

Missouri Child, Inc
Head Start
Policy and Procedures

Positive Behavior Support/ Discipline

Purpose:

The purpose of this policy is to ensure a safe and positive learning environment. Decrease problem behaviors in the classroom by reinforcing positive behaviors by teaching children appropriate social and communication skills.

Scope:

This policy affects all MCI Head Start Staff and center volunteers.

Authority:

Performance Standard 1304.21(a)(1)(i-ii), 1304.52 (h) (1) (i-iv)

Policy:

MCI Head Start promotes Positive Behavior Support system. The system will be implemented in each classroom. It will be discussed with each family at point of entry in to the program. Each volunteer will also be introduced to the PBS system.

Each Classroom will conduct annually an Early Childhood Environment Rating Scale and the Inventory of Practices for Promoting Social Competence check list.

No person employed by MCI Head Start nor parent or volunteer at a MCI Head Start center or in affiliation with a Head Start event will use any form of corporal punishment, emotional, physical abuse or humiliation of any kind as a form of discipline with any child. In addition, isolation, the use of food as a punishment or reward or the denial of any basic need will not be used to control or manage behavior.

Procedure:

All MCI Head Start staff will adhere to the foundation of the Positive Behavior Support philosophy and format.

1. Build Positive Relationships with Children, Families and Colleagues
 - a. Be consistent with children and notice when they are following expectations
 - b. Communicate with children at eye level
 - c. Verbally interact with children during routines and activities
 - d. Participate in children's play when appropriate
 - e. Show respect and consideration to all
 - f. Examine own attitudes toward challenging behavior
2. Establish Classroom Preventive Practices
 - a. Arrange traffic patterns in classroom so there are no wide open spaces
 - b. Clearly defines boundaries in learning centers
 - c. Establish and enforces clear rules, limits and consequences for behavior
 - d. Provide a variety of materials in all learning centers
 - e. Consider children's interests when deciding what to put in learning centers
 - f. Make changes and additions to learning centers on a regular basis and introduce children to each change.

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- g. Provide a well balanced schedule of large and small group activities
 - h. Implements schedule consistently
 - i. Teach children about the schedule and explains changes when necessary
 - j. Ensure that transitions are smooth, by providing warnings, expectations and that wait time is held to a minimum.
3. Utilize Social Emotional Teaching Strategies
- a. Interact with children to develop their self-esteem
 - b. Demonstrate active listening with children
 - c. Shows empathy and acceptance of children's feelings
 - d. Show sensitivity to individual children's needs
 - e. Encourage autonomy
 - f. Capitalize on the presence of typically developing peers
 - g. Use prompting and reinforcement of interactions effectively
 - h. Provide instruction to aid in the development of social skills
 - i. Promote identification and labeling of emotions in self and others
 - j. Explore the nature of feelings and the appropriate ways they can be expressed
 - k. Model appropriate expressions and labeling of their own emotions and self regulation throughout the course of the day
 - l. Create a planned approach for problem solving processes within the classroom
 - m. Promote children's individualized emotional regulation that will enhance positive social interactions within the classroom.
4. Use Intensive Individualized Interventions when necessary
- a. Team with family to develop support plans
 - b. Use a functional assessment
 - c. Develop and implements behavior support plan
 - d. Teacher replacement skills
 - e. Monitor progress

The complete list of skills and indicators is found in the "Inventory of Practices for Promoting Social Competence"

Before the Winter Break both the Teacher and the Area Supervisor will conduct and Early Childhood Environment Rating Scale and the Inventory of Practices for Promoting Social Competence check list.

Common rules:

1. Staff should observe situations that are known to trigger inappropriate behavior and try to diffuse these situations before they occur.
2. Request to children will be stated in a positive way. Example: "I like how you are using your walking feet"
3. Quality time—a child may need extra attention, take the child for a walk, read a book. Allow the child to help staff or volunteer with a special project.

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4. Praise and encouragement of good behavior shall be used instead of focusing only on the unacceptable behavior.
5. Expectations for a child's behavior shall be appropriate for the developmental level of that child.
6. Redirection is the first method to be utilized when an eruption is beginning.
7. Only constructive, age-appropriate methods of discipline shall be used to help children develop self-control and assume responsibility for their own actions.
8. Brief, supervised separation from the group may be used based on a guideline of one (1) minute of separation for each year of the child's age.
9. Children shall not be shamed, ridiculed or spoken to harshly, abusively or with profanity. No discipline technique that is humiliating, threatening or frightening to children shall be used.
10. Children shall not be permitted to intimidate or harm others, harm themselves or destroy property. If a child becomes out of control and combative, try to lead them from the room. If he or she does not want to go then distance the group from the child.

Documentation of the events of the classroom is to be done following each incident. Documentation should include staff interactions, peer interactions, intervention/strategies taken during the inappropriate behavior and after the behavior. Ongoing records can be helpful to center staff, parents and program specialist in assessing behavior and developing a plan to modify behavior. All documentation will fact based no opinions.

Communication of concerns should be ongoing. Take time to brainstorm about actions that might be taken to solve the discipline problem. Focus on positives and take steps to involve the parent in the proposed solution.

After careful evaluation of the environment, developmentally appropriate activities, schedule, supplies, supervision, staff interaction, peer interaction and a child continues to exhibit inappropriate behavior, contact the Director of Health Services and or the Director of Education. Possible exclusion may be warranted. See [Short Term Exclusion Policy](#).