

CFDRC Behavior Guidelines

At the CFDRC, our behavior expectations are designed to help children learn to manage their behavior for effective interaction, learning, and cooperation. Staff guide and support children by clearly communicating in a positive manner and tone. Typically, children are eager to act appropriately and are recognized for doing so. We design experiences that are age-appropriate in

both task and duration to maximize successful interactions. Our teachers carefully monitor the children's activities and diffuse problems before they begin. A child who is losing interest in one activity may be redirected to another area that can lead to renewed engagement and positive behavior.

Basic Behavior Expectations at the CFDRC

As an early learning center, we value ongoing communication and building strong relationships with families. Parents and guardians are encouraged to initiate conversations with staff about their child’s experience and to consult with staff about their child’s needs. Also, staff will communicate with families if the program is having challenges meeting their child’s needs. Our goal is to promote the child's self-esteem through practicing positive non-evaluative guidance, providing experience that matches their developmental level and meeting their needs responsively. All CFDRC staff will support children's play:

* Give guidance as needed, but try not to interfere in a child's activity.
* Action is necessary if such activity is endangering him/her or some other child.
* Be positive in word and attitude when you must maintain limits. Be kind, matter of fact and composed at all times.
* Offer choices when possible.
* Refrain from discussing a child in his or her presence.
* Avoid labeling (positive and negative) so shaming a child.

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.

To enforce the boundaries at the CFDRC, the adults use the following techniques with the children:

* Clear statement of the limit. ("You may not throw the blocks.")
* Stating expectations positively. ("The blocks are for building.")
* Redirection. ("Let's go see what Eric is cooking in the kitchen.")
* Supporting problem-solving and negotiation between the children.
* ("How could you use your words to tell John that you would like to have a turn with that truck?")
* Logical consequences or choices. ("You are having difficulty playing with the blocks without throwing. I need you to choose another place to play.")
* Modeling effective ways to express feelings and emotions. ("I do not like it when you grab the book from my hands. Please tell me that you would like to see it.")

Communication between home and school is essential for the child's sense of consistency and stability. Disruptions at home or at school can be upsetting to a child and result in challenging behaviors. In order for the adults to be supportive of your child, it would be helpful to know about changes that are happening at home and at school. An ill grandparent may be worrying a child's mother, or father may be working a lot of overtime. These types of events cause stress forchildren and may result in challenging behaviors. Adults who share this information are better prepared to support a child.

Children are learning how to regulate their behavior in a group and will make mistakes. We will not report ***all*** challenging behaviors to you but only those that persist. We share this information with you so that we can work together to help your child expand his/her social skills. Severe behavior will sometimes occur in a classroom. These may include biting, hitting, and using profanity. Some behaviors that might cause staff to be concerned about a child include, but are not limited to:

* The child repeatedly displays hurtful and/or unsafe behavior
* The child’s behavior is disruptive
* The child’s needs exceed the program’s resources

Very young children (toddlers under two-and-a-half) frequently may do these things to get a reaction from the adults and peers. Since attention can often promote the behavior, it may be appropriate to redirect the aggressor and protect the other children without giving the aggressor much attention. Prevention is the best tool in this situation.

As preschoolers, children continue to learn how to self-regulate. If you witness aggressive behavior in your child's classroom, know that the teachers and the director are working together, very likely with other professionals, to find a solution. If your child exhibits aggressive behavior, know that we will want to help you find resources to address challenging behaviors before they become behavior patterns that are more difficult to resolve.

**Steps for Addressing Challenging and/or Disruptive Behaviors**

1. The behaviors of children will be addressed by classroom staff as outlined by the discipline policy of the CFDRC. This could include positive reinforcement for appropriate behavior, redirection, and reminders of classroom expectations, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to regain composure. Classroom staff shall observe all children and document these observations to note patterns as well as factors leading to the negative behavior. At no time shall staff use shaming, the withholding of food, or physical punishment of any kind.

2. Classroom teachers will communicate with parent(s)/guardian(s) regarding the behaviors observed. The purpose of the communication will also be to gain additional useful information to support the child and establish consistency in routines and expectations.

3. When a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom staff will meet with the center director to document the behavior and ask for further guidance. The teacher will implement additional strategies and communicate with families on a regular basis.

4. If the behavior is still not resolved, the center staff shall request a meeting with the child's parent(s)/guardian(s), to discuss the behavior. The center staff and parent(s)/guardian(s) will collaborate on developing strategies to resolve the behavior. During this process, the classroom staff will keep the center director and child's parent(s)/guardian(s) informed of progress in resolving the behavior problem. If a child's behavior results in an injury to another child or staff member, the child's parent(s)/guardian(s) will be notified as soon as possible, and written documentation of the incident will be provided to the parent(s)/guardian(s) and placed in the child's file. In cases where a child is physically hurting self, other children, and/or staff, it will be necessary to pick up your child from the program in a timely manner (Please note: tuition will continue to apply in these instances). A meeting with teacher(s) and the Director will follow shortly thereafter and an action plan will be created.

5. In the case of a bite or an injury where we must apply first aid, we will call the parents/guardians of both children. A written report will also be sent home. The privacy of all children involved in any such incident will be preserved.

6. If the center staff feels that they need further assistance in resolving the behavior, the program may, with the parental permission, request the assistance of an outside party. If the center staff feels that the problem may be a result of a special need, the program may, with parental permission, refer the child for screening. If the parental permission is refused and/or there is no follow-through within a timely matter (not to exceed 2 weeks), the continued enrollment of the child will be reconsidered.

7. If all of the above steps fail to resolve the behavior, the program may ask the parent(s)/guardians to obtain care for their child at another center. The program will provide the parent(s)/guardian(s) with 2 weeks notice, except where such notice is not reasonable because of safety concerns. CFDRC staff will work to support families in locating a space in a program when possible.

8. Written documentation of the above steps will be provided to the parent(s)/guardian(s) and placed in the child's file.

**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.**