety of materials in all learning centers
 - Consider children's interests when deciding what to put in learning centers
 - Make changes and additions to learning centers on a regular basis
 - Provide a well-balanced schedule of large and small group activities
 - Implement schedule consistently
 - Teach children about the schedule and explain changes when necessary
 - Ensure that transitions are smooth, by providing warnings, expectations and that wait time is held to a minimum.
- Utilize Social-Emotional Teaching Strategies
 - Interact with children to develop their self-esteem
 - Demonstrate active listening with children
 - Show empathy and acceptance of children's feelings
 - Show sensitivity to individual children's needs
 - Encourage autonomy
 - Capitalize on the presence of typically developing peers
 - Use prompting and reinforcement of interactions effectively
 - Promote identification and labeling of emotions in self and others
 - Model appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day
 - Create a planned approach for problem solving processes within the classroom
 - Promote children's individualized emotional regulation that will enhance positive social interactions within the classroom
 - Redirect or ignore minor challenging behaviors
- Use Intensive Individualized Interventions when necessary
 - Team with family and professionals to develop support plans
 - Develop and implement behavior support plan
 - Monitor progress and adjust strategies as needed