



## BEHAVIOUR MANAGEMENT POLICY

To prevent unacceptable behaviour, the staff will:

- *Model appropriate behaviour.*
- *Arrange the classroom environment to enhance the learning behaviours that are acceptable.*
- *Use descriptive praise when appropriate behaviour is occurring.*

When unacceptable behaviour is about to occur/is occurring, the staff will use:

- *Redirection: substituting a positive activity for a negative activity.*
- *Distraction: change the focus of the activity or behaviour.*
- *Active listening: to determine the underlying cause of behaviour.*
- *Separation from the group: this is used only when less intrusive methods have been tried. In the event that a time-out is used, the child will remain in the sight and hearing of the staff. (Guidelines attached).*

At no time will discipline take the form of denial of physical necessities (e.g. snack, lunch, bathroom facilities).

The centre complies with all federal, territorial and other relevant laws which prohibit corporal punishment in day care settings. Additionally, staff are expressly prohibited from using unproductive or shaming methods of punishment.

The centre believes that parents and staff must work together to deal with persistent behaviour issues such as biting, unusual or dangerous aggression, or other issues. Parents will be contacted for a conference when a child appears to be unusually stressed, anxious or otherwise motivated to engage in negative behaviour.

The staff will provide each child with guidance that helps the child acquire a positive self-concept and self-control, and teach acceptable behaviour. Discipline and behaviour guidance used by each caregiver will at all times strive to be constructive, positive and suited to the age and disposition of the child.

# **GUIDELINES FOR USING TIME OUT**

## **Purpose of Time Out**

Time-out means time out from positive reinforcement (rewarding experiences). It is a procedure used to decrease undesirable behaviours. The main principle of this procedure is to ensure that the individual in time-out is not able to receive any reinforcement for a particular period of time. It is also an opportunity for a child to be removed from an over stimulating situation, where he/she was failing to make good decisions.

## **Time Out Area**

The time-out area should be easily assessable, and in such a location that the child can be easily monitored while in time-out. Use of a timer is a good way to keep the child informed of how much time he has left to serve.

## **Amount of Time Spent in Time Out**

Generally, it is considered more effective to have short periods of time-out. Children from 2 to 5 years old should receive a 2 to 5 minute time-out. In some cases, the time-out can be doubled for such offenses as hitting, kicking, biting, severe temper tantrums and destruction of property.

## **Specifying Target Behaviours**

It is very important the child be aware of the behaviours that are targeted for reduction. They should be very concretely defined.

## **Procedures for Time Out**

- When a child is told to go into time-out, a teacher should only say, "Time-out for..." and state the particular offense. There should be no further discussion.
- Use a timer with a bell and tell the child he/she must stay in time-out until the bell rings.
- While in time-out, the child should not be permitted to talk or make noises in any way, such as mumbling or grumbling. He or she should not be allowed to play with any toy, to listen to music, watch television, or bang on the furniture. Any violation of time-out should result in automatic resetting of the clock for another time-out period.
- It is important that all teachers be acquainted with the regulations for time-out so that all children are treated the same way on time-out.
- The child should be given a chance following the time-out to again succeed and be praised for his/her success.

## Strategy for Handling Refusal or Resistance

- Tell younger children that you will count to three and if they are not in time-out when you get to three the time-out will be doubled.
- Use response cost. Select an activity or object you can take away. Tell the child that until they do the time-out, they will not be able to use the object or engage in the activity.

## Alternatives to Time Out - Examples

Send the child to a nearby table and choose an appropriate activity which would involve and engage them physically, visually, cognitively. The instructions could be “Put this puzzle together”, “String all the square beads”, “Sort all these shapes”, “Match these pictures”, “Copy this pattern”, “Let me know when you are finished. Then we will talk”. The child is in control of the timing. Often, as children learn that this is the ‘time-out’ technique used, they will self-regulate the amount of time-out they need. If they’re not ready to talk or return to the group, they’ll do the puzzle again, or somehow delay finishing.

The process of fitting pieces into spaces or, choosing the right piece or color or shape, all help youngsters to calm down, to focus on the specific task, and to feel in control of the situation and in control of themselves. Sometimes a decision can be made to extend the time alone by telling the child, “I don’t think you are ready yet, let’s do this some more.” Often you would begin to talk about the completed activity before talking about the troublesome behaviour.

Set Limits – give as much responsibility as possible to the child. This requires the child to accept responsibility for his/her own behaviour and limits never requirement punishment. Limits contribute to the normal development of the child’s independence. The following are 5 ways to set limits. They are interchangeable in order to choose the method that best suits each situation and each child.

- The I-message. There are 3 parts to an I-message: your feelings, what’s happening, and the reason why you are concerned. E.g. It scares me when I see you climbing on the table because it’s not strong and you could get hurt.
- Giving Information. When you give information, use an informative tone of voice without scolding or threatening, then allow the child to react. If the child ignores you, try a firmer voice or give more information. E.g. “It’s time to get ready for lunch”, and wait for a response.
- Natural or Logical Consequences. These are an outgrowth of the child’s behaviour and the consequence must follow the behaviour immediately. A consequence should never be a punishment or a message that says I told you so! E.g. “Looks like your milk spilled; here’s the sponge.”
- Using Contingencies. This is when a second action depends on a first action being performed. A contingency usually begins with the word when. This statement tells the child what you expect and what will happen when he complies. E.g. “When your puzzle is put away, you may play with another toy.”

- Making choices. These work especially well with children who are strong willed and in need of a great deal of control. Giving choices eliminates power struggles and 'NO' answers. E.g. "You may walk to get your diaper changed or I can carry you (but your diaper gets changed)."
- The 'last resort' method – remove the child from the situation, have him/her sit apart until he/she is ready to play without harassing and let him/her decide when to return. If the behaviour is repeated tell him/her 'You thought you were ready, but you're not so you'll need to sit until you are ready". This is not 'time out' as the child is always in control.

### **Advantages of Time Out**

- It increases the probability that teachers are going to be consistent about what behaviour is not acceptable, when and how.
- The child learns to accept his/her own responsibility for undesirable behaviour. The teacher is not punishing the child; rather the child is punishing himself.
- The child more readily learns to discriminate which behaviours are acceptable and which are unacceptable.
- The child begins to learn more self-control.