



Behavior Management Policy

Date Adopted: June 2018

We believe praise, positive reinforcement, and redirection are effective methods of behavior management for children. When children receive positive, non-violent, and understanding interaction, they develop good self-concepts, problem solving abilities, and self-discipline. Based on our belief of how children learn and develop values, CJP utilizes the following behavior management techniques, adapted from the North Carolina Division of Development and Early Education:

WE DO:

- Praise, reward, and encourage the children.
- Reason with and set limits for the children.
- Model appropriate behavior for the children.
- Modify the classroom environment to attempt to prevent problems before they occur.
- Listen to the children.
- Provide alternatives for inappropriate behavior to the children.
- Provide the children with natural and logistical consequences of their behaviors
- Treat the children as people and respect their needs, desires, and feelings.
- Ignore minor behaviors
- Explain things to children on their levels
- Use short supervised periods of time-out sparingly.
- Stay consistent in our behavior management program.
- Use effective guidance and behavior management techniques that focus on a child's development.

WE DO NOT:

- Spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
- Make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
- Shame or punish the children when bathroom accidents occur.
- Deny food or rest as punishment
- Relate discipline to eating, resting, or sleeping.
- Leave the children alone, unattended, or without supervision.
- Place the children in locked rooms, closets, or boxes as punishment.
- Allow discipline of children by children.
- Criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.
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I have read and understand the CJP's "Behavior Management Policy" stated above.

Child's Name:_____ **Date of child's enrollment:**_____

Parent/ Guardian Signature:_____ **Date:**_____

CHILD DEVELOPMENT REFERRAL POLICY

We, at CJP, understand that children develop at different rates and demonstrate individual areas of strength. As it is important to you as parents, our staff wants to ensure that your child is able to fully, and safely participate in and benefit from daily activities at CJP. We want to be sure to address early any developmental challenges and/or maladaptive behaviors that may be causing distress for your child and keeping him/her from participating effectively and safely in the classroom environment. If our staff members have concerns, CJP will use our referral process. This process was put in place to help us guide and monitor our work together as we develop specific strategies, modifications, interventions or support that may be implemented in the classroom. This collaboration may also include any other community professionals, and resources necessary to support the child at CJP. The referral steps include:

1. The teacher will fill out the referral form for the student and return it to the Executive Director or Curriculum Coordinator. The referral form will address the focus of concern and will identify any challenges that the student may be having in the classroom and the impact it has on their safety or learning.
2. Observations will be made by the Executive Director or Curriculum Coordinator in regard to the intensity, frequency and duration of the challenges.
3. The Executive Director or Curriculum Coordinator determines strategies need to be implemented to help the child, and contact will be made to set up a meeting with the parents.
4. The initial meeting will involve teachers, administrators and parents to create a plan of action. Parents will sign off on a document that will state that the parent agrees with the interventions and plan.
5. Teachers and Executive Director or Curriculum Coordinator will implement agreed upon interventions for appropriate time period.
6. Teachers and Executive Director or Curriculum Coordinator will monitor interventions and have follow up conferences or communications with parents.

Throughout the above referral process, if the child is unable to function in the classroom environment without one-to-one assistance, the parents will be notified. CJP is not able to provide extended one-to-one assistance to any child on an on-going basis. If the teacher and the Executive Director or Curriculum Coordinator agree that keeping the child in the classroom is in the best interest of the child, an additional person, approved by CJP and the parents, shall be provided at the parents' expense to assist their child. Specifics will be discussed with the Executive Director or Curriculum Coordinator and agreed upon in writing.

In addition to the above, the following steps may be required:

- To better meet the developmental and learning needs of the child, the Executive Director or Curriculum Coordinator may request that a professional assessment be completed by an independent consultant within a designated time frame. Parents will be asked to notify the Executive Director or Curriculum Coordinator within a reasonable time of the date of the assessment.
- The consultant of the parents' choice will provide CJP with a written assessment, report, and/or treatment plan for the child within two week of the appointment. To ensure a more comprehensive evaluation, it is recommended that the consultant observe the child in the classroom setting, as well as, discuss teacher observations.
- Administration will meet with parents to discuss written assessment and recommendations. In order to provide coordinated, comprehensive care, CJP will continue to monitor and record child's progress and may collaborate with outside specialists and consultants.

CJP will make every possible effort to work with the child, the family, and appropriate professionals. If the Executive Director deems that the child is still not showing progress, CJP may not be the most appropriate setting for the child.