



Behavior Management Policy

Developing self-regulation, the ability to control one's own feelings and behavior is a primary task of early childhood. Our philosophy at the YMCA daycare is that children need to be taught how to self-regulate through positive guidance strategies used by teachers within the classroom.

Infants

Self-regulation is taught to our infants through establishing and following rituals that are as similar to the child's home rituals as possible, using simple and clear language to communicate which behaviors are acceptable, giving infants many opportunities to move and be active throughout the day and using face, voice, touch and motion to help infants manage feelings and other stimulation.

Toddlers

Self-regulation is taught to our toddlers through encouraging their growing sense of independence. This is done through inviting them to participate in daily routines and giving them many chances to make choices. Duplicates of favorite toys are provided in the toddler room to avoid conflict and sharing is modeled and encouraged by teachers. Teachers also help model alternative ways for toddlers to express their anger and acknowledge children's actions when they show some self-control. Toddlers who have trouble with biting and or hitting are shadowed by a teacher and guided toward using their words rather than through physical aggression. A copy of the biting policy can be found in the family handbook or you can ask for one at the front desk.

Preschool

Self-regulation is taught to our preschoolers through a variety of positive guidance strategies such as:

- Teachers being good role models
- Giving the children responsibilities within the classroom
- Giving only one or two simple directions at a time

- Setting limits within the classroom
- Using positive language
- Giving choices when appropriate
- Allowing children to do their own problem solving when issues arise and talking it through with the teacher
- Having a clear and consistent daily routine and giving children time warnings when transitions are approaching
- Praising appropriate behaviors!

When self-regulation **is not** achieved through positive guidance strategies teachers will proceed through the following steps:

1. Teacher will provide substitute activities – redirect the child.
2. Teacher will help the child use problem solving skills by talking through the problem.
3. Teacher will enforce a temporary loss of choice for the child (ex. child will choose a different activity or center).
4. Director or Assistant Director will discuss the behavior with the child outside of the classroom.
5. A behavior report will be filled out by the teacher and discussed with parent/guardian and signed at pick-up.
6. If the behavior continues or worsens, the child's parent/guardian will be called.
7. A family conference will be requested with the Lead Teacher, Director and Assistant Director to come up with a plan of action.
8. In extreme cases, a 1-2 day suspension or removal from the program may occur.

*An extreme case is any case that the child is in danger of hurting themselves or others or is putting the program in jeopardy.

