



Behavior Guidance Policy

IN HOME DAYCARE & PRE- SCHOOL

14420 FOREST ST. | THORNTON, CO 80602 |

Copies of all Little Explorers Daycare policies and procedures can be accessed on our
website at littleexplorersdc.com

2023 - 2024

Behavior Guidance Policy

Conscious Discipline

The core tenet of Little Explorers Daycare's Discipline Philosophy is dedicated to fostering self-control, self-esteem, and respect for both children and adults. To realize this vision, our staff is currently undergoing training to implement the principles of "Conscious Discipline" by Dr. Becky Bailey. Little Explorers Daycare takes a unique approach to traditional classroom management, emphasizing the collaborative development of discipline with children rather than imposing it upon them. This approach is founded on the belief that cultivating discipline in partnership with children contributes to their emotional well-being and future happiness.

The program is designed to assist teachers in transforming everyday discipline challenges into teachable moments that underscore the importance of impulse control, anger management, and conflict resolution. Conscious Discipline equips children with the understanding that their emotions are not only valid and worthy of attention but also controllable, placing the power to manage them within the child. Little Explorers Daycare strives to guide children in progressing from physical or verbal aggression to composed self-regulation, making better choices through cooperation and compassion, and appreciating the significance of respecting and empathizing with others.

We encourage you to explore the website www.consciousdiscipline.com to witness how Dr. Bailey's groundbreaking brain research is reshaping our perspective on discipline and classroom management at Little Explorers Daycare.

Discipline Philosophy

At Little Explorers Daycare, we believe that play and positive interactions with adults support all domains of learning. A fundamental responsibility of our program is to promote healthy social and emotional development, emphasizing the importance of self-control.

During the preschool period, children undergo a critical phase in learning to manage their thoughts, feelings, attention, impulses, and behavior. Building relationships and acquiring social skills, such as being a friend, are crucial aspects of this developmental stage. These skills are not innate; therefore, our teachers and caregivers are dedicated to teaching social and emotional skills alongside practical tasks like handwashing or learning colors and shapes. We recognize that providing opportunities and support for children to develop self-control and other social and emotional skills establishes the foundation for both academic and life success.

In instances where challenging behavior arises, including among ABC students, our teaching staff adheres to the standards set by the National Association for the Education of Young Children (NAEYC). This involves observing children and identifying factors that predict and contribute to challenging behavior. Rather than solely focusing on eliminating the behavior, our staff prioritizes teaching social, communication, and emotional regulation skills. This includes employing environmental and activity modifications, seeking adult or peer support, and utilizing various teaching strategies to foster appropriate behavior.

In responding to challenging behavior, including physical aggression, we ensure a calm and respectful approach that prioritizes the safety of the child and others in the classroom. Our response includes providing information to the child about acceptable and unacceptable behavior. We diligently document challenging behaviors and the intervention methods in a behavior tracking log.

Teacher-parent discussions about a child's behavior are held privately, emphasizing teamwork to develop and implement an individualized plan supporting the child's inclusion and success. If necessary, interventions are implemented to ensure each child has access to professional services, such as referrals to educational cooperative behavioral specialists, ADE-funded regional support networks for early autism identification, community mental health centers, and/or private therapists.

WE SUPPORT THIS DEVELOPMENT THROUGH:

Our Environment

- We provide children with engaging materials and age-appropriate activities to maintain focus and attentiveness.
- Schedules are thoughtfully developed to meet the needs of young children, avoiding extended periods of wait time without activity.
- Our flexible schedule adapts to children's interests, as well as their cognitive, physical, and biological needs, ensuring that no child becomes bored or disinterested.

Our Teachers

- We strive to build relationships with each individual child, including those requiring higher levels of support.
- Teachers consistently use a calm tone when communicating with children, especially during redirections.
- Children are assisted in expressing their emotions verbally, such as acknowledging, "Billy, I can tell you were mad when James took your block."
- Social skills are taught through stories about young children in various social situations.

Our Families

- Regular communication with staff ensures consistency in guidance between home and school.
- Partnering with us allows time to work with all children, including those needing higher levels of support.
- Parents understand and acknowledge that we do not expel children during the learning process of these skills, aiming to meet individual needs while ensuring the safety of young children.
- To best serve children, we may collaborate with social and emotional experts to provide a solid foundation for academic and life success.

Our Children

- Regular communication between parents and staff maintains consistency in guidance between home and school.
- Parents acknowledge that we do not expel children during the learning process of these skills, striving to meet the individual needs of each child while ensuring their safety.
- Collaboration with social and emotional experts may be necessary to give each child the best foundation for academic and life success.

Discipline Procedures

Social and Emotional Development

- Behavior concerns often signal a child's need for more time, support, and practice in developing their social and emotional skills.
- In cases of serious concerns, we collaborate with parents and professionals specializing in supporting children's social and emotional health.

Safe Place Method

- The "Safe Place" method is employed when a child struggles to control their actions, particularly when upset, angry, or disruptive.
- Children are sent to or asked if they would like to go to the "Safe Place," a quiet spot allowing them time to relax, breathe, and regain control of their emotions.
- Teachers closely monitor children in the "Safe Place," encouraging them to express their feelings and providing calming techniques for a smooth return to the classroom setting.

Escalation and Involvement of Director

- If a child persists in being disruptive despite calming techniques, the teacher notifies the office, and the director intervenes to assist the child.
- Parents may be contacted for involvement, allowing them to speak with the child or be informed of the circumstances.
- Any further guidance provided is individualized, consistent, and appropriate to each child's level of understanding.

Disciplinary Measures and Prohibitions

- No physical punishment of any kind is administered on Little Explorers Daycare property, extending to parents and staff using physical punishment on their own children while on site.
- Staff members are prohibited from yelling at, shaming, or humiliating a child in any manner.
- The goal is to correct children's behavior in a manner that contributes to the molding and perfection of their mental faculties or moral character, avoiding the use of terms like "bad" or "naughty."

Temporary Removal for Imminent Danger

- When a child's challenging behaviors pose an imminent danger, the following steps are taken:
 - A referral is made to BehaviorHelp and the agency responsible for early childhood special education services in the local area.
 - Documentation is maintained on file, including the outcomes of the incident, subsequent parent conference, and a plan developed with appropriate intervention strategies.
 - The parent conference aims to jointly create a plan with the family and available resources to address specific behaviors constituting an imminent danger, such as recurring violence, behavior, or aggression.
 - If parents need assistance with Early Childhood Mental Health, they can access free support by calling 833-ECMH-411.

ABC DISCIPLINE PROCEDURES

In situations where a child has a disability and is in the process or has been identified under the Individuals with Disabilities Education Act (IDEA), Little Explorers Daycare's ABC program will adhere to state special education rules and regulations regarding suspension/expulsion.

If behavioral issues necessitate the temporary removal of an ABC student, Little Explorers Daycare will promptly notify the Department of Human Services (DHS) and the ABC Program Specialist via email within 24 hours. This notification will encompass the actions taken and specific reasons for the removal, particularly if it poses an imminent danger to the child or others.

Biting

Regarding biting behavior, which is considered a normal part of early childhood development, Little Explorers Daycare recognizes that it often occurs between the first and second birthday. Babies and toddlers may bite for various reasons, such as teething or exploring objects with their mouths ("mouthing"). Biting can also serve as a means for toddlers to seek attention or express emotions like frustration, anger, or fear due to their limited language skills.

While biting is considered a typical behavior during early childhood, if it persists beyond two and a half to three years of age, it is deemed inappropriate. In such cases, parents may be contacted to pick up their child, and exclusion for the day may be implemented if the behavior continues past this age threshold. It's important to note that refunds or credits will not be issued for days when a child is sent home due to behavioral issues.

Suspension or Expulsion for Behavioral Concerns

At Little Explorers Daycare, we are committed to providing a safe and nurturing environment for all children in our care. While we strive to support positive behavior and development, there may be instances where a child's behavior poses a risk to the well-being of themselves, other children, or staff members. In such cases, suspension or expulsion from the daycare may be necessary.

Procedure:**Behavioral Expectations:**

- a. Clear behavioral expectations will be communicated to parents and children upon enrollment at Little Explorers Daycare. These expectations will be based on principles of respect, safety, and cooperation.
- b. Staff members will model appropriate behavior and provide guidance and support to children to help them understand and adhere to these expectations.

Behavior Management:

- a. In the event of behavioral concerns, staff members will employ positive reinforcement techniques, redirection, and conflict resolution strategies to address the behavior and support the child in making positive choices.
- b. Staff members will maintain open communication with parents regarding any behavioral concerns that arise and collaborate on strategies for addressing and managing the behavior.

Suspension or Expulsion Criteria:

- a. Suspension or expulsion from the daycare may be considered in cases of severe or persistent behavioral issues that pose a risk to the safety and well-being of others, despite interventions and support.
- b. Examples of behaviors that may warrant suspension or expulsion include but are not limited to physical aggression, verbal abuse, destruction of property, or repeated defiance of daycare rules and guidelines.

Evaluation and Decision-Making:

- a. Before making a decision regarding suspension or expulsion, the daycare provider will conduct a thorough evaluation of the situation, considering the severity and frequency of the behavior, the child's age and developmental stage, and any underlying factors contributing to the behavior.
- b. The daycare provider will consult with relevant staff members and, if necessary, seek input from behavioral specialists or other professionals to inform the decision-making process.

Notification and Communication:

- a. If suspension or expulsion is deemed necessary, the daycare provider will notify the child's parents in writing, detailing the reasons for the decision and the duration of the suspension, if applicable.
- b. The daycare provider will offer support and guidance to the child's parents to help them understand the decision and explore alternative childcare options if needed.

Re-Enrollment Consideration:

- a. Following a suspension or expulsion, the daycare provider may consider re-enrollment of the child after a period of time, provided that there is evidence of behavioral improvement and a willingness to collaborate on behavior management strategies.
- b. Re-enrollment will be contingent upon a successful reintegration plan agreed upon by the daycare provider, parents, and child, outlining expectations and support mechanisms for the child's continued success at Little Explorers Daycare.

Policy Review:

This policy will be reviewed annually by the daycare provider to ensure its effectiveness in promoting a safe and supportive environment for all children. Any necessary revisions will be made to align with current best practices and regulatory requirements regarding suspension or expulsion for behavioral concerns.