



**DICKINSON COLLEGE  
CHILDREN'S CENTER**

**DCCC GUIDANCE PROCEDURES for families**

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.

Dickinson College Children's Center has implemented a **PBIS** (Positive Behavior Intervention Support) program to support children's healthy social-emotional development. Our Center-wide expectations, also known as **DCCC's Big 3** are *Be Safe, Be Kind, Be Responsible*. The program will foster positive and encouraging interactions between all teachers, children and families.

Classroom teachers will use a variety of **acknowledgement strategies** to encourage the children to make behavior choices that align with center-wide expectations. Those strategies include: Get Your Game On, Mr. Manner Mouse, "Caught" being kind, gold tags, and more. Many classrooms offer individual or group incentives for following the expectations.

**PBIS Vision Statement**

DCCC has implemented PBIS in order to provide a positive environment for all children. The program encourages administration, teachers, and families to work collaboratively to provide positive experiences, reduce negative behavior, and support the whole child with an emphasis on the social-emotional development. The PBIS program will help maintain high quality care within the center and ensure each child's individual path to success. Teachers will utilize a framework of practices which include universal practices for all children, prevention practices for some children and intervention for children who demonstrate persistent challenging behavior.

**Universal Practices (ALL CHILDREN)**

Staff will build/enhance in nurturing and responsive and positive relationships with all children and families. Establish collaborative teaming relationships as an integral part of a system of support.

Strategies include:

- Actively supporting children's engagement in activities
- Embedding social emotional instruction within planned daily activities
- Responding to children's conversations
- Providing encouragement for skill building and development
- Promoting the communicative attempts for all children – even those with language delays or English as a second language

Provision of high quality supportive environments for all children.

Strategies include:

- Designing classrooms and programs to reflect high quality early learning standards

- Teach and reinforce appropriate/desired behavior, giving choice when possible
- Establish consistent routines through the use of visual schedules
- Form inclusive educational environments
- Use of a social-emotional curriculum

### **Social-emotional Curriculum (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.

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

As a universal practice, teachers will also complete the ASQ-SE2™ as a screener to identify children at risk in the area of social emotional development. Within 45 days of enrollment, teachers will complete the initial ASQ-SE2™ and submit to administrator and will be shared with the parent at conference time. If a child scores in the area of *monitor* (close to the cutoff) teachers will review behaviors of concern with the parent and complete the ASQ-SE2™ again in three months. If a child scores above the cutoff they will be referred to Early Intervention, the Intermediate Unit, or an Early Childhood Mental Health program.

It is expected that all children may at some point demonstrate challenging behaviors; as this is sometimes a developmental milestone. Should this occur, teachers will use the following evidence-based intervention strategies when appropriate:

- Implementation of developmentally appropriate strategies in response to challenging behavior (i.e. redirection, ignoring).
- Respond to the child by re-stating or reminding the expected behavior or posted behavior expectations/rules in positive terms or providing instruction in an acceptable alternative behavior.
- Provide positive attention or positive descriptive feedback to the child when they begin behaving appropriately.

- Stating or using natural or logical consequences.
- Provide support to children who are angry by assisting them with problem solving related to the challenging behavior.

### **Prevention (SOME CHILDREN)**

When children exhibit at-risk behaviors, which are non-responsive to universal practices, teachers support the child's social emotional needs by using intentional teaching strategies. Explicit instruction of social skills and emotional regulation to include:

- Self-regulation
- Developing social relationships
- Problem solving
- Initiating interactions
- Cooperating and responding managing disappointment and anger
- Developing friendship skills
- Understanding and responding to the emotions of others

This instruction will take place with social stories, small group instruction, children's literature, toolkits, and mixed media & visuals.

### **Intervention (FEW CHILDREN)**

Should a child demonstrate persistent challenging behavior, that is non-responsive to preventative strategies or impedes the learning or immediate safety of self/others, the staff member will inform the Director who will then observe the child during a variety of activities in order to determine whether a plan for the child must be developed. As part of PBIS, if a behavior plan is necessary, the teacher will contact the parent/guardian to request a team meeting to develop a positive behavior support plan and document the request on the parent contact form.

As part of DCCC's PBIS Policies and Procedures for supporting social-emotional development, teachers will complete a Behavior Tracking Form (BTF) when a child engages in behavior(s) that are unsafe, damage property or are harmful to themselves or others. All incidents will be documented and collected to determine the appropriateness of the behavior in the context of the child's development and level of frequency. Teachers will complete a BTF when a child engages in one or more of the following behaviors:

- Physical Aggression
- Unsafe behavior
- Property Damage
- Running that poses a safety risk for the child or others or elopement from the classroom
- Tantrum behaviors
- Verbal aggression
- Inconsolable crying
- Noncompliance
- Self Injury
- Sexual Behavior

Upon completion of the BTF, teachers will share the content of the behavior tracking form with the parent/guardian of the child engaging in or exhibiting the behavior. Teachers will document the sharing of information at the bottom of the BTF and have the parent/guardian sign the behavior tracking form. If the child is injured in the context of the behavior, Teachers will complete an injury report and share it with the parent.

In addition to the BTF, the PTRYC (Prevent Teach Reinforce for Young Children) model may be implemented and used. The PTRYC is considered for any child who engages in repeated patterns of challenging behavior that clearly interfere with the child's social-emotional development.

Should behaviors persist beyond the abilities of the Center staff to deal with; the Director may refer the family to the college Employee Assistance Program counselors, Franco Associates, or to other referral agencies, as is appropriate to that case. The Center and family will work with the outside program to develop a more intricate behavior plan to help the child be successful in the classroom.

Regardless of meetings, behavior plans and interventions, if the child still does not progress to a point of good adjustment to group care or if the families do not follow through with the referral, the Director may meet with families to discuss further options.

Our goal is that we can work together to ensure both children and teachers have the support they need to build great relationships and remain part of their early learning community.

<b>DCCC Family Expectations</b>	
<b>Be Safe</b>	<p>Read and be aware of family guidelines in the Family Handbook</p> <p>All children, including siblings, should remain close to you in the hallways, using walking feet at all times</p> <p>All children under ten years of age, must be accompanied by an adult at all times within the center and within the parking lot</p> <p>Only authorized caregivers are to use the door code, all visitors are asked to ring the doorbell</p> <p>Please limit cell phone use during drop off and pick up times to ensure sharing of information with teachers</p>
<b>Be Kind</b>	<p>Please use respectful words with your child and with staff</p> <p>Depart and greet your child in a caring way, setting up routines and consistency</p> <p>Share in what your child is excited about at the end of the day</p>
<b>Be Responsible</b>	<p>Establish a drop off routine that includes checking in and sharing important information with the teachers</p> <p>Check mailboxes and be sure to sign your child in and out daily</p> <p>Bring in supplies for your child when asked (seasonally appropriate clothes, nap items, diapers, wipes, snow gear and water play clothes)</p> <p>Return any borrowed clothing in a timely manner</p> <p>Report absenteeism and illness to the center office</p>