

Hand in Hand Daycare and Preschool

Behavior Guidance Policy - Procedures & Transition Plan

Hand In Hand Daycare & Preschool has created these guidelines to follow for disciplinary measures. In any situation involving a child or children that are in conflict with the rules of the classroom, the teacher shall take the following steps to support proper development:

Our Environment

- Encouraging peer relationships by creating social opportunities and working with children to resolve conflict
- Collaborating with the infant/early childhood mental health consultant to support individual children and the classroom as a whole
- Always speaking to children in a calm tone, especially during redirections
- Putting words to children's emotions (ex. "Billy, I can tell you were mad when James took your block.")
- Using social stories with young children to teach healthy social skills

Our Families

- Communicating regularly with staff to ensure consistency in guidance between home and school
- Partnering with caregivers to allow us time to work with all children, including those needing higher levels of support
- Understanding and acknowledging that we do not expel children because they are learning these skills. We strive to serve individual needs while ensuring the safety of young children
- Collaborating with infant/early childhood mental health consultants, specialists, & therapists to help give a child the best foundation for academic and life success

Our Children

- Supporting them in learning how to handle conflict in a healthy manner (using appropriate words and actions)
- Developing confidence and self-efficacy
- Developing skills to help them manage their behavior and emotions

IF CHALLENGING BEHAVIORS EMERGE:

The Steps to Prevent Suspension and Expulsion document should be used as a guide to identify possible strategies and resources to support your staff and the child.

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If the child is under the age of three:

If the child is still struggling after collaborating with an infant/early childhood mental health consultant, the child's caregiver and pediatrician (if required) and identifying new resources and implementing classroom strategies to support the child, then with the consent of the caregiver, the child will be referred to Developmental Services Center (DSC) to receive developmental assessments.

We will provide the DSC staff with copies of the completed Child Behavior Logs and any other documentation to further support the child in efforts to provide additional support. We will also provide the caregiver with resources and information on finding a special education advocate to further support them. We will work with the DSC staff to coordinate and incorporate any services and interventions needed.

If the child is age three to five:

If the child is still struggling after collaborating with an infant/early childhood mental health consultant, the child's caregiver and pediatrician (if required) and implementing classroom strategies to support the child with the consent of the caregiver, the child will be referred to the local public school. A referral letter will be sent to the Early Childhood Special Education department of the local school district where the child's family resides to request further developmental assessments. Our staff will work with the local school district's personnel and family of the child to set up observation dates, if requested.

We will provide the school with copies of the Child Behavior Logs and any other documentation in the child's file to further support the child in the school's efforts to provide additional support. The caregiver will also be provided with resources and information on finding a special education advocate to further support them. We will work with the school district staff to coordinate and incorporate any services and interventions needed.

If the child is age six to ten:

If the child is struggling in the before and after- school program, we will work with the family and school using Child Behavior Logs and any other documentation in the child's file to provide a solution to the individual situation. An individual behavior plan will be made accordingly.

TRANSITIONING A CHILD

Our overall goal is to keep a child successfully in our program. Prior to transitioning a child to other services, our staff will implement all possible classroom strategies to support the child. *The Steps to Prevent Suspension and Expulsion* document will be used as a guide to identify possible strategies and resources. Then, if we have exhausted all available resources and have come to the decision that keeping the child in the program is not in the best interest of the child or the child's peers, our staff will work with the family to transition the child out of the program. (A successful transition is when a child has moved into another program that better fits them and their family's needs.)

I understand and agree to the Behavior Guidance Policy- Procedures & Transition Plan provided to me.

Parent's Signature

Date

Enrolled child's Name