

your food on your plate” helps Jimmy more than “Jimmy, you make a mess all the time”. Emphasize that the behavior is what you disapprove of... not the child.

Use Transitions

Prepare a child for the end of an activity. For example: “When you have finished painting that picture it will be time to clean up for lunch”.

When it is time to put away toys, tell the child to help you put things away. He will not resist this duty if you are willing to help him.

Provide activity for transition times. For example: The lull between cleaning up and waiting for other children. This is a great time for songs, short games, “I Spy”, “What if...” questions, movement to music, etc. These short activities minimize inappropriate behavior.

A complete Positive Behavioral Support (PBS) guidebook is available in every classroom for you to review. Your Lead PBS Team is Ashlee Beck, Beth Baldrige, Shanna Todd, Amy Gottschamer, and Kelly Greene. Please see a team member if you have any questions.

Child Assessment Plan

The child is an active participant in the learning process and constructs meaning and knowledge from interactions, educationally planned activities, and play. We provide learning experiences which are both “developmentally and age appropriate,” as defined by the National Association for the Education of Young Children (NAEYC). We provide meaningful and relevant learning experiences and use My Teaching Strategies’ (MTS) developmental continuum to evaluate each child’s individual progress. We observe and record our findings and share them during Parent/Teacher conferences which occur two times a year during fall and spring. Children will have many opportunities for practical life experiences and will be encouraged to develop their own basic life skills, especially the social/emotional skills of problem solving, conflict resolution, and self-regulation.

Through our use of My Teaching Strategies’ developmental continuum, lead teaching staff will follow the continuous cycle of documentation, assessment, and planning. Lead teachers shall create weekly lesson plans tied to the MTS objectives. They are required to select 3 objectives a week that tie to specific activities for which they will assess. Children can be assessed one-on-one or through various methods, such as reviewing video, utilizing checklists for whole class activities, (for example, can they all walk across a balance beam?), or writing anecdotal notes. They will document these activities and enter assessment data into digital portfolios for each child on MTS. Reports will be reviewed and the results will be used to inform the next week’s lesson planning. Teachers have the flexibility to choose which objectives they wish to focus on each week. All 38 objectives must be assessed every quarter. Assessments will be conducted by lead teachers or by assistants supervised by lead teachers, but in each case by someone who is familiar with them. As administrators, Shanna and I, will have the ability to read your classroom assessment reports to help determine if there are any gaps program-wide that we can eliminate through building-wide changes in materials, policies, or procedures. This may result in an overall program improvement such as changes in professional development for staff, improved instructional practices, or adjustment of program resources.