

DCCC GUIDANCE PROCEDURES

At DCCC, guidance is regarded as a learning strategy and the procedures are based upon the philosophy of the Children's Center. The Center believes that all children should be treated with respect and that developmentally appropriate guidance strategies should be implemented. The focus will be on helping children learn inner control and resolve conflict among themselves. Classroom teachers may use some of the following strategies to encourage the children to make the right behavior choices: charts, stickers, positive reinforcement, redirection, and timers.

Teachers can avoid behavior problems by good planning and management. The Teacher who has numerous safe and meaningful learning experiences available for the children will avoid the conflicts and frustrations caused by general confusion, tension, too few toys, too little to do, too many children crowded into too small a space, over fatigue, over stimulation or under stimulation and unrealistic expectations.

DCCC is operated on the follow standards of care:

1. Treat each child with respect.
 - Use a calm and gentle tone of voice.
 - Use gentle, encouraging body language, appropriate for the age of the child. Smiles, hugs, pats, and lap holding are expected and important.
2. Some behaviors may be ignored. If the child is not hurting himself or another child, the first strategy should be to ignore the behavior. By not giving verbal or non verbal feedback, the child will soon learn that the behavior does not get attention.
3. The Teacher should consider room arrangement, daily schedule, and expectations placed on the child. Consider the purpose of the child's behavior and whether the child has unmet needs that need to be addressed. Sometimes simply changing room arrangement, daily schedule, and expectations will erase the problem behavior.
4. Redirection is another technique. An example of redirection is gently placing a hand on the child's arm and shoulder and guiding them into another activity while telling them they may play in another area. This strategy works well with infants and toddlers and should be used consistently with this age group.
5. Signals work well with preschool and kindergarten children. Some younger children may also have the cognitive ability to understand the concept of signals. When a Teacher sees that a child is about to act inappropriately or is in the first stage of an inappropriate behavior, the Teacher may give a non-verbal cue such as shaking head, pointing, moving eyes, etc. This will give the child a chance to positively respond without the Teacher giving verbal redirection.

6. Giving clear positively stated directions will help the child to understand appropriate behavior. Tell the child what you want them to do.
8. Teachers will be consistent with directions.
9. Teachers must remind themselves that children do forget, so children need to be reminded of the rules. The younger the child the more they forget. Younger children do not have the cognitive ability to reason and understand dangerous situations.
10. Teachers should teach regular routines and procedures in addition to rules. These procedures should be reviewed and practiced regularly.
11. Every classroom should have rules for appropriate behavior. Older children should be asked to help make the classroom rules. There should be no more than 5 positively stated rules. The rules will be posted in the individual classrooms and reviewed regularly.
12. Intervening before a problem arises is a positive strategy. Teachers must be alert to the actions of the group or an individual child and stop inappropriate behavior before it begins.
13. Teachers may also give the children choices. By giving choices the child is involved in the decision-making process and will feel some control over the situation.
14. Teachers may engage in a conflict resolution process with the child or children. In this process all work together to solve a problem. The steps are as follows:
 - A. Identify the problem and the feelings
 - B. Discuss the problem. Give each child the opportunity to share their view.
 - C. Brainstorm solutions.
 - D. Agree on a plan.
 - E. Implement the plan and follow through.

Many times the child may not be able to identify a feeling or be able to use words. In this case, the Teacher should guide the child and give them words to help identify the feeling or help them express their point of view. The Teacher will act as a facilitator and a mediator.

When a child displays aggressive behavior, the Teacher will guide the child into a more appropriate action. The Teacher can acknowledge the child's feeling because when children act out, we want the children to learn to express these feelings in an appropriate manner. The child must be told these behaviors are not permitted. You can say, "I will not let you hurt your friends. Now let's think of a way that you could have gotten that toy." Then guide the child into an appropriate response.

15. In some cases the behavior may require the child to take some time to calm their body. This calming down time will be viewed as a period of time for the child to regain self control. The child will be separated from the group and may sit on a chair at a table or another appropriate place. The Teacher will immediately tell the child why they are placed away from the group. The child must be placed so that the Teacher can monitor the child at all times. When the child feels that they can reenter the activity, the child may do so. The Teacher will talk to the child concerning the child's feelings and appropriate behavior. The conversation will include problem solving facilitated by the teacher. Depending upon the behavior and the purpose of the behavior and the child's ability to understand, the conversation may take place at a later time. The conversation may consist of only a statement about the reason the child was removed from the group.

Some children may need a quiet place to gain control or to be alone. Many times it is difficult for children to find an alone space within the Center environment. It is the Teacher's responsibility to help provide the quiet along space that many Children find a necessity to their mental health. Each room is set up to have many areas that a child can use as a "clam down area." A cardboard box with pillows, a corner sectioned off and labeled "the quiet corner," a book corner, an area with soft items can all be used as quiet places.

16. Infants and toddlers who have not yet achieved sufficient language to make their needs known and who are not yet able to share space, toys or people, are likely to use biting as a means to communicate their needs. Preventive planning is needed.
 - a. Supply a sufficient number of toys.
 - b. Avoid crowded conditions. If children are clustered too closely around a toy or play area, move some children to a less congested space.
 - c. Give close attention to potential biters or potential biting stimuli. Redirect them into an activity less likely to stimulate biting.
 - d. Keep the atmosphere calm and relaxed. Read stories or hold them in your lap.
 - e. If a child is involved in frequent acts of aggression such as biting and hitting, talk to the parents about helping the child relax by cutting down on demands and/or over-stimulating schedules at home.
 - f. A general rule to follow with infants and toddlers is that one Teacher will always be with the children.
 - g. A Teacher may also be required to "shadow" a child that exhibits biting or aggressive behaviors. This means that one teacher must closely follow the child and help them engage in positive behaviors and stop the hitting, kicking, or biting before it happens.
18. In some circumstances, it may be necessary to give the children more directions, focusing on the positive and remaining clear about the inappropriate behavior.
19. If children are engaging in pushing, throwing, kicking, running, climbing, etc. in the classroom, the Teacher may provide a space for the child to punch, climb, kick, throw,

etc. Some examples include: pillows to punch, play dough to pound with a hammer or fist, small balls to throw in a designated area, or a soft area with a climbing apparatus. In this Center, the Big Room may be used regularly for an indoor running area and riding toys may provide the outlet needed for the accumulated energy.

THE TEACHER MAY FIND IT NECESSARY TO USE ONE STRATEGY OR A COMBINATION OF STRATEGIES, BUT THE TECHNIQUE IMPLEMENTED WILL BE USED CONSISTENTLY WITHIN THAT ROOM.

When an inappropriate behavior is exhibited consistently or repeatedly, regardless of the implemented guidance strategies, or a situation arises which reveals a child's inability to function well in a group situation, the teacher will document the behaviors follow the steps below. The child may be engaging in behavior that endangers himself or herself, the other children, the teacher, or the property of the Center, regardless of the implemented guidance strategies. In this situation, the teacher will document the behaviors and the following procedure will be followed:

1. The employee will inform the Director who will then observe the child during a variety of activities in order to determine an appropriate plan for the child to be devised and implemented.
2. The Director, and such other DCCC personnel as the Director may choose, will confer with the parents to review the plan and to establish goals and means for the child to achieve the objectives of the plan.
3. The Director may refer the parents to the College Employee Assistance Program counselors, Franco Associates, or to other referral agencies, as is appropriate to that case.
4. The Director will set up a follow-up appointment three to four weeks from the initial referral to assess the child's progress.
5. If the child does not progress to the point of good adjustment to group care or if the parents do not follow through with the referral, the enrollment may be terminated.

Anti-Bullying Program for Preschool

The Children's Center has two Anti-bullying programs implemented daily within the Preschool Curriculum. These programs are the PATHS (Promoting Alternative Thinking Strategies) Program and the Bucket-Filling Program. At the preschool age, the main focus of the programs is preventing bullying behaviors in young children. Bullying is an act (or acts) of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person.

The mission of the Children's Center is to recognize each child as a unique individual and to help them reach their fullest potential. Children learn best when they feel safe and secure. Our goal is to provide an environment in which every child has the opportunity to learn. These two programs will support our goals for the children. The programs encourage kindness, caring, respectfulness and overall positive behaviors.

In order to aid children in their learning of social and emotional skills, DCCC has chosen the PATHS Program. The PATHS Program covers these domains of social and emotional development: self-control, emotional understanding, positive self-esteem, relationships, interpersonal problem solving skills, and conflict resolution. The program consists of literature, games and puppets to teach in an interesting and exciting way. (<http://www.channing-bete.com/prevention-programs/paths/overview.html>)

Bucket Filling is a character development program. Bucket-filling is an easy-to-understand concept: Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring and respectful. They also learn that when they are mean, inconsiderate, uncaring or disrespectful, they dip into buckets and remove those good feelings from others. Even the youngest child understands that actions and words can either fill a bucket or dip into it. Through this program we hope to encourage, remind, and recognize everyone's efforts to be bucket fillers at home, at school and everywhere they go (2010 Bucket Fillers, Inc.).

To support the Bucket Filling program, we will use three literature books:

1. Fill a Bucket: A Guide to Daily Happiness for Young Children by: Carol McCloud and Katherine Martin, M.A.
2. Have you Filled a Bucket Today? By: Carol McCloud
3. How Full is Your Bucket? For Kids by: Tom Rath and Mary Reckmeyer

For more information regarding this program go to: www.bucketfillers101.com

Please Return to Director

I _____ acknowledge receipt of the DCCC
(name)

Guidance Procedures. I agree to follow and implement these procedures and have had the opportunity to ask questions.

Staff Signature

Date