



FHSU Tiger Tots Preschool Center



Behavior Guidance Policy

BEHAVIOR MANAGEMENT

Our approach to discipline depends on several things:

Environment - Tiger Tots strives to provide a child-friendly Center designed for young children. A wide assortment of developmentally appropriate materials is available. We follow a consistent daily routine designed to meet the children enrolled in our preschool. Teachers try to ensure that each child receives individual attention to allow each child to feel safe and ready to learn.

Logical Consequences - Teachers state their expectations regarding behavior in clear terms, and are consistent in reinforcing positive behavior. The teachers want the children to understand why we have rules and to be involved in the process of establishing them in the classroom.

Positive Reinforcement

Positive behavior is noticed and encouraged. The teachers want the motivation for positive action to be intrinsic rather than training children to expect rewards for efforts that are an expected part of society.

Conscious Discipline Evidence-Based and Research-Backed Social and Emotional Learning

The Conscious Discipline Brain State Model recognizes three primary brain/body/mind states likely to produce specific behaviors. Intentional, state-specific responses enable access to advanced skills, create a shift in the way adults see conflict so we can maintain composure and consciously respond to challenging situations. Adults' ability to self-regulate is the precursor to teaching children social-emotional skills. (<https://consciousdiscipline.com/methodology/>)

Safe Place

Our safe place is the centerpiece of our self-regulation program. Children need to have a place to handle tough emotions. In the Safe Place Self-Regulation Center, children use research-based, developmentally appropriate tools and strategies to change their inner state from upset to composed. Only in this composed state can children access the higher brain functions needed to problem-solve and learn.

Time out

Time out is only for a child who has engaged in behavior that is harmful to self or others and out of control. The use of time out is only appropriate when children are hurting themselves or others or when redirection techniques have not been effective. Our philosophy believes in redirecting the children, and working through problems, teaching them a better way to communicate their needs and wants. We also use proximity (close adult supervision) to monitor the behavior and help

prevent a negative reaction. After a brief period, no more than one minute per child's age, the teacher will calmly discuss the situation and talk about positive solutions that can be used by the child in the future. On-going cases will be presented with parents to ensure proper communication between the Center and the home. Time out is not about our ability to control your child. It is a space to provide an area for the child that is nearby, which allows us to supervise the child while tending to the victim of their physical aggression. We will invite the child to rejoin the group when they are calm. We will talk about the behavior, their feelings, and reassure the child that they may rejoin the group. A child will never be placed in time out for long periods.

No corporal punishment is allowed. No verbal punishments such as ridicule, humiliation, threat, or coercion are permitted.

Disruptive Behavior Policy

The staff will make every effort to work with the parents of the children having difficulties in child care. If a child displays chronic disruptive behavior that is upsetting to the physical or emotional wellbeing of the other children, we will follow this procedure:

Initial Consultation - The director may require the parent(s) of any child who attends Tiger Tots to meet for a conference. We will file documentation of the incident. We will establish goals with the parents' involvement to create approaches towards solving the problem.

Second Consultation - If the initial plan for helping the child fails, the parent(s) will again be required to meet with the director. We will initiate another attempt to identify the problem, outline new approaches to the problem, and discuss the consequences if progress is not apparent.

Suspension - If previous unsuccessful attempts or no progress toward solving the problem occurs, the child may be suspended from the Center indefinitely. The director may immediately suspend a child at any time if the child displays behavior that is harmful to self or others. A parent may be called from work/school anytime the child exhibits uncontrolled behavior that cannot be modified by the preschool/childcare staff. We will ask the parent to take the child home immediately. Suspensions from the Center may vary from a few hours to an indefinite period.

Discipline Policy

Tiger Tots believes that learning to socialize and communicate are keys to becoming a responsible and empowered individual. The fact that children are egocentric and impulsive make social interaction enjoyable. Add to this the fact that we are dealing with a mixed age group of children with a wide range of developmental levels.

We use several techniques to help children learn to work cooperatively and enjoy social interactions. Children spend a great deal of time trying to figure out what is acceptable and what is not. At our Center, using words to solve a disagreement is acceptable, while acts of aggression such as grabbing toys, hitting, and pushing, etc., are not acceptable. Safe and acceptable communication skills will be taught and reinforced. Children ages 2 1/2- 5 may not have the verbal or emotional skills that are necessary to settle conflicts. That's when the teachers can help empower the children by using a discipline technique with logical consequences. Discipline is most effective when it follows logical consequences. The consequences of behavior must make sense to the child and be related to the action.

Our goal is to encourage children to be independent, responsible, and compassionate individuals. We provide opportunities to interact with peers and allowing the children to solve their problems, if possible. We want the children always to remain safe, yet have the chance to discover their solutions, rather than have the teachers always tell them a solution.

Parent Printed Name: _____

Parent Signature: _____

Date: _____(MM/DD/YYYY)