

## Positive Guidance and Discipline Philosophy

There are times when we will intervene to help the children hear and see a more appropriate way to deal with a situation. We call this guidance and discipline and we consider it to be an important part of our daily routine. Guidance and discipline are techniques used to teach children positive, appropriate behaviors needed to coexist with others.

We believe this social learning and development of inner control is best accomplished through important adults modeling appropriate behaviors; behaviors we would like to see the children mimic.

These skills develop slowly with experience and age. Physical punishment, shaming and discouraging words can be frightening and/or diminish a child's self-worth and are not part of our guidance and discipline philosophy.

We use the following positive approaches to guidance and discipline:

- 1) **Prevention:** The environment is set up to be safe and developmentally challenging. We limit the number of guidelines the children have to follow. It is our goal that the children be able to experience the environment with as little restraint as possible in order to develop their own internal control.
- 2) **Observation:** Getting to know the children, their interests and personalities and their stages of development so we can meet all of their needs.
- 3) **Modeling:** We believe that children learn from behaviors modeled for them by important adults in their lives. We treat the children and other adults with respect and act and speak to them the way we want the children to interact with others.
- 4) **Acknowledgment:** We do notice them and comment when they are using appropriate behaviors. (i.e. "You are touching him softly" or "You are standing!") We call this "Positive Reinforcement." We try not to praise the children for mastering developmental milestones (i.e. "What a good boy. You can stand." or by clapping.)
- 5) **Choices/Problem solving:** We encourage children to assist in very simple ways with care giving routines. We encourage the children to find solutions when challenges occur. We also observe and comment on their choices. We often give children very structured choices rather than open-ended questions. This insures that the choices they make are choices we as adults can live with. This begins even in infancy in developing self-confidence and enjoyment of one's own style and preferences.
- 6) **Redirection:** We will remove a child from a situation or encourage a child to act or try a behavior in a more appropriate manner (i.e., you can throw the rocks in the turtle or you can find a ball to throw.)
- 7) **Clear, limits and follow - through:** We will state the rules and expectations in a simple way and have an adult step in and help the child follow rules when necessary.
- 8) **Logical consequences:** Allowing the children to experience the consequences for their actions (i.e. if a child is throwing a tantrum and drops their body to the floor, we will try to break the fall but will not stop them from falling.) The children learn that this behavior hurts them and will find alternate ways to express their emotions.

When changes in behavior are noticed we will notify the parents and would like you to keep us informed about changes at home. We appreciate your input and ideas in responding to your child.