Behavior Guidance Plan

Teachers shall provide each child with positive guidance that encourages self-discipline and maintains a positive self-image. The staff will use the following techniques to accomplish the above goal:

PREVENTION:
The environment is structured in such a way to avoid conflict whenever possible. Classrooms are supervised by teachers yet offer some privacy and opportunities for independence. The variety of activities should appeal to many levels of development and interests, thus avoiding frustration and boredom. The routine is consistent and predictable, providing a sense of security, enough time to play, little waiting and few transitions.

POSITVE GUIDANCE and PROBLEM SOLVING:

The teacher’s goal is to redirect the child to a more acceptable activity. Teachers use reminders and humor when appropriate. Teachers offer praise and encouragement. We appeal to the child’s intellectual and moral reasoning by using natural and logical consequences. Teachers help identify their needs, feelings, causes, alternatives and choices.

MODELING:
Teachers encourage and model the expected behavior, often modeling the words for the child or clarifying the message to help in the problem solving process. Teachers may deliberately ignore provocation and overlook small annoyances.

LIMIT SETTING:
Limits are clear and simple. They are consistent from day to day, teacher to teacher and class to class. Limit setting is done in a positive tone and the reasons for rules are explained and discussed.

MANAGING BEHAVIOR:

When a child exhibits unacceptable behavior, the teacher responds to the situation immediately and actively. First the behavior is stopped. Second the teacher may need to provide comfort or reassurance for uninvolved children. Third the child who is upset or angry may need some time before being able to discuss the situation. SCHOOL NAME does not use “time out” for children, but may provide a place for calming down and privacy. Finally we provide a time to talk over what has happened, why and begin the process of problem solving.

UNACCEPTABLE BEHAVIORS/DISCHARGE POLICY

Occasionally there are child behaviors that cause more serious concerns. SCHOOL NAME believes that parents and teachers must work together to eliminate these behaviors and unusual aggression to self, others and teacher. When disruptive behaviors are continually observed, the teachers will schedule a meeting with the parents and the Director to establish a written plan and develop the next steps that may include; seeking outside resources, training and consultation, suggestions for modifications to the environment, and adaptation of curriculum and materials. Every effort will be made to work with families, however there may be situations when a child will be asked to withdraw from the program, these might include; the child being unable to adjust to the program, accommodations and procedures engage an unreasonable amount of staff time, and/or parents do not seek or follow through with supports and services suggested for their child.

I have read the Behavior Guidance Plan \_\_\_\_\_