



**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 1
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Updated

SUBJECT:
Behavior Management

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PURPOSE

Young children can present challenging behaviors as they learn to behave appropriately in the education setting. Pro-social and positive behavioral strategies are evidence based practices and provide for best practices to be used within the classroom environment.

POLICY

The Preschool Services Department is committed to using positive behavioral strategies when teaching young children how to manage their own behavior. Child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment.

REFERENCE

Head Start Performance Standards 1304.21 (a)(3)(i)(A), 1304.21 (a)(3)(i)(C)

PROCEDURE

All staff will use the following strategies in guiding and managing behavior of children in the classroom:

- Clearly stating expectations for appropriate behavior (social emotional curriculum) in daily activities.
- Using meaningful praise, encouragement, and other means of recognizing appropriate behavior.
- Teach positive skills by:
 - Including the mental health and social skills curriculum in lesson plans
 - Practicing with peers, and modeling by staff.
 - Providing appropriate behavioral options, choices and redirection to children.
 - Avoid power struggles with children.
- Develop classroom rules that are clear and reasonable
- Including children in development of rules
- Develop and post rules in the classroom at the child's eye-level in large group areas and/or any other appropriate place
 - Posted rules will include pictures
 - Discussing rules will be a part of the daily routines
 - Rules will be as few in number as possible. Large and small group transition times can be used to discuss how rules are implemented
 - Rules will be written in the positive. I.E.: Use walking feet
- Teachers will plan a safe and developmentally appropriate environment that

supports socially appropriate behavior.

- Staff will demonstrate and communicate to children how to use the materials and equipment.
- Furniture and equipment will be checked regularly for safety.
- The High/Scope daily routine will be followed
- The environment will reflect the different cultures of children, in a positive way
- Each adult in the classroom will interact with children in a way that is positive, friendly, and supportive.

INTERVENTION STRATEGIES FOR CHILDREN PRESENTING HARMFUL BEHAVIOR

(Begin with the least restrictive) Examples:

- Natural Consequences: explain to the child that when he/she bites, it hurts and peers will not play with him/her.
- Remove the child from the immediate situation. Use the High/Scope problem solving approach to conflict:
 - Approach the situation calmly
 - Acknowledge children's feelings
 - Gather information
 - Restate the problem
 - Request ideas for solutions and choose one together
 - Be sure to provide and give follow-up support

RESPONDING TO UNANTICIPATED DANGEROUS BEHAVIOR:

- Occasionally, staff may be unaware of a child's potential for dangerous behavior. To reduce these occurrences, staff will:
 - Designate a safe, quiet area in the classroom for a child to be alone, but still be supervised.
 - Designate a safe area outside the classroom to take a child that needs time alone, where they can still be supervised.
 - Identify ways of quickly communicating to the other team members (parents and community volunteers) with a word (uncle, blue bird) so that the plan can be quickly implemented without a lot of discussion.
- The plan will enable staff to take immediate action to ensure the safety of the child and others in the area.
- For the safety of child and staff, the crisis intervention for a child will include gentle and firm physical guidance to a safe location to calm down. If this is not feasible, the staff and other children will move to a safe area of the classroom and be lead in a finger play/song.
- Should such a situation occur, staff will contact the child's parents to inform them of the incident, and submit a referral to Education and Mental Health
- Education and Mental Health Staff will develop a behavior intervention plan which will include:
 - The behavior of concern
 - A functional assessment of the behavior
 - Identify replacement behaviors
 - Strategies for reinforcing the new behaviors
 - Timelines for implementation
 - Methods to monitor progress

- Include the follow-up and review system
- Team signatures, including parents