

# **Child Guidance/Classroom Management/Conflict Resolution**

## **Procedure**

- The classroom environment will support children socially and emotionally.
- Staff will be consistent in the use of the daily schedule.
- Staff will develop classroom rules with the children and will post them in the classroom. Posted rules will include words and pictures that the children will understand and is tailored to the developmental level of children.
- Classroom rules will be clear and consistent, and few.
- Classroom rules will be referred to pro-actively.
- Children will be taught how to use acceptable alternatives to problem behavior to reduce conflict.
- Activities will be engaging to the children as to lessen the possibility of negative behaviors.
- Staff will be available for children needing more support.
- Staff will provide a warning when transitions will be happening so that transitions will be smoother, and support will be given to children who have difficulty with transitions.
- For day-to-day unacceptable behaviors, staff will provide immediate and directly related support for a child's unacceptable behavior. Examples of strategies used include redirecting, giving choices, and problem solving with the child.
- Repeated occurrences of inappropriate behavior requiring intervention will be handled by staff immediately.
- Intervention for behavioral problems will be progressive and based on the situation and individual needs. Children will be provided services in the LRE (Least Restrictive Environment).
- When safety is an issue either for behaviors that are a danger to the child or others, staff will provide immediate intervention. Options to consider are:
  - Redirection of children and groups away from problems and toward constructive activity to reduce conflict.
  - Providing an opportunity and space for the child to calm down
  - Debriefing and problem solving
  - Request for Planned and Documented Intervention (PDI).
- Communication with parents and guardians will be maintained concerning the child's behavior and progress (such opportunities may be used to support and

model positive parenting strategies).

- Behavior that is chronically unacceptable may be an indicator that further

assessment is needed. These behaviors may include:

- Challenging behaviors that “result in self injury, injury to others, cause damage to the physical environment, and/or interfere with the acquisition of new skills and/or socially isolate the learner
- Aggression, hitting kicking, biting, threats of violence that is repetitive and unable to be redirected
- Shouting, yelling, swearing
- Sexualized behaviors
- Inability to calm down from strong emotions with the assistance of adult lasting over 15-20 minutes.

- Supports for chronically unacceptable behaviors may include the following:

- Planned and Documented Intervention (see Planned and Documented Intervention Policy/Procedure) in consultation with the child’s parent(s).
- Referral for a Social Emotional Observation
- Referral for Early Childhood Special Education (ECSE); these referrals would need to include another area of developmental concern unless it is an extreme situation.
- Referral for outside Mental Health Services

- Staff will use the curriculum’s approach to provide conflict resolution and social/emotional techniques including:

- Approach calmly, stopping any hurtful actions
- Acknowledge children's feelings
- Gather information. Ask “What's the problem?”
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow-up support

- Head Start staff, and service providers will use positive methods of child guidance and will not engage in any of the following activities:

- Corporal punishment including but not limited to rough handling, shoving, hair pulling,
- ear pulling, shaking, slapping, kicking, biting, pinching, hitting, or spanking.
- Emotional Stress including but not limited to name calling, ostracism, shaming, using

- derogatory remarks about a child or a family, or using language that threatens,
- humiliates, or frightens a child.
- Separating a child from the group except within rule requirements.
- Punishments for toileting accidents or denial of bathroom privileges.
- Withholding food or water, light, warmth, clothing, or medical care as a punishment.
- Use of physical restraints other than to physically hold a child where containment is necessary to protect a child or others from harm.
- Use of mechanical restraints such as tying.

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