Behavior Policy

CCCC uses a positive guidance model to work toward the ultimate goal of self regulation. Depending on the age of the child, varying degrees of internal control are possible. We recognize that the development of self-discipline is a process, not a goal that is fully attainable. We believe that children learn to respect others when they themselves are treated in a respectful manner. We provide adult models that show, rather than just tell, children the appropriate ways of behaving. We attempt to minimize situations where conflicts arise by providing materials and activities that challenge without frustrating. We respect both individual differences in learning style, temperament, and different developmental skill levels. We, therefore, expect different behaviors from different aged children. We give reasons for rules at an appropriate age level. We redirect. We suggest alternatives. We describe and reinforce appropriate behavior. We provide opportunities for children who need to gain control using a cool down time, which again is appropriate for each different age and developmental level. We will review classroom rules with the class and address children’s concerns and feelings to assure them a safe environment after a serious behavior incident. We believe that with patience, consistency, humor and warmth, teachers can guide children through the self discipline process while reducing power struggles and transforming conflicts into opportunities for problem solving, growth and learning social competencies.

We believe it is important for parents and staff to work together to help children develop appropriate behaviors. Open, two-way, timely communication between parents and teachers is key. Parents and teachers should keep each other informed about concerns and changes in the behavior of the child. If the child continues to exhibit difficulties the attached steps are taken in an effort to develop a behavior plan and monitor the plan to assess its effectiveness. The goal is to guide the child to behave in more successful, positive ways.

**Child Behavior/Safety Policy**

The Campus and Community Children’s Center follows the Office of Children and Family Services regulations regarding children’s behavior. Expectations for behaviors will be realistic and respect each child’s capabilities. Our goal is to help children learn how to establish positive relationships.

In the case of an egregious behavior incident the center maintains the right to contact the parent/guardian for immediate pick up.

**Procedure**

To the extent possible, children will help set classroom rules to start the program year. These rules will be posted in a visible location within the classroom and reviewed on a regular basis. In cases where a child’s aggressive, disruptive, or endangering behaviors threaten themselves or others, the following procedure is implemented.

1. The classroom team will examine the situations that precede and follow the aggressive\endangering behavior.
2. After a period of observation the classroom team will brainstorm possible solutions and decide on a strategy to try for several days.
3. If improvement is not evident the team will request a conference with the family in order to revise the plan and ensure consistency between home and the center. Staff may utilize (but are not limited to) Ages and Stages, the Work Sampling System, The Early Childhood Behavior Rating Scale, the Gard, Gilman, Gorman Speech and Language Development Chart and written observations to document their concerns.
4. If the problem persists following implementation of a joint (parent\teacher) behavior plan, a supplemental evaluation will be requested in order to obtain additional assistance from certified special needs professionals. This can be through such agencies as the Youngerman Speech Clinic, Buffalo Hearing and Speech, the school district Committee on Special Education (CPSE) or county Early Intervention program (EI), or through a private counselor\therapist. The above mentioned documentation will be provided (with parent permission) to assist in the evaluation process.
5. If the family is unwilling to pursue the evaluation and the aggressive, disruptive or endangering, disruptive or endangering behavior does not improve it may be necessary to inform parents that CCCC can no longer continue child care services.
6. If the aggressive, disruptive, or endangering behavior continues despite efforts put in place by the above mentioned agencies and CCCC, it may become necessary to determine the child’s suitability for the program or the program’s suitability for the child. This is determined by examining the adult to child rations needed to address the child’s behaviors through reasonable modifications \*, the necessary structure for programming that may cause undue burden\ fundamental alteration\* to the program, and direct threat\* posed to the safety of the child and\ or others. If this process has been completed and the behaviors continue, the Center reserves the right to discontinue child care service either temporarily or permanently. CCCC will attempt to provide a two week notification to families for permanent discontinuation and provide contact information for families regarding other programs and providers upon request.

\* As defined by the American Disabilities Act (ADA)

Documentation is necessary throughout this procedure. All information throughout this procedure is regarded as confidential and the property of CCCC.

I have reviewed and understand the Center’s Behavior Policy, and I will work with CCCC staff to ensure that my child has a successful and meaningful experience.

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| Child’s Name:       |
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| Parent Signature | Date |
|  |  |
| CCCC Representative Signature | Date |