

# Classroom Management, Behavior, Guidance, & Discipline Policies

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# The Children's Discovery Center's Approach to Supervision

- **Awareness** requires a knowledge of the children in the classroom, including know each child's range of skills, interests, ability to interact with others, as well as their developmental stage. Knowledge of the children in the classroom helps teachers to monitor and enhance skills that promote children's positive behavior, when a child is upset, an adult immediately investigates the problem.
- **Positioning** involves being able to see all of the children. Staff position themselves to be aware of the entire classroom or playground. All children are monitored by sight and/or sound at all times.
- **Scanning** involves regularly glancing/moving around the classroom or playground to see children's involvement and what is happening and maintaining an accurate mental headcount. Teachers always know exactly how many children are with them.
- **Positive Climate** involves the use of behavior-approving language more frequently than behavior-disapproving language. Teachers maintain a pleasant affect and tone when interacting with the children, and specific praise is given.

Everybody at the CDC has a fresh start each day!  
Each day is a new opportunity to have a GREAT day!



# Discipline/Behavior Guidance Policy

The LCCC Children's Discovery Center strongly believes that all children learn in unique ways and that they develop on their own schedules, and that discipline and guidance should be individualized as well. Everybody at the CDC wants all children to be able to successfully manage their emotions and their actions/choices.

When dealing with discipline issues with young children, it is important that the CDC staff and the families we serve agree to several critical concepts:

- The term discipline cannot be used interchangeably with punishment. Punishment is a negative consequence and is not allowed to be used at the CDC based on both our program philosophy, NAEYC Accreditation standards, and DFS licensing regulations.
- Discipline is a method of modeling to the children, or guiding them to appropriate ways to handle a situation, as well as encouraging them to use their words and find other solutions.
- It is critical for discipline techniques to remain respectful to all of those involved in the process.
- Children typically do not misbehave intentionally or with a personal agenda against adults. Most situations of misbehavior can be directly related to misunderstanding/miscommunication of a specific situation due to the child's cognitive and age level, frustration of a given situation, the child not feeling well, or possibly even a deeper emotional issue.




# Behavior Management

The purpose of all behavior management at the CDC is to help children develop self-control and become responsible for their own behavior. Part of our curriculum is helping children learn to express their feelings appropriately, to consider other people's feelings, and to negotiate through their own conflicts and differences. The method of behavior management utilized at the CDC is modeling for children appropriate ways to handle a situation as well as encouraging a problem-solving process.


The strategies the CDC utilize for Behavior Guidance/Discipline are non-punitive, and are directly related to the child's behavior and encourage his/her active participation in figuring out a better solution to the problem.

The LCCC Children's Discovery Center has 3 main rules to keep our schools safe:


## Keep our friends safe!



use helping hands



use kind words



use kind feet

## Keep yourself safe!




use walking feet




use listening ears


## Keep our things safe!



put things away when you are done with them

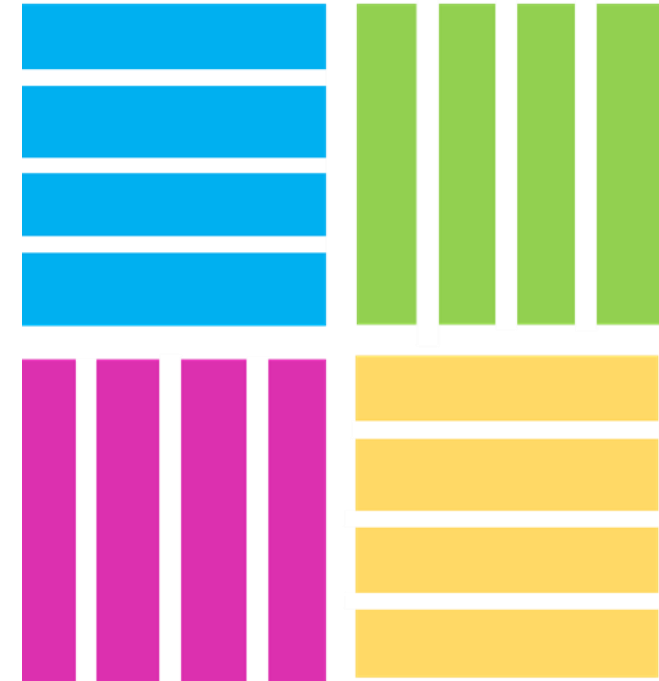


share + take turns with our things



treat our things nicely

# Behavior Guidance / Discipline Policy



# Behavior Guidance / Discipline Policy

## Behavior Management

The following are strategies and approaches staff will use with the children to help alleviate undesirable behaviors and help children learn more desirable alternatives:

- **Building Relationships & Making Connections** - All of the teachers and staff in the classrooms take time to truly get to know each child in their classroom. By making connections and building strong relationships with the children, the teachers and staff are showing the children respect and conveying that they are on the child's team, the child understands that the teachers are there to help them be successful in positive ways. Having a relationship and making connections will make it easier to manage challenging behaviors as they arise.
- **Distraction** - If it is obvious that there is about to be a power struggle or altercation over a toy or materials in the classroom, the teachers will distract the children to get them focused on something else.
- **Redirection** - If children are arguing over materials or not using materials properly, the teachers will have a child physically move to another area to refocus and attempt to play successfully.
- **Calm Down Area** - Each classroom has a calm down area in their classroom so that the children can get away from everybody and have some space and time to recollect themselves and get to a point that they can interact and engage successfully in the classroom.
- **Choices** - In each classroom, the teachers talk with the children about the choices they make. There are green choices and red choices... it's always a choice, it is never a "bad child". Teachers will talk with children about choices (real and made up examples) made and whether the choices was a green choice or a red choice, if it was a red choice, they discuss what could have made it a better choice.
- **Modeling** - Teachers and staff model what they expect and the behaviors they want to see as they teach the children about expectations and rules. They model and talk through what it looks and sounds like.



# Routines & Room Arrangement

Teachers use routines and room arrangement to help with behavior management in the classroom as well. Children tend to do and behave better when there are clear routines and expectations. However, children don't just automatically know the classroom routines and expectations when they step into the classroom.

To help the children learn routines and expectations, the teacher M.A.P. it out for the children.

M - Model procedures, routines, and expectations for the children.

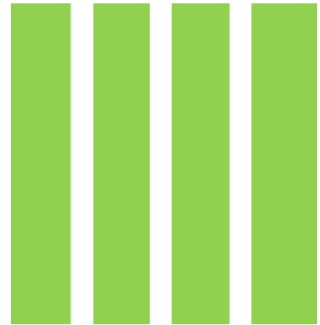
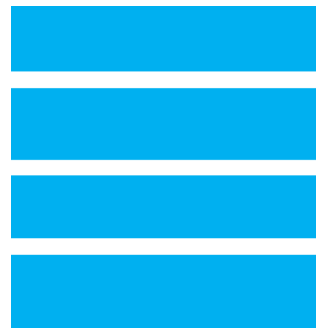
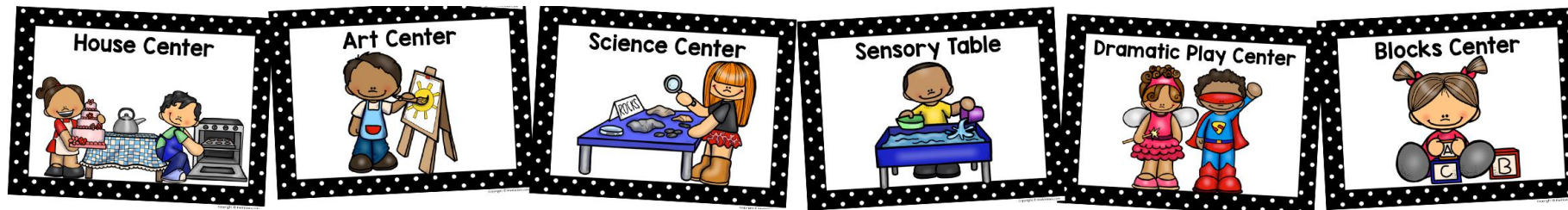
A - Add visuals to help the children make the connection.

P - Practice, practice, practice

Each classroom has a daily schedule to follow that best meets the needs of the children in the class. As the groups of children in a classroom grow and change, the daily schedule may need adjustments to make the children more successful.

Daily schedules help create predictability and consistency for the children.

Classrooms are arranged and planned according to the Creative Curriculum guidelines, and materials are put out in the classroom to keep the children engaged and busy, learning and playing. The classroom arrangement should provide enough room for the children to play with the different materials without interfering with what other children are doing.



# Strategies from Conscious Discipline to help children Manage their BIG EMOTIONS



## Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.



## S.T.A.R.

**S**mile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



## Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



## Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbppbpbpb" sound.

These 4 strategies/breathing techniques can be used to help manage stress and to help children calm down to regulate and gain control of their emotions.

According to Becky Bailey "The goal is for adults to empower children to manage themselves. This can only occur if they learn to be aware of their emotions and regulate them..."

These are strategies the teachers work with the children on.

# Behavior Management/Discipline Policy

When it comes to behavior guidance and discipline, the following actions are strictly prohibited at the CDC:

- Physical punishment, including hitting, spanking, swatting, beating, shaking, pinching, and any other measures intended to induce physical pain or fear.
- Threatened or actual withdrawal of food, rest, or use of the bathroom.
- Abusive or profane language.
- Any form of public or private humiliation, including threats of physical punishment.
- Any form of psychological abuse including shaming, name calling, ridiculing, humiliation, sarcasm, making threats, frightening a child, rejecting, terrorizing or isolating a child, or withholding affection.
- Any form of coercion, including rough handling, forcing a child to sit down or stay down, physically forcing a student to perform an action (except when restraint is necessary to protect the child or others from harm).







## Biting

Biting is a common occurrence with young children as language skills are not yet mastered and it becomes a form of communication. Children may also bite when they are exploring their environment, are frustrated, need control or independence, or are experimenting with cause and effect.

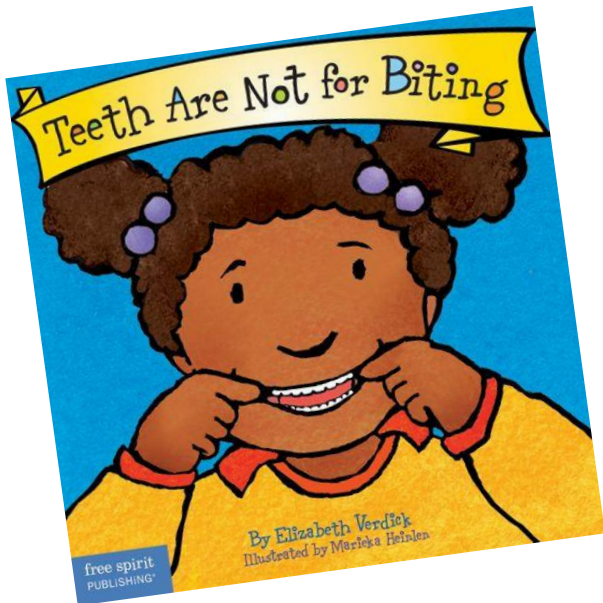
Each biting incident will be handled individually just as we treat each child as an individual. All children are carefully monitored. Children with a habit of biting are monitored closely by the teachers.

Strategies that teachers use to monitor biting include: modeling and encouraging language use, looking at the environment and trying to make any changes that could possibly help, redirection, prompting pro-social behavior, communicating with families to ensure consistency between home/school.

### What happens when a child is bitten?

A few things happen when a child at the CDC has been bitten. First the child who was bitten receives immediate first aid. The bite area is washed with soap and water, the child is comforted, and an ice pack is offered if needed. The biter is separated from the child he/she bit, and talked to about being nice to our friends and reminded that our teeth are not for biting friends.

Then an incident report is completed in the Procare App for both the child who was bitten and the biter, no names will be shared. The report will say what was happening when the bite occurred, and what was done about the biting incident.





# Family Involvement

If a child continues to struggle with a specific situation, or if the situation is at a severe enough level, families will be asked to attend a conference with the child's teacher and one of the CDC administrators. During this time, a shared plan will be discussed and agreed to, which may include: shared problem solving with families, teachers, the child, and outside resources for help such as books, parenting classes, or counseling. Multiple meetings may be needed for additional support, information, or feedback and discussion on progress or regression.

Parents and CDC staff may discuss making referrals to outside agencies such as STRIDE Learning Center, Scottish Rites, Voice of America, or other private therapists. The CDC will support families in the referral process in support of the child.

While the ultimate goal of everybody at the CDC is to encourage and help all children to successfully manage their emotions and behaviors, we understand that this can be challenging for young children at times. Teachers are going to do everything they can to help children be successfully independent in the classroom, and maintain composure.

At the same time, the CDC has to keep the safety and well being of all children and staff in the center in mind. Unfortunately, in looking at the big picture we do occasionally have to call families and send a child home due to extreme, inappropriate behaviors. This is a last resort, and not done unless the intensity and frequency of the behaviors creates a safety concern for other children or staff in the classroom.

Any incident that results in a child or staff person getting hit/bit/hurt in any way, as a result of another child's behaviors/actions, will be documented as an incident in Procare and sent to both the child that was hurt as well as the child that caused the incident.

# What warrants sending a child home?

## When will the call be made to send a child home?

Several things happen before a family is called and a child sent home due to behavior. Below is the process for what will happen:

If a child has 4 or more notable behaviors in an activity span or within one hour, without responding to redirection...

The child will either go to the office to calm down and regain composure OR a CDC administrator or an extra teacher will come to the classroom to support the child in calming down and regaining composure.



If the child is able to successfully regain composure and reenter the classroom activities, they can remain at the CDC, but parents will be notified and kept posted for the remainder of the day.

### Notable Behaviors include:

Unprovoked, intentional biting, scratching, hitting, kicking, throwing items at peers or teachers, resulting in physical injury to another child or teacher.

If an administrator is not in the office for support, after the 2<sup>nd</sup> attempt at regaining composure and failure to successfully reenter the classroom/activities, the FT teacher will consult with Administrators via phone, email, or Procure and the child may be sent home.



If the child is unable to successfully regain composure and reenter the classroom activities, the child will return to the office, and the family will be called to pick the child up for the day.





# Expulsion

There are (very rare occasion) reasons the CDC may have to expel a child from our program. The CDC will do everything possible to work with the family of the child(ren) in order to prevent this policy from being enforced.

The following are reasons we may have to suspend or expel a child from the CDC:

- Immediate Causes for Expulsion
  - The child causes **serious** injury to other children, him/herself, or staff.
  - Family member threatens physical or intimidating actions towards staff members.
  - Family exhibits verbal abuse to staff in front of enrolled children or families.
- Family Actions Causing Child's Expulsion
  - Failure to work with the CDC to address child's challenging behavior (attend meetings, seek professional assistance in a timely manner, following recommended plan of action, etc.)
  - Failure to pay tuition / habitual lateness in payments.
  - Failure to complete or provide required forms including child's immunization records.
  - Habitual tardiness when picking up your child.

Prior to expulsion, a family will be called and correspondence will be sent home indicating what the problem is and every effort will be made by both the CDC and the family to correct the problem. CDC teachers work with families, behavior specialists, physicians, and therapists as requested. If improvements are not made (on the part of the family or the child), depending on the risk to other children's welfare or safety, the CDC finds that they can no longer accommodate the child, the CDC reserves the right to remove the child from the program.

# Abuse & Neglect Reporting Requirements

Children who attend the Children's Discovery Center are to be cared for, nurtured and kept safe at all times. The CDC has a zero tolerance child abuse policy that is set in place to protect both the children in our care and the employees of the center. All CDC teachers and staff are legally obligated to report any suspected child abuse, abandonment, or neglect to the Wyoming Department of Family Services or the local police.

All employees working in the CDC are screened and cleared prior to being hired to work at the LCCC CDC. All staff, volunteers, practicum students, and interns are required to read and sign the Child Abuse & Neglect Reporting Requirements per DFS prior to their first day in the classroom.

Any information regarding known or suspected child abuse, abandonment, or neglect committed on the property of Laramie County Community College must be reported to Wyoming DFS.

Procedures for reporting suspected Child Abuse or Neglect include:

1. Observing carefully and documenting in writing the date, time, and circumstances.
2. Reporting the evidence of suspected abuse or neglect to the CDC Director.
3. Reporting the information to either the Department of Family Services or the police.
4. Do nothing more until instructed by the investigating authority.

If an employee is accused of abuse or neglect of a child at the CDC, the case will be immediately reported to the LCCC Human Resources Department and Legal Services. Staff, children and family rights are protected under the LCCC Regulations. The situation would also be reported to DFS Licensing and NAEYC as per our licensing and accreditation requirements.

