



Creative Kids Academy

BEHAVIOR MANAGEMENT POLICIES

Close supervision, patience, and a positive approach are required to achieve effective behavior management.

“Positive Reinforcement” is the center’s approach in making children’s behavior easier and better to handle. This is done through modeling and group discussion. Children will be taught acceptable alternatives to inappropriate behavior.

At times, however, thoughtful and purposeful discipline becomes necessary for the good of the individual child and the other children. The safety of the children and the staff will be protected at all times. Therefore, consequences to inappropriate behavior will be immediate and directly related to the incident. These procedures will be tailored to the child’s developmental level.

TYPES OF DISCIPLINE USED

1. Temporary “loss of privileges”: If after discussion of the unwanted behavior the child continues the mistreatment of our equipment and/or another child, he/she will temporarily lose the privilege to play with that piece of equipment or child.
2. Temporary “exclusion from the group”. Exclusion from the group for short periods of time if the unwanted behavior continues after a discussion and loss of privileges.

PROHIBITED FORMS OF PUNISHMENT

The following are prohibited by all staff, children and their parents. This includes anyone who would come and pick up your child.

1. “Physical Punishment”: hitting, spanking, pulling of hair or ears, shaking, kicking, biting, rough handling, slapping, shoving, pinching. Etc....
2. “Emotional Punishment”: name calling, shaming, ostracism, making derogatory remarks about a child or child’s family, or using language that threatens, humiliates or frightens the child;
3. “Punishment for lapses in toilet training”
4. Withholding food, light, warmth, clothing or medical treatment as a punishment for unacceptable behavior.
5. Separation of a child from the group except within rule 3 guidelines.
6. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.
7. The use of mechanical restraints, such as tying.

No child shall be separated from the group except with rule guidelines.

All separations will be documented in a separation log. Parents are notified of all separations in writing.

Even in the best of classroom situations there will be disagreements among children. In the situations, the following basic guidelines should be incorporated into all classrooms. These procedures do not act in isolation but are part of the total classroom environment.

Be Positive and Friendly with Others. Be respectful when handling disagreements. Don’t discuss issues with staff or children in front of the children. Children observe your relationships with other children but especially with other staff and will be influenced by what they observe.

Model Appropriate Behaviors. Follow the same rules required by children.

Interact with children during activities. Use this to maximize the educational value of the activity as well as to stay in constant touch with children's reactions to what is happening. Knowing when it is time to move on or to add something new to an activity in progress will minimize boredom and inappropriate behaviors. In addition, being close at hand allows staff to intercede in disagreements between children before it gets out of hand.

Teach acceptable behavior and rules to the children as part of group time. The consequences of not following rules will be discussed and acceptable ways to resolve disagreements or conflicts should be discussed so children will know what to do if the need arises.

When Inappropriate Behavior does occur, clearly, and gently indicate that the behavior is inappropriate for children old enough to understand the rules.

If the unwanted behavior continues, redirect the child to another area of the classroom.

Should the behavior continue, as a last resort the child may be given a "time out". The separation from the other children and activities will be for a short period of time. The child will need to agree to quit the inappropriate behavior. "Time outs" are not used in infants or toddlers to control behavior. Parents will be notified in writing with a separation report every time their child is given a timeout. Time outs will be logged in the separation log.

When there is persistent unacceptable behavior that is requiring an increased amount of staff time the following procedures will be followed.

1. Teachers will spend at least a week or more observing and child's behavior, the environment at the time of the behavior and teacher and classmate reaction to the behavior.
2. A conference will be held with the parents, director, and the child's teacher to plan a course of action.
3. Outside professionals will be brought in when appropriate and with the parents consent to help develop a plan to deal with the child's behavior.
4. Termination of the child if no improvement is shown in the child's behavior.

Separation from the Group: No child may be separated from the group unless the following has occurred:

1. Less intrusive methods of guiding the child's behavior were tried and were ineffective.
2. The child's behavior threatens the well being of the child or other children in the program.
3. A child who required separation from the group must:
 - a. remain within an unenclosed area within the classroom where a staff member can continuously see and hear the child.
 - b. The child's return to the group must be based on the child stopping or bringing under control the behavior that precipitated the separation.
 - c. The child must be returned to the group as soon as the behavior stops.

Separations are not allowed for children between the ages of 6 weeks and 16 months for behavior guidance.

Separation Reports: All separations from the group must be notated on a separation log daily, which must include:

1. The child's name;
2. The staff person's name;
3. Time;
4. Date;
5. Information on how the situation was handled prior to the separation to guide the child's behavior;

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6. How the child's behavior continued to threaten the well being of the child and other children within your care;
7. If the child has been separated three or more times in one day, the child's parent shall be notified and the parent notification shall be notated in the daily log; and
8. If a child is separated 5 or more times in one week, eight or more times in two weeks staff observation must take place and then a consultation with the parents must be set up to come up with a plan to address the behavior.

Children with mental retardation or related conditions: For children with mental retardation or related conditions or children under the age of five as specified in MN Rules. MN Rules encourage the use of positive approaches as an alternative to aversive or deprivation procedures and require documentation that positive approaches have been tried and have been unsuccessful as a condition of implementing an aversive or deprivation procedure.