

**Behavior and Guidance Approach**

The Child and Family Development Resource Center believes that a challenging curriculum and warm, responsive teaching helps to create an atmosphere that reduces opportunities for negative interaction. Anticipation and preventative intervention are teaching strategies used to help children manage their impulses and develop communication skills. Staff is trained to use positive behavior guidance techniques to support positive behavior.

Through positive guidance, teachers:

* Help children respect the rights and feelings of others
* Help children develop empathy for others through example
* Praise children’s efforts to cooperate and compromise
* Give children specific feedback regarding their behaviors

The ultimate aim of the discipline/behavior management policy of the Child and Family Development Resource Center is to support children as they develop self-control, self-esteem, and respect for the rights of others within a trusting, secure, and nurturing environment.

Teachers refrain from using any methods of discipline that would embarrass, humiliate, or harm the self-esteem of a child. Teacher/parent/guardian strategy sessions are held to develop behavioral plans to meet the needs of more challenging situations.

Teachers and staff refrain from using any methods of discipline that would embarrass, humiliate, or harm the self-esteem of a child. Teacher/parent/guardian strategy sessions are held to develop behavioral plans to meet the needs of more challenging situations. Punitive methods are never employed by any staff at the CFDRC. Physical, emotional, or psychological punishment, including coercion or seclusion, will NOT be used when guiding children’s behavior. Boundaries for children are established in each classroom according to their age. Under no circumstances will staff ever engage in shaking, hitting, shaming, name calling, rough handling, pushing, slapping, pinching, squeezing, embarrassing, or other forms of physical, emotional, psychological abuse. Physical restraint is prohibited unless such restraint is necessary to protect the health and safety of the child or other people.

Prevention is the key. Through classroom procedure and planning, teachers:

* Accept each child as a worthwhile individual at his/her own level of development and recognize behavior is a reflection of each child’s experience to date
* Anticipate behavior and intervene before disruption occurs
* Plan a wide range of activities using a variety of materials the complement children’s interests, growth, and development
* Provide a balanced curriculum of quiet and active events in an orderly and daily sequence in which children participate at their own pace
* Structure activities that require close supervision, such as cooking, art, and discussion, into small group experiences to provide for immediate and individual attention

In addition, teachers provide the following guidelines and limits within the classroom and outdoor environments:

* Children are encouraged to problem solve and express their feelings in acceptable ways
* Children are expected to respect all members of the center and to follow the directions of the teachers and staff

The teachers and staff do not use physical methods for managing children’s behaviors. Children who are experiencing a problem with others will be redirected to another activity. If redirection is unsuccessful, the child will be removed to a location in the classroom where they can be visually supervised. During this time, adult support and guidance will be provided, along with continued suggestions for redirecting to another area with other children or use of alternative materials. All classrooms provide a visible “get away space” for those children who choose time away from the group. Children who are experiencing continual behavior incidents or exhibiting other developmental concerns will be referred to the director and the family services staff. Parents/guardians will be provided with frequent opportunities for communication through parent/guardian conferencing, phone calls, and daily journals.

Behavior that is chronically disruptive may be an indicator that further support or assessment is needed. This support may include a referral process for further assessment and additional outside services. Behaviors that cannot be managed within the classroom setting are defined as a danger to self or others (examples include but are not limited to):

* Head banging, excessive biting that breaks the skin, hitting, hair pulling, using objects to inflict bodily harm, etc.

AND/OR

* Disruptive behavior that creates chronic interferences to classroom activities (examples include but are not limited to):
* Tantrums, screaming, foul language, severe or chronic non-compliance or defiance

If the center’s procedures for dealing with the behaviors outlined above do not result in the restoration of an acceptable and safe educational environment, the director of the Child and Family Development Resource Center reserves the right to temporarily or permanently remove a child from the center. It is our hope that through open communication, parent/guardian support, and the collaboration with local resources that this is a last resort. No referrals will be made to outside individuals, specialists, or school districts without the knowledge of and written permission from the parents/guardians.

**In compliance with Federal Regulations: §246.8; FNS Instruction 113-1, Departmental Regulation 4300-003, Equal Opportunity Public Notification Policy-June 2, 2015 POLICY State and local agency staff shall not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, age, national origin, sex, or disability in any manner prohibited by the laws of the United States or of the State of Connecticut.**