



# FHSU Tiger Tots Preschool Center



## Behavior Guidance Policy

### **BEHAVIOR MANAGEMENT**

Our approach to discipline depends on several factors:

#### **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 needs of the children enrolled in our preschool. Teachers try to ensure that each child receives individual attention, allowing each child to feel safe and ready to learn.

#### **Logical Consequences**

Teachers state their expectations for behavior clearly and consistently reinforce positive behavior. The teachers want the children to understand why we have rules and to be involved in 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 and shift 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 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 for problem-solving and learning.

#### **Time out**

Time out is only for a child who has engaged in behavior that is harmful to self or others and is out of control. The use of a time-out is only appropriate when children are hurting themselves or others or when redirection techniques have not been effective. Our philosophy is to redirect

children and work through problems, teaching them a better way to communicate their needs and wants. We also use proximity (close adult supervision) to monitor behavior and help prevent negative reactions. 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 the child can exercise in the future. The director or lead teacher will present ongoing cases to the responsible family member to ensure effective communication between the Center and the home. Time out is not about our ability to control your child. It is a space for the nearby child, allowing us to supervise them 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 and their feelings, and reassure the child that they may rejoin the group. A child will never be placed in a time-out for long periods.

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

### **Disruptive Behavior Policy**

The staff will make every effort to work with the responsible family member of children experiencing difficulties in child care. If a child displays chronic disruptive behavior that is upsetting to the physical or emotional well-being of the other children, we will follow this procedure:

Initial Consultation - The director may require the responsible family member of any child who attends Tiger Tots to attend a conference. We will file documentation of the incident. We will establish goals with the family's involvement to develop approaches to solving the problem.

Second Consultation - If the initial plan to help the child fails, the responsible family member will be required to meet with the director again. We will initiate another attempt to identify the problem, outline new approaches to it, and discuss the consequences if progress is not apparent.

Suspension - If there are previous unsuccessful attempts or no progress toward solving the problem, 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. The director or lead teacher may call a family member from work/school at any time the child exhibits uncontrolled behavior that the preschool or childcare staff cannot modify. We will ask the responsible family member 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 is key to becoming a responsible and empowered individual. The fact that children are egocentric and impulsive makes 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 resolve a disagreement is acceptable, while acts of aggression (hitting and pushing) are not. Safe and acceptable communication skills will be taught and reinforced. Children ages 2 1/2-5 may not have the verbal or emotional skills necessary to resolve 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, if possible, allow the children to solve their problems. We want the children always to remain safe, yet have the chance to discover their own solutions, rather than having the teachers always tell them the solution.

Responsible Family Member's Printed Name: \_\_\_\_\_

Responsible Family Member's Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
(MM/DD/YYYY)

