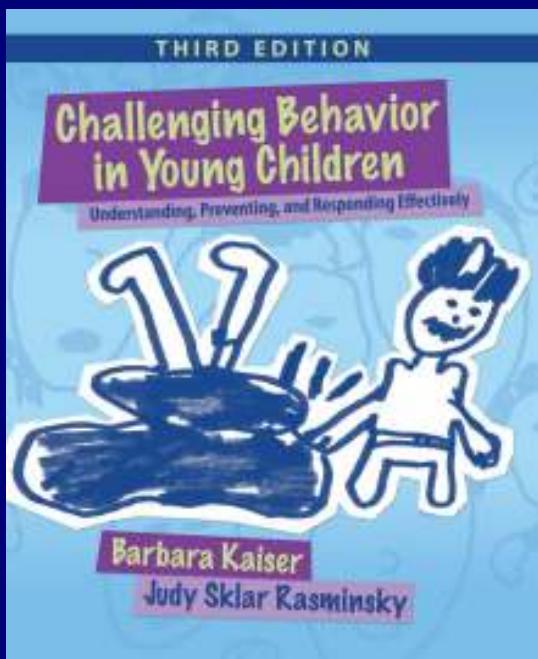


How to support ECE staff who work with children with challenging behaviors



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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.**