How to support ECE staff who work with children with challenging behaviors

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What should a Behavior Management Policy include?

- Center philosophy
- Guiding Principles
- Preventive measures
- Interventions
- Role of families
Guiding Principles

• **Principles must be developmentally appropriate**
• The best interests of all the children is the paramount concern
• Teachers create an atmosphere where all children feel welcome and respected:
  – Encourages children to express themselves and their opinion freely
  – Provides positive experiences for all the children
• Teachers focus on ways to prevent inappropriate behavior
• Teachers seek to understand the reasons for children’s behavior
• Teachers respond in a manner that:
  – Teaches children
  – Protects children from harm
  – Respects the children’s dignity and privacy
  – Promotes the children’s well-being
• Children should develop an inner sense of acceptable and unacceptable behavior
Preventive Measures

- Ensure that the classroom environment is as effective as possible
- Teach social skills and use positive behavior strategies to develop appropriate social behavior in the child
- Explain the appropriate uses of materials and equipment
- Reinforce positive social interactions with encouragement
- Offer children choices and encouraging decision making
- Set realistic expectations which are age and stage appropriate
- Teach children to care for each other and their surroundings
- Encourage co-operative behavior
- Set consistent limits
  - Staff and children set limits together
  - Children feel more secure when they know their boundaries
- All staff model non-violent behavior for the children’s interactions with each other
- Staff is alert to potential problem situations and re-adjust as required
When Problem Behavior Occurs

- The child is given positive guidance – directed towards acceptable behavior with encouragement freely given.
- We explain why a behavior is inappropriate or unacceptable and providing options.
- We ignore, where possible undesirable behavior.
- We encourage co-operative behavior (helping)
- Staff and children set limits together – children feel more secure when they know their boundaries.
- We only remove a child from a potentially dangerous or destructive situation, explain why and help to settle them into another activity.
- The child is NOT isolated for any other reason other than illness, accident or a pre-arranged appointment with parental consent.
- The child is given support in the child’s learning experiences that includes emotional support.
- Conduct a Functional Behavioral Assessment
- Teach the child replacement skills
- Calm the child and help him/her to be ready to return to the group.