Child Guidance Procedure 0-5

Procedure/Approach

Southern Oregon Child and Family Council (SOCFC) is committed to using positive, age-appropriate behavioral strategies when teaching young children. Focusing on the skills needed to develop social competence and prepare children and their families for entry into public schools. Further, we are committed to working with families to assist them in fostering the development of their children in all areas.

The development of social competence is an underlying goal of early childhood education. Social competence includes the ability to initiate and maintain relationships with others. A child must learn how to approach other children, how to recognize and nurture friendships with peers, how to negotiate issues that come up, how to take turns, how to self-regulate, and how to communicate effectively.

Positive child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment. Positive techniques will be used to redirect challenging behaviors and help them to learn and practice skills that will help now and in the future. Corporal punishment is against our policies and licensing regulations.

Head Start Program Performance Standards:

1302.30 Education and Child Development Program

1302.17 Suspension and Expulsion

1302.41 Collaboration and Communication with Parents

1302.45 Child Mental Health and Social and Emotional Well-being

Department of Early Learning & Care:

414-305-0510 – Creating a Healthy Climate for Child Development

414-305-0600 – General Requirements for the Care of Infants & Toddlers

414-305-0700 – Behavior & Guidance

414-305-0710 – Prohibited Discipline & Actions

414-305-0720 – Physical Restraint

414-305-1050 – Care of Children with Special Needs

Procedure:

SOCFC promotes social-emotional competence for children 0-5 by following the pyramid model found on the "Center on the Social and Emotional Foundations for Early Learning."

SOCFC will develop predictable routines and schedules with planned activities. We reinforce positive behaviors with encouragement and descriptive praise. We take steps to **prevent** problems **before** they occur and explain safe, natural, and logical consequences related to the child's behavior.

Staff will redirect or help guide children to a replacement skill when behaviors are challenging.

Skill Replacement defined: Appropriate skills that adults can explicitly teach the child in place of the challenging behavior. These skills should be easy for the child to learn, should work quickly, and should build on the child's existing skills. The child should receive positive feedback when using replacement skills.

Child guidance will be fair, consistent, timely and appropriate to the behavior, age, and development of each child.

A) **An Effective Workforce**

    a. Education staff are provided evidence-based training, curriculum, and child guidance supports and strategies specific to social-emotional development and classroom behavior management.

B) **Nurturing and Responsive Relationships**

    a. Education staff will promote healthy social and emotional development through building supportive, responsive relationships among adults and children.

    b. Staff will maintain a climate for healthy, culturally responsive child development such as: use calm and encouraging tone of voice, use intentional positive language to explain what children can do and give descriptive feedback. Have relaxed conversations; listen and respond to what they say.

    c. Greet children upon arrival and acknowledge their departure.

    d. Use facial expression (smiles, laughing and enthusiasm) and matched affect with children, in appropriate manner.

    e. Use physical proximity in a culturally responsive ways to speak to children.

    f.   Be respectful of cultural traditions, values, religion and beliefs of all enrolled families.

C) High Quality Supportive Environments

    a.   Education staff utilize the Creative Curriculum to develop high quality environments to promote positive outcomes for all children.

    b.   Environments must be set up using Developmentally Appropriate Practices, clean, open, and uncluttered.

    c.   Environments will be set up for success with engaging activities that encourage positive behavior and self-regulation.

D) Targeted Social Emotional Supports

    a.   Education staff will utilize systematic approaches to teach social skills for a preventative and remedial effect.

    b.   0-5 staff will validate children's feelings and show tolerance for mistakes.

    c.   Model and teach emotional skills (expressive, accepting other's feelings, and controlling impulses to act out feelings).

    d.   0-5 Positive Behavior Interventions and Supports (PBIS), Conscious Discipline, Child and Staff Site Safety Plan (EHS-OT must have approval from Education Department) and Ukeru Philosophy and Physical Training.

E) Children with Challenging Behaviors: Prohibition of Seclusion, Physical, and Emotional Abuse

    a.   **Non-Compliance Defined:** Any response that does not match staff requested within a specific time frame and is developmentally appropriate or defined in the IFSP. (Tier 1)

    b.   **Challenging Behavior Defined:** Behavior that interrupts or impedes the child's ability to participate in the daily routines and/or impedes another child's ability to participate. **This behavior is not age/developmentally appropriate.** (Tier 2)

    c.   **Unsafe Behavior Defined:** When a child exhibits any behavior that causes harm, or imminent (within 3 seconds) threat of safety to self or others. (Tier 3)

When managing challenging behaviors, staff will only use positive guidance strategies, as described in the chart below titled Universal Supports 0-5. We will teach self-regulation, model behavior we want to see, and focus on the positives.

- **Skill Replacement defined:** Appropriate skills that adults can explicitly teach the child in place of the challenging behavior. These skills should be easy for the child to learn, should work quickly, and should build on the child's existing skills. The child should receive positive feedback when using replacement skills.

- **Punishment Defined:** Infliction of some kind of pain or loss upon a person for a misdeed.

- **Consequence Defined:** Result or outcome of an action or condition.

- **Seclusion Defined:** The involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

Seclusion *does not* include:

- The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving (defined as a "Supported Break").

 * Staff will **only use supported breaks** strategies with children in accordance with the child's **IFSP and/or individual Guidance Plan** that has been created and **approved** by the Education Coach and Behavior and Disabilities Supervisor.

*Staff will only use supported break strategies with all children (excluding children with IFSP/Guidance Plan) exhibiting challenging or unsafe behaviors following the supported break criteria (*See Challenging Behavior Reporting Procedure*) and documented the challenging behavior.

Staff will not use or threaten any form of physical punishment with children at any time. Prohibited physical punishment includes, but is not limited to: rough or harsh handling of a child, hitting, spanking, slapping, shaking, grabbing, arm/leg pulling/dragging, striking with hand or instrument, pinching, biting, tying or binding, or any other measures that produce physical pain or emotional abuse.

We do not require a child to remain silent or inactive or remove a child from all activities or the group for excessive periods of time. We will never force food, rest, or toileting on children.

Physical restraints are prohibited. Physical restraints include: the restriction of children's actions or movements by holding the student or using pressure or other means.

Head Start Staff (3-5-year olds) will not pick up and/or carry a child in a preschool age classroom/outside. If the child requests being carried/cuddled staff will find a safe place to sit with the child.

Restraint does not include: holding a student's hand or arm to escort the student safely and **without the use of force from one area to another**, catching/picking up and quickly releasing a child (Catch and Release) when the child is at risk of injury (i.e. removing child from shelf and releasing to the ground), assisting a student to complete a task if the student **does not** resist the physical contact, or the use of Ukeru Physical Intervention Strategies. *

- Staff will not use any form of emotional abuse or humiliation with children at any time. Prohibited emotional abuse includes, but is not limited to: name calling, ridicule, yelling, threats, isolation, food and/or access to activities/objects used as a punishment or reward, denial of basic needs, or neglect.

- Staff will sign the Agency Standards of Conduct and will be disciplined up to and including termination for any prohibited physical punishment or emotional abuse described in this section. In addition, a staff member who observes an incident of any of the behaviors described above, must report that incident immediately to their Site Manager.

A) Children with Challenging Behaviors: Intensive Interventions

If a child presents a persistent challenging behavior, staff will follow the Challenging Behavior Reporting Procedure and continue to use the assigned social-emotional curricula and strategies:

Education staff will document and assess the function of challenging behaviors using the Behavior Observation Report (*See Challenging Behavior Reporting 0-5 Procedure*).

The Behavior and Disabilities Supervisor and Education Department staff will support classroom staff with behavior management through utilizing the Child Guidance Implementation Checklist, which focuses on developing supports for individual children and building more effective classroom management skills among the teaching team. Education Department staff will recommend any general, developmentally appropriate accommodations (such as re-arranging the classroom or simplifying the daily schedule).

Classroom Success plans may be developed by an education coach to support classroom staff utilizing universal supports. Teachers will plan intentional activities to ensure all identified children are learning new skills to meet missing skills.

Guidance plans may be developed for individual children who **consistently** exhibit *challenging behaviors* which are not age/developmentally appropriate. (defined above) The classroom team will **emphasize building positive relationships with the individual children through daily playful interactions**. (*See Child Guidance Plan & Emergency Plan Procedure 0-5*)

If all possible classroom resources and strategies have been exhausted and there is *still an ongoing safety threat* to the child, other children, and/or staff, the Behavior and Disabilities Supervisor, Education Coach, or Site Manager may request a **team consult** to discuss and determine further options that will be later presented to the parent/guardian.

A meeting with the parent/guardian will be scheduled immediately to discuss the option(s) established during the team consult. Options may include, but are not limited to, a modified day to promote success in the classroom or an alternative placement that is considered most appropriate to help the child be successful. If an alternative placement is considered most appropriate, the team will also specify additional accommodations and/or modifications needed while this process occurs.

SOCFC staff will have an annual training on Ukeru.

SOCFC **HS classroom staff** who work with children ages 3-5 will follow the Site Safety Plan (*see Child Guidance Plan & Emergency Plan Procedure 0-5*).

APPENDIX A

Universal Support 0-5

STRATEGIES FOR UNIVERSAL SUPPORT FOR CHILDREN 0-5	DATES & DEADLINES	DOCUMENTATION
Develop a Child and Staff Safety Site Plan (All Staff at HS Center), refer to as needed.	Refer to Dates and Deadlines	Post in classroom (HS Only) OT Classrooms, as applicable by Ed. Department.
• Daily schedule with photos • Matrix • **6 Steps of Conflict Resolution** posted and utilized in classroom • **Classroom rules posted**	Refer to dates and deadlines	Daily schedule and classroom rules posted in classroom and on lesson plan. Matrix posted in classroom. Six Steps to Conflict Resolution posted in classroom.
Positive classroom community being built with **photos of classroom rules posted in classroom**; guiding principles with activities to support understanding, natural and logical consequences.	First Three Weeks of EHS-HS	Lesson plan Posted classroom rules
Social Skills (**2nd Step (HS Only), PBIS, Conscious Discipline**) social curriculum taught and strategies utilized	Daily – Throughout Year	Lesson plan
Positive guidance strategies utilized Conscious Discipline, classroom staff utilizing frequent encouragement and praise, 4:1 positives used regularly. **Positive relationships are continuously being developed between children and teaching team.** Age Appropriate Space is available and used meaningfully to support child's ability to regulate with or without staff support.	Daily – Throughout Year	Lesson plan Education monitoring tool
Developmentally Appropriate Environment, Structure, and Curriculum in place that support pro-social behavior.	Daily – Throughout Year	Lesson plan
Communication with Child's Family regarding classroom observations, concerns and strategies used. Communication with Education Staff regarding CBO's, concerns, and strategies used.	Daily – Throughout Year	Data system
Refer to Initial Home Visit, Screenings, Observations, IFSP, and Family Goals often. Debrief daily regarding focal children. Implementing IFSP and Guidance Plan strategies, modifications, and accommodation (when applicable)	Throughout Year	Child file Data system & TS Gold
Meet with Family Advocate to Staff families and concerns on a consistent basis. (**N/A EHS Specialist**)	Throughout Year	Data system
MH Consultant Classroom Observation (MH) teaching team follow-up on feedback.	Refer to dates and deadlines	Mental health classroom observation

Appendix B

<u>**What Are the Essential Supports in a PBIS Classroom?**</u>

1. Three positively stated classroom rules posted inside and outside at children's eye level with words and visuals.

2. Matrix of routine-specific rules for each classroom activity; posted and available to teachers, substitutes, volunteers, etc.

3. Lesson plans for teaching classroom rules; during large and small groups.

4. Staff and children can state the class rules and routines.

5. Social skills curricula, lesson plans incorporating the curricula.

6. System in place for acknowledging children's appropriate behavior (e.g., Conscious Discipline Kindness Tree)

7. System for responding to children's problem behavior (e.g., Restate classroom rule, supported body break from activity) –included in matrix, safety plan.

8. Staff uses 4:1 ratio of positive encouragement statements to directions/directives.

9. Staff practices pre-correction in the absence of misbehavior.

10. Classroom schedule with words and visuals posted at eye-level for children.

11. Classroom schedule followed, except for emergencies or special occasions.

12. Transitions are cued with verbal directions and another visual or audio cue (e.g., bell, light, music).

13. Transition reminders are given (e.g., 5-minute reminder).

14. System for identifying children who do not respond to classroom rules, but don't require intensive support.

15. System for formally observing and assessing children, who require intensive, individualized support.

16. Parents are notified of the classroom rules, how behavior is managed, and who to contact with behavioral concerns at least once annually.

17. Classroom behavior tracking system, and person to collect, analyze, and summarize data.

18. Access to behavior support team with relevant team members, regular meetings, and an action plan, as needed.

19. Program has a leadership team and provides time and resources.