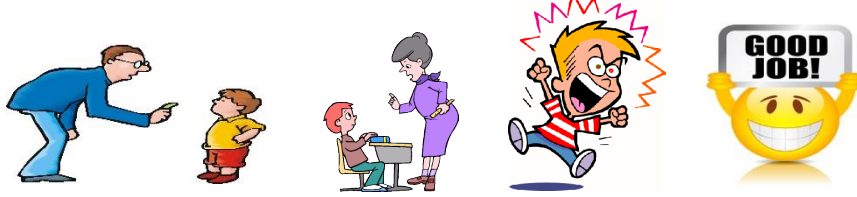


# LHLC Discipline & Behavior Management Strategies

**Please Read below & Your Signature is Required – Submit to front desk within 3 days of your hire date**

*This information is also available under the training tab in the Teacher Training Portal*



This LHLC training document discusses the following:

- Approved LHLC Discipline Methods as outlined in Parent Handbook
- What days to provide feedback/ How Often / When to share and what not to share daily
- Sample Discipline Charts (Dates to switch them up)
- Approved Discipline Methods
- Dos and DONTs
- Information Teacher Assistants should share and when to direct parents to the LEAD Teacher
- Normal Child behaviors
- How to deal with a challenging child
- Winning Ways to talk to children - Remember that everything is a Teachable moment for a child

## ACCEPTABLE METHODS OF DISCIPLINE/ BEHAVIOR MANAGEMENT AND DISCIPLINE POLICY

Our center believes in positive reinforcement to manage and guide the behavior of our students. Several techniques are used to help children learn self control.

### 1. Positive Reinforcement

This is when the child will be encouraged when he/she is behaving at an acceptable level

### 2. Redirection

With this technique, the child is re-directed to another activity and given an opportunity to try the behavior again at another time

### 3. "When.. Then" Statements

This is a statement made in which the child is encourage to accomplish something before going on to something else. For example, "When you finish putting the toys away, then you can go outside."

### 4. "If....Then" Statements

This is a statement in which the child is encouraged to make a positive choice: For example, "If you put your toys away, then you can go outside to play."

### 5. Take A Break / Time Out

This is an approach used when the child is separated from the group for no longer than three minutes. (Time outs typically range from 60 seconds to 3 minutes depending on age.) This technique is typically only used if the child is experiencing a temper tantrum type behaviors or hurting self, others or equipment. After a break, the child will be encouraged to join the rest of the group. *(Parent See handbook with additional information. Available in staff portal.)*

- Teacher issues a Verbal Warnings with Explanation (ALWAYS EXPLAIN)
- Teacher issues a Time Out & with Explanation
- Our center and staff does not believe in hitting or any type of physical punishment. LHLC also does not believe in isolating children for extending periods of time as a means for disciplining our children. This type of behavior is prohibited from our center, illegal, immoral and can be emotionally, physically and mentally damaging to our children.

**IMPORTANT REMINDER!!! During a time out, NEVER have the child sit outside the classroom in the hallway, OR in any area where you can not observe them 100% of the time while instructing the remainder of the classroom.**



### LHLC Discipline Reminders:

- Discipline with Love, Speak & Redirect in a Loving Manner and NEVER out of Frustration
- Only use a Firm approach if there is an immediate safety concern and a child is about to get hurt
- Don't Clap your hands at a child
- No yelling, No hitting/ NO Pinching/ No grabbing a body part harshly / No pushing a Forehead etc.
- **Don't Appear IRRITATED when talking to a child or disciplining a child. REMEMBER this is a TEACHABLE MOMENT**
- Don't go back and forth with a child -- Remember you are the ADULT
- Don't belittle or berate a child or make them feel bad (continued on next page)
- Don't just focus on the child when they are cutting up, be sure to focus of their good behavior so they are getting positive attention for that also. The positive reinforcement helps. It also sets the child up for success since we are giving them positive reinforcement and catching them being good. Say, " I love how you are sitting", "I love how you are waiting your turn, " I love how you are sharing"
- **SUPER IMPORTANT: Remember every day is a new day. Wipe the slate clean and start over. Don't penalize a child for bad behavior the day before or the week before. Everything incident should be treated like an isolated event.**



When to communicate information: (*\*And the EXCEPTION to the rule*)

- Don't provide negative feedback to parent on Mondays. Let them know they are adjusting from the weekend. Let them know as a teacher you prefer to give feedback on Tuesday or mid-week to gauge how they transitioned. For any student that is having discipline issues or any difficulty, share with the parent a list of things they need to work on and advise them that you will check in on a weekly to bi-weekly basis to give them an opportunity to correct the behavior, respond to the discipline chart etc. as most children do not adjust in 1 day and this will prevent daily follow-up knowing that they are still working on the behavior.
- Note: Daily updates are not necessary because then the same info is being repeated and the child is working on the behavior skills. **You Don't want to report all incidents as sometimes when that happens the teacher loses credibility, or the parent feels like the teacher doesn't like the child.**
- We recommend checking in with parents everything Thursday (so as not to provide bad feedback on Fridays) the last day of the week where the parent is upset the whole weekend
- **The only exception to this rule is if a child is hitting the teacher and other children or being violent, if a child is using profanity, kicking, repeatedly biting/scratching/yelling at the teacher and refuses to comply with teacher instruction. Any behavior that will get a child immediately dismissed must be communicated regularly to a parent as those matters are urgent and there is limited time to correct the behavior.**
- **Normal child behavior such as the following items listed below are not grounds to be dismissed from the program and should not be communicated daily, but teachers can give a weekly/every other week check-in to parents as they are working to help the child progress and work on the skills to help the child get the maximum benefit of the program. Examples of these behaviors are listed below:**
  - not sitting in the seat,
  - not listening at circle time
  - running in the hallway
  - playing in the water in the bathroom
  - not doing their classwork
  - Participating in activities
  - typical children behaviors, etc.

- When teachers provide feedback be sure to give tangible/concrete and specific suggestions at home to assist.
  - EXAMPLES:
  - establish reward incentives (include on index cards to earn and select)
  - purchase different LARGE sand timers from lakeshore learning center (1 minute – Sand timer, 3 minutes, 5 minute, 10 minutes, 20 minutes) to help lengthen attention span and provide instructions

on how to use for ideal improvement

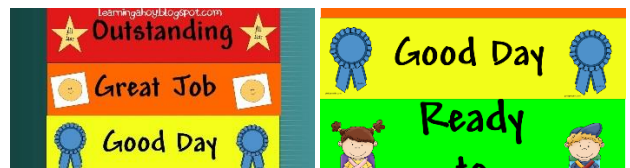
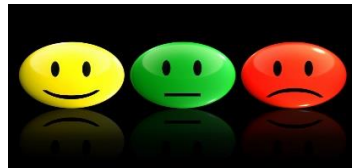


## Teacher Assistants:

- Teachers Assistants are not allowed to give negative feedback to parents. In general, **TAs are are only allowed to give positive feedback as more training is required.** They can only let the parent know everything is fine. **If it is not fine,** the LEAD TEACHER must communicate with the parent prior to their departure from the school. If the parent has additional questions the TA must advise the parent to touch basis with the teacher the following day in the am, or advise them that you will relay the message with the parent and that they will connect with the parent the following morning or during naptime.
  - **The exception to this rule is LEAD Co-teachers like Maricela & Jessenia. All other TAs must direct the communication to go through the lead teacher only.**
  - **Again, TAs can give reminders about field trips, advise of replacement items needed like clothing, milk, pull-ups baby wipes, etc.**

Lead Teachers, Please share the following by 9/13/18.

- Please advise of chart and system selected by end of week and implement/post in your classroom by 9/13/18
  - Reward System and Behavior Chart should include one or more of the following examples:
    - Stickers
    - Treats, rewards/Certificates
    - treasure chest box, etc.



**Shay or Cathy will be checking in each classroom on Thursday 9/13 to see your discipline/behavior chart**

- Your chart should be large, colorful and easy to read/understand by the children,etc

**Examples are of charts are as follows:**

- Happy face, Okay Face , Sad Face Chart (**good for older 15 months to two year olds**)
- Green light, yellow light, red light (**good for 15 months to two year olds**)
- Weekly Pot of gold --> Rainbow to end the pot of gold at end of week (**better for two - six year olds**)
- Super hero chart ---> Ready to fly, losing power, and other items listed (teacher decides appropriate options) (**better for two - six year olds**)
- Hollywood theme ---> Google and come up with ideas (**better for two - six year olds**)
- Basketball chart ---> sit out on bench, finals, point guard, make a basket, 3 pointer... something like this but you will need to be creative (**better for two - six year olds**)
- **Reminder: the positive/good should always be at the top of the chart or on the left of the chart and then work your way down or from left to right)**

**Rotation of methods every 2 to 3 months. (AT least 4x over the course of the school year - August, December, February, April)**

- Charts must rotate every 3 months. NOTE: Discipline charts lose their effectiveness after 2- three months. (Note you must plan out 4 different charts over the school year. See dates below when new chart/system should be posted.)
- Charts will be checks the follow dates to ensure teachers are switching them up for the benefit of the children:
  - September 13, December 1, February 1 & April 1



**If you have a difficult child in your classroom: (See below)**

- Typically we like to give the children 3-4 weeks to transition in if they are new, but if you have already identified behaviors for certain students and need to address them immediately, then I want to support you but recommend the following approaches.
- Come up with 3 NEW different strategies that you will implement in the classroom and try with this child. Director will require this prior to meeting with the parent.
- Develop a list of areas the child need to work on and share with the parent 1 time and let them know you will then check weekly and/or bi-weekly with progress as typically it takes time for the child to modify the behavior and you don't want to report everything everyday unnecessarily.
  - Only talk to the parent 1 time a week for the most important incidents. Remember: You Don't want to report all incidents as sometimes when that happens the teacher loses credibility or the parent feels like the teacher doesn't like the child.
  - **During these meetings ALSO SHARE POSITIVE feedback on anything they are doing well. The meetings should not all be negative. The child has to be doing something right for example eating, playtime, art time, dance etc. ALSO FOCUS on the positive and not just the negative.** Say, " I love hoe you are sitting" "I love how you are waiting your turn, " I love how you are sharing"
- **Recommendation:** Divide up reports into AM and PM behavior, so perhaps we can give positive reinforcement for parts in the AM or PM when they are doing good and we can report positive reports for good behavior for part of the day and then strive for good behavior the whole day. This shows that the teacher is on it and rewarding for effort by breaking up the day. The positive reinforcement helps. It also sets the child up for success since we are giving them positive reinforcement and catching them being good. Don't just focus on the child when they are cutting up, be sure to focus of their good behavior so they are getting positive attention for that also.
- Come up with 2 specific tangible strategies that you think the parent should do at home to help with their behavior that will support you.
- Give some breathing room between negative daily reports as then the parent will tune you out and it will not set you up for success
- **Should you need additional assistance, meet with a Director and after the steps above are done we will set up an immediate meeting with the parent.**
- **Be sure to read Winning Ways of Talking to Children in the LHLC Staff Portal - Training**

**We encourage you to make this a fun process & a teachable moment. The more creative you are the more helpful it will be to yourself, your TA, the classroom dynamic and for the child. Thank you and Happy**

**Disciplining!** 😊

I have read this **4 page document** on LHLC discipline and understand the information and acknowledge receipt.

NAME PRINTED: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_