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POLICY: CLASSROOM MANAGEMENT TECHNIQUES

PERFORMANCE OBJECTIVE: As children are introduced to their first group social setting, problems may arise. The Teacher must implement a plan with all classroom staff consistently following the same steps to ensure children learn to manage their behavior in a positive and supportive atmosphere. Certain steps need to be followed to ensure time out is used in an appropriate manner. **EHS:** Time out is not appropriate for infants and young toddlers. Time out can be used with caution in older toddlers and twos. See Administration 1.3a for EHS Classroom Management Techniques.

PROCEDURE:

1. Briefly describe to the child the inappropriate behavior. (“Joe, you cannot take toys from others, use words to ask,” “We never hurt others.”)
2. Move child away from the other children or area and state “This is your warning, if you hit again you cannot play with or in this place.” Staff must use logical consequences to address misbehavior before using time out. For example, if a child throws blocks then he/she needs to leave the block area for the day. You may also use a reward poster and after the warning, have the children move their name or ticket from the poster for further misbehavior. The child must also have the right to earn their name back on the poster with appropriate behavior.
3. If a child continues with inappropriate behavior, have him/her removed to a quiet part of the room for time out. Do not label a chair or a place as “sad or time out”, unless recommended by the Mental Health Consultant as a need for the child’s own self-management. Explain briefly why the child is in time out and when the child is ready to control themselves they may rejoin the group. A child should sit no longer than 1 minute for each year of their age and the adult needs to remain close but avoid giving further attention until the child complies (4 years = 4 minutes).
4. After completing time out, explain to the child why they sat and problem solve with the child other ways to solve problems without breaking rules. Offer solutions such as “using your words, talking with your Teachers, or taking turns.” Do not expect a child to explain to you why they had to go to time out.

They may know but not have the ability to explain and it may lead to adult lectures. Be cautious about having children apologize if it’s not developmentally appropriate

for the child. He/she should be functioning above a 60 month level to begin understanding empathy.

5. If the child refuses to proceed to time out or begins fighting the adult then the adult may have to try to corner the child in quiet area. Staff cannot restrain a child but can stop them from hurting other children, trying to run away or destroying property.
 - A. The staff adult may sit or stand behind or in front of the child with hands on the child's shoulders. The adult should keep their body to the side to prevent the child from head butting the adult. The adult's hands should be away from the mouth to prevent bites. If the child hands are trying to scratch you may hold them but not with great pressure.
 - B. Staff will need to call the parent if the child does not begin calming within 2 to 3 minutes and document the incident on the Child Behavior Incident Report form and fax to Central office. If the child's parent cannot be reached staff must call C.O.
 - C. Do not try to reason with a child as they are tantruming. State, "When you calm down you may leave time out." After the incident is over, discuss with the parent what happened and give a reminder copy of the letter about new day care rules.
Important: Any time a staff person has to call the parent the incident must be reported to the Education or Mental Health Coordinator, or to the EHS Site Supervisor (EHS only). Document why you called and if the parent did pick up the child on the appropriate form and give the parent a copy.
6. Be sure and give specific positive attention to the child after time out related to behaviors you like to see the child display. Focus on the behavior.
7. It is impossible to observe all inappropriate behaviors. If an act is not observed by an adult and is reported by a child, staff should not implement time out unless there is evidence the event occurred. Staff should closely monitor the child for the next 10 minutes to see if the child is becoming aggressive.
8. When taking the child to time out the adult should lead the child by the hand to the quiet place. The only time a child should have to be carried is if they are injuring others or themselves. Time out can be anywhere in the room as long as the child has to discontinue their play and cannot be isolated, an adult should be present or have visual contact at all times.
9. Staff is responsible for implementing behavior procedures. Volunteers or substitutes should never be given the responsibility of behavior management.
10. Child may be referred for MH Intervention if behavior issues persist with parent permission.
Volunteers or substitutes should report to the Teacher any observations of misbehavior first and if he/she is unavailable then report to the Teacher assistant.
11. If a child has several time outs then the Teacher should call the parent and plan a conference to discuss behavior issues and develop a plan. Support staff, i.e. drivers or

Teacher assistants, should not give parents behavior reports but simply state to the parent that if they have questions to call the Teacher.

12. Teachers must report or refer a child if concerns continue. Contact the Education or Mental Health Coordinator and follow the referral procedure.(Health 4.14)