

BEHAVIOR MANAGEMENT

Behavior Management at Busy Minds Academy is developed with support and encouragement of positive behavior through a planned environment which provides a variety of activities from which the children may choose. Methods include reinforcement such as verbal praise, smiles and pleasant attention for appropriate stated alternatives when a conflict situation occurs.

1. Behavior guidance shall be:
 - a. Individualized and consistent for each child
 - b. Appropriate to the child's level of understanding
 - c. Directed toward teaching the child acceptable behavior and self-control
2. Physical punishment shall not be administered to children.
3. The length of time a child is placed in time out shall not exceed one minute per year of the child's age.
4. Acceptable behavior guidance techniques include:
 - a. Look for appropriate behavior and reinforce the child with praise and encouragement when they are behaving well.
 - b. Remind the child on a daily basis of the rules by using clear positive statements regarding how they are expected to behave rather than what they are not supposed to do.
 - c. Attempt to ignore minor inappropriate behavior and concentrate on what the child is doing properly.
 - d. Use brief supervised separation from the group only when the child does not respond to a verbal command which instructs the child as to how he or she is supposed to behave.
 - e. When a misbehaving child begins to behave appropriately, encourage and praise small steps rather than waiting until the child has behaved appropriately for a long period of time.
 - f. Attend to the children who are behaving appropriately and other children will follow their example in order to obtain your attention.
5. The following activities or threats of such activities are unacceptable as behavior guidance measures and shall not be used for children. These include, but are not limited to the following:
 - a. Restraints (Restraining a child briefly by holding the child is allowed when the child's actions place the child or others at risk of injury.)
 - b. Washing mouth with soap
 - c. Taping or obstructing a child's mouth
 - d. Placing unpleasant or painful tasting substances in mouth, on lips, etc.
 - e. Profane or abusive language
 - f. Isolation without supervision
 - g. Placing child in dark area
 - h. Inflicting physical pain, hitting, pinching, pulling hair, slapping, kicking, twisting arms, biting or biting back, spitting, swatting, etc.

- i. Yelling (This does not include a raised voice level to gain a child's attention to protect the child from risk of harm.)
 - j. Forcing physical activity, such as running laps, doing push-ups, etc. (This does not include planned group physical education activities that are not punitive in nature.)
 - k. Associating punishment with rest, toilet training or illness
 - l. Denying food (lunch or snacks) as punishment or punishing children for not eating.
 - m. Children shall not be forced or bribed to eat.
 - n. Shaming, humiliating, frightening, labeling, physically or mentally harming children
 - o. Covering the faces of children with blankets or similar items
6. Posted group behavior charts shall not be used. (Individual behavior charts that are not viewable by children and individual charts used by therapists are allowable.)
 7. Behavior guidance practices used by the center shall be discussed with each child's parents and provided to them in writing at the time of enrollment with a copy signed by the parent maintained in the child's record.

INFANT & TODDLER BEHAVIOR

Time-out shall not be used for children under two years of age.

1. The child may be placed in a supervised area away from the group or in a crib or playpen while staff attends to the situation. Brief separation from the group is acceptable when the child's behavior places the child or others at risk of harm. Example: A child who has bitten another child would be removed from the group, briefly, while staff attends to the bitten child.

Busy Minds Academy staff maintains a safe, non-threatening environment. Our staff fosters creativity, encourages children to explore, and allows them to make discoveries. When inappropriate behavior occurs, it is dealt with immediately. Teachers individualize responses to the children's behavior, in relation to the particular child and the situation. They try to identify the cause of the inappropriate behavior and recognize that repeated problem behavior may be the child's way of signaling that he needs help in dealing with a certain task or situation. Teachers can then modify the learning environment and/or activities to help resolve the situation. We set limits and encourage self-discipline, because boundaries reassure young children and because order and stability are as important to a child as freedom.

To enforce the boundaries and rules at the center, the adults use the following techniques with the children:

- ➤ Clear statement of the limit. ("Blocks are for building, balls are for throwing.")
- ➤ Stating expectations positively. ("The blocks are for building.")
- ➤ Redirection. ("Let's go see what Camryn is cooking in the kitchen.")
- ➤ Supporting problem-solving and negotiation between the children. ("How could you use your words to tell Trevor that you would like to have a turn with that truck?")

- ➤ Logical consequences or choices. (“You are having a hard time playing with the blocks without throwing, you need to make another choice, do you want to play with play dough or to read a book?”)
- ➤ Modeling effective ways to express feelings and emotions. (“I don’t like it when you grab the book from my hands. Which words can you use to let me know that you need something that I have?” with toddlers, give the appropriate script such as, “Leah, say, Can I have the book, please?”)

There are times when all of the above-mentioned techniques have been used and the problem persists. It is at these times that we might ask a child to sit quietly by himself until that child can return to play appropriately. This is a time to regroup. Even as adults, we sometimes need time alone to “pull ourselves together.” Children also need this, especially when they have been in a group situation most of the day. If this does not curb the undesirable behavior then a “time out” will be issued. This is where the child sits away from the group at the edge of the room for a period of one minute per year of age. At the end of the “time out” period, the child returns to the group.

There are times when these actions will still not stop the undesirable behavior. In these situations, we will follow the following steps FOR SITUATIONS THAT ARE NON-VIOLENT IN NATURE, VIOLENT BEHAVIOR COULD RESULT IN IMMEDIATE TERMINATION OF CARE:

1. If the behavior does not improve with “time out”, the child will be brought to the director. The Director will talk to the child and try to find the root of the issue while the child sits in “time out” in the office. A behavior report will be written for the parent explaining the situation and steps taken. Busy Mind Academy’s expectations from the child’s parent(s) are to work cooperatively with us in developing strategies that will meet the child’s needs.
2. If at any point a child’s behavior escalates to a violent or threatening nature, requiring one on one direct care to keep himself, other children, staff and parents safe, then the parent will be called and asked to pick up their child immediately and could result in immediate termination of care.