

GENERAL BEHAVIOR POLICY

Some behaviors, such as tantrums, refusal to participate, and those that require individualized attention can be typical behaviors at various developmental stages. At Community Child Care Center, we know that children will have these behaviors at some point in their development and it usually corresponds with times of stress. Typical stressful events can be:

Life changes	Times of parental absence
Disruption of normal routine	Over stimulation
Illness	Home environment stress
Lack of Sleep	

At Community Child Care Center we create an environment that is developmentally appropriate, predictable, and stable. We make every effort to provide extra support to children facing these times of stress. In a normal development process these behaviors will cease when the stressor is no longer there or they have learned effective coping strategies.

In the event that a child is exhibiting these behaviors over a prolonged period of time in a day and/or the intensity becomes excessive, the following behavior plan will be implemented.

If at any time:

- A child repeatedly refuses to participate in necessary programs activities (hand washing, resting/napping, toileting, meals, or staying within sight and sound of the group) and they require one to one teacher assistance.
- A child becomes dependent on direct teacher assistance in order to cope with their typical emotional needs or to prevent unacceptable behaviors.
- A child displays age inappropriate tantrums that last longer than twenty-minutes and/or occurs more than three times in one day.
- A child needs to be separated from the group more than two times in one day.
- Consistent hurtful behavior.

The parents/caregivers will be contacted to remove (**within one hour**) the child from the Center for the remainder of the day. This is not a discipline measure and will not be conveyed that way to the child. The child obviously is having difficulty that day in our program and to remain in the program would be a negative experience for them. This would be communicated to the child by stressing we are trying to help them be successful in school, have a positive and safe experience, and that it is important to us that they enjoy being here. We can tell that being at school today isn't working and so a parent/caregiver is going to come and get them to give them the space they need.

The child also needs to leave to ensure that our quality of care for the other children is not compromised by continual one to one care that we are not staffed for. Within 48 business hours of being sent home, a meeting must be held with the parent/caregivers and teacher to discuss the circumstances surrounding the behavior. A child may not return until this meeting has been set up.

CHALLENGING / HURTFUL BEHAVIOR POLICY

Physically harming behaviors such as biting, hitting, kicking, pinching, scratching, and hair pulling are normal behaviors for young children, especially toddlers. There are many reasons why young children hurt, including:

Frustration	Teething
Anger	Needing attention
Anxiety/stress	Impulsivity
Tiredness/fatigue	Exploration
Defending property or space	Lack of motor control
Overcrowding	Lack of social skills
Over stimulation	Lack of verbal skills
Boredom	Peer interaction
Not feeling well	Cause and Effect
Lowered coping ability	Hunger

At Community Child Care Center we have a specific way of handling hurtful incidents. We acknowledge the feelings of the child who is hurting, while emphasizing that hurting is not an acceptable behavior, for example: "It looks like you are very angry with Jared, but it is never okay to hit another person. That hurt Jared's body. That made him very sad!" We then try to help the child find a more appropriate way of expressing her/his anger: "If you are mad you can use your words to tell Jared, 'I'm mad!' Or you could stomp your foot if you are mad." The child who was hurting is then redirected to an area way from the area where the hurting occurred. The child who was hurt is given the appropriate first aid when necessary and given more attention than the child who did the hurting. This process varies slightly between individual children and individual circumstances.

Because of confidentiality issues, no information about the child who did the hurting is given to anyone other than the parents of that child and the staff working with the child. If at any time a child is requiring continual teacher intervention to prevent hurting the parent/caregiver will be contacted to remove the child from the center for the remainder of the day. This is not a discipline measure and will not be conveyed that way to the child. Through hurtful behaviors, the child is communicating that this environment is not working for him/her today. Continual and/or serious hurtful behaviors are not compatible with group care for a number of reasons. First, the safety and well-being of the other children needs to be protected. Second, this behavior requires a significant amount of one-on-one attention from the classroom's primary teachers, and therefore effectively puts the classroom out of ratio. This puts a stress on the whole classroom, as teachers are not able to provide the other children with the attention that is essential for quality care.

Our goal is to help children develop safe and appropriate ways of interacting with others and the environment; while children develop tools to solve problems. In order to help prevent hurtful behaviors from accruing the classrooms do many things. Some examples are: positive redirection; modeling behavior; limit setting; and structuring activities that

promote positive interactions, problem solving, and peer cooperation, as well as health and safety. If hurtful behaviors are identified by teachers as a recurring or ongoing pattern of behavior the classroom Teachers begin our Individual Child Assessment Procedures, which includes a great deal of communication between staff members and parents, while completing the needed observations and interventions.