<center>**Behavior Management Techniques**</center>

The purpose of our policy is to help each child develop self-control and self-regulation that is appropriate for their age and experience. In order to help children become self-disciplined, our staff will follow these guidelines;

<center>**We <u>do not</u> use time-outs or seclude children at any point**</center>

1. Expectations for behavior are based on skills of the children

    - Activities in the classroom will meet individual and group needs

    - There are routine schedules and planned transitions during the child's day

    - Equipment and materials are age appropriate

2. Reasonable limits are set, keeping the children's security and safety in mind

    - Children are regularly reminded of concrete limits throughout the year. For example, "We have to use our walking feet inside the classroom and our climbing feet outside on the playground."

    - Consequences for unacceptable behavior are logical, specific & adults follow through

    - Redirection when needed and appropriate

    - Provide children with acceptable choices so that they feel comfortable in the situation

    - Limits are stated specifically and are in terms of what the child can do instead of cannot do. For example, "The markers can be used on the paper." "That shovel can be used to dig and build a sand castle in our sand box"

3. Teachers anticipate problems and move to redirect or stop

    - Evaluate the room arrangement and open space vs. closed space

    - Make sure all adults know their roles and responsibilities

    - Tune into children's voices and activity level

    - Follow the children's cues

    - All adults have the same behavioral expectations in the classroom and follow through

4. Teachers show respect and concern for children and emotions

    - Make eye contact with children

    - Use a soft and calm voice

    - Validate children's feelings and emotions

    - Personally recognize children by using their name

    - Specifically praise positive behaviors

    - Recognize individual differences and abilities

- Refer to the behavior, not the child

5. Teachers Model appropriate behavior and voice tones

- Help children to identify words in order to communicate their needs and wants

- Model the use of particular objects and materials in the program

- Role play situations and scenarios for children to see and hear

**If at any point a child's behavior is harmful to them. Other children and or staff at our center, parents will be notified immediately and may be asked to come to the center to support us during this time. If such incidents continuously occur, the child will be referred to our Social Service Consultant immediately. In addition, parents may be notified that the child needs to be picked up for the day if we are unable to calm the child down **

I _____(Parent Name) have read and discussed the above policy regarding behavior management techniques with the Program Director.

_____(Child's Name) _____ (Parent Signature/Date)

_____ Director Signature/Date