



Mission Neighborhood Centers, Inc. Mission Head Start Program



Service Area: Child Development & Health Services (CD-HS)
Subsection: Mental Health Services
Subject/Title: Behavior Management and Guidance
1304.24 (1), (2), (3) (i-iv)
Date Approved:
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POLICY STATEMENT

Mission Neighborhood Centers, (MNC) Inc.'s Behavior Management and Guidance Policy is designed to keep all children and staff safe in the classroom and provide as much support for children as possible. Students, parents, and staff are provided the atmosphere to feel welcome, develop a sense of belonging, and to form respectful friendships and relationships.

MNC's Childhood Development program aims to promote children's social-emotional skills to become competent learners. This includes developing empathy, anger management, problem solving, and impulse control skills. A consistent and predictable routine in a safe environment in the classroom helps children to behave in a positive way.

Teachers can help prevent children from behaving in a way that is harmful to themselves, others, or the environment by consistently reviewing the classrooms expectations with parents and children daily. Aggressive behavior has a negative impact on the learning environment and teachers will intervene so children feel supported and safe in the classroom.

PREVENTION POLICY

MNC staff will foster a respectful classroom environment, that prevents aggressive behavior and facilitate conflict resolution when such behaviors occurs.

- Teaching staff will create a positive social environment in the classroom by consistently modeling appropriate behavior, communication, and teaching children self responsibility to anticipate and eliminate potential problems.
- Teaching staff will clearly define and communicate classroom expectations and procedures to children in a positive and age-appropriate manner.
- Teaching staff recognizes that children need to be taught every classroom expectation in a variety of ways such as demonstration, use of visuals, class discussion, role play, and positive reinforcement.
- The classroom should be organized and structured in a developmentally appropriate manner that is not over stimulating for children. Staff will make physical adaptations to the environment and utilize resources in classroom such as visual prompts, visual schedule and scaffolding techniques to support children.
- Positive Guidance Strategies are used to promote self regulation skills: reflective statements, "I statements", modeling specific language and offering limited choices.
- Staff will consistently use the CSEFEL based descriptive feedback, validation, and positive descriptive acknowledgement (PDA) to encourage appropriate and respectful behavior.
- Teaching Staff will use a child's challenging behavior as an learning moment to model appropriate responses and/or redirect a child away from a conflict or negative event to a more positive experience and help the child practice appropriate socialization skills.



Mission Neighborhood Centers, Inc. Mission Head Start Program



- Children will be encouraged to make choices, solve problems, and use appropriate language to resolve conflict that are approved by parents.
- Staff will help a child learn about the logical or natural consequences of their actions and instill empathy by encouraging respect for the feelings and rights of others.

Children encounter difficulties and frustrations as a normal part of growing up. In response, they may exhibit challenging behavior at times that should be discouraged or redirected. In these instances, teachers will attempt to identify what is “triggering” the child and actively engage in redirecting or guiding the child to a more appropriate choice. This type of positive reinforcement of a child’s needs can decrease misbehavior.

INTERVENTION AND PROCEDURES:

During each step, all concerns, behaviors contacts, interventions, and progress must be documented by staff in the mental health progress notes.

STEP 1: As children present challenging behavior that becomes disruptive to the classroom, teachers will take a comprehensive approach that involves all environments and adults connected to child:

- a. When a child’s behavior is harmful to them, others, or property, the nearby teacher will redirect and gently guide the child away from the situation toward something more positive.
- b. If the child resists, one of the teaching staff will direct the other children to an activity outside and/or away from the situation.
- c. The teacher assisting the child will direct the child to the “calming corner” or a designated space to help the child self regulate and calm him/herself.

Teaching staff will discuss the situation with Mental Health Consultant to brainstorm strategies to help the child resolve the issue and contact the parents to elicit their support.

STEP 2: If the challenging behavior happens, staff will document the first occasion in the child’s file under Mental Health section, and thereafter staff will use the CSEFEL Behavior Observation Report (BOR) tool to document incidents.

- a. Teaching staff will use the BOR checklist for each behavior or incident observed to identify any patterns while continuing to work toward a positive resolution. Staff will share the patterns they are observed with families and continue problem-solving and including the parents input.
- b. After a total of 3 more consecutive incidents that are recorded on the BOR, staff will meet and discuss issues with MH Consultant and formulate next steps of engaging parent/guardian in developing a child support plan.
- c. Staff will communicate with parent/guardian and schedule a meeting that includes parent/guardian, lead teacher, and MH Consultant to collaboratively develop a Child Support Plan.
- d. Upon the meeting with parents, staff and MH Consultant will follow procedures in filling out the Child Support Plan.
- e. Staff will use the BOR documentation to guide this conversation and to identify specific prevention strategies and replacement skills to input in the Child Support Plan. Families will be supported to implement the strategies and replacement skills at home.



Mission Neighborhood Centers, Inc. Mission Head Start Program



- f. The teaching team and MH Consultant can initiate a mental health referral or possibly an early childhood special education referral if family expresses an interest in seeking additional services and support. A referral can be made per discretion of the MH Consultant or if the Disabilities/Mental Health Manager is consulted.
- g. If a referral is made and family begins receiving services, the Disabilities Manager will make every effort to coordinate additional supportive services with program interventions, i.e. San Francisco Unified School District itinerant in classroom support services or mental health therapist.

STEP 3: If challenging behavior continues despite support plan and appropriate time to implement interventions has passed, teaching staff will contact the Disabilities/Mental Health Manager for further assistance and engagement.

- a. The Disabilities manager will review documentation in child's file, conduct an observation using the BOR checklist and if possible meet with staff and MH Consultant to discuss the ongoing issues.
- b. Based on the feedback from this meeting, all appropriate avenues of support for the child and family will be discussed and feasibility reviewed (mental health referrals, time allotted to implement Child Support Plan, the amount of individualized in class attention and support that is necessary to meet child's needs, etc.)
- c. If necessary, a management multidisciplinary team meeting including the Family Specialist will be held to discuss the situation to identify any additional support and determine if available resources at the site level are sufficient.
- d. If necessary, a parent/teacher conference will be scheduled with Disabilities Manager, teaching staff, and parents to create a secondary administrative Child Support Plan written and signed by the program director that outlines goals/strategies to lead toward positive resolution within a specified timeframe. This meeting is also to ensure parent commitment and participation in supporting the plan.
- e. Parent acknowledgement of this policy may be reviewed, discussed and signed at this meeting. Parents can also be informed of *Policy for Parental Non-compliance when Child Qualifies for Early Intervention Services or Behavioral Play Therapy.*

MNC staff will work with the parent and child to correct aggressive behavior when it becomes pervasive. When all avenues have been explored and the child is still exhibiting extreme behaviors that limit his/her participation in the classroom, the program may have to consider alternate accommodations to serve the child/family that include but not limited to a reduced school schedule for the child, home visit service option or other modifications that may minimize any additional foreseeable challenges in the classroom.

Step 4: A final multidisciplinary management team meeting will be held to discuss the most appropriate accommodation for the child. This team includes the: MNC Education Manager, ECE Mentor, FCP Manager, Disabilities and Mental Health Manager, Health & Nutrition Manager, and the Program Director.

The MNC Children's Services Director will make the final decision based on the Multidisciplinary Teams' recommendations and any other relevant factors. A meeting will be scheduled with the parent/guardian, teaching staff, Family Specialist and Disabilities Manager within 24 hours of the decision to communicate the program accommodations offered to the family. If necessary, the Program Director may be present as well.



**Mission Neighborhood Centers, Inc.
Mission Head Start Program**



Parent Acknowledgement of the Behavior Management and Guidance Policy

I have read and understood the Mission Neighborhood Centers, (MNC) Behavior Management and Guidance Policy. I agree to adhere to this policy.

Parent/Guardian Signature: _____ Date: _____