



## Center Goal 6

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*Ensure that children follow the guidelines of the teacher/parent while respecting that authority.*

We have high expectations for our students. We believe that every child can learn, play and create friendships. It is our job to model good communication skills and conflict resolution among students, to continue our own learning and share that love of learning with our students. We promote unity and kindness. Our students learn that we are all friends at school. They also learn that our teachers are in charge because they care about the mental, physical and emotional health of each and every student.

- Classroom Management and Interaction
- Love and Logic
- K-Prep Expectations
- Outdoor Expectations and Rules



# Classroom Management and Interaction

## **Our Discipline Philosophy:**

K-Prep's top priority is to provide a safe friendly environment where all children are encouraged to treat friends, teachers, and toys as they would like to be treated. The best way to handle any behavior situation is by preventing it from happening in the first place. We believe most behavior situations can be prevented by leading fun, entertaining activities with quick, consistent transitions. We feel "testing the limits" is normal for young children and setting consistent limits is important in their development. Redirection is used to show young toddlers where these limits are. We also often use positive direction with phrases such as "Feet on the floor", "Hands on you", and "Toys in your hands" to reinforce to children what they *should* be doing rather than what they should *not* be doing. As children age and gain a better understanding, natural and logical consequences are used to encourage children to take responsibility for their actions. We encourage the children to use words and manners when communicating with others. We also teach and model appropriate social behavior for the children so they can learn to work problems out without teacher direction. The "time out" method is enforced when it is necessary for a child to take a break from an activity. However, a child will often be given the choice to correct the behavior on his/her own or to take a break from the activity. We believe giving children choices when possible allows them to feel more in control of their own actions, therefore building their self esteem.

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## **Steps to effective discipline:**

1. Prevention
2. Redirection/Positive Direction
3. Give child a choice
4. Natural or logical consequence
5. Time out
6. Parent / Teacher Meeting

When correcting a child, a firm voice is necessary, as young children learn language through tone of voice. However, after each situation, teachers should communicate to the child a better way of handling the situation. The teacher should kneel down to the child's eye level and use a quiet, caring voice. The child should be looking at the teacher and be involved in the conversation. If more than one child is involved, the teacher should model appropriate problem solving and encourage the children to talk to one another. Children are always encouraged to use words when handling any situation.

## **Discipline methods that are NOT tolerated:**

1. Yelling or shouting
2. Connecting discipline to food, rest, or toileting
3. Any form of verbal abuse
4. Physical punishment

# Basic Love and Logic Overview



Love and Logic is basically a process by which children grow through their mistakes and learn from the consequences of their choices.

There are 2 basic rules in Love & Logic:

**Adults set firm limits in loving ways without anger, lecture, threats or repeated warnings.**  
Set limits using enforceable statements, regard mistakes as learning opportunities, and resist the temptation to nag.

**When children misbehave and cause problems, adults hand these problems back in loving ways.**

Provide empathy before describing consequences, use few words and more loving actions, delay consequences when necessary, and give kids the gift of owning and solving their problems.

## The Foundation

### The Love & Logic Process

- **Shared Control** –Gain control by giving away the control you don't need (and often the control you didn't have to begin with).
- **Shared Thinking/Decision-Making**–Provide opportunities for the child to do the greatest amount of thinking/decision making.
- **Equal Shares of Consequences with Empathy** –An absence of anger causes a child to think and learn from his/her mistakes.
- **Maintain the Child's Self-Concept** –Increased self-concept leads to improved behavior and improved achievement.

### The 3 Styles of Parenting

- **The Helicopter Parent** –This kind of parent hovers, rescues, and protects their child.  
They send messages like:
  - “You're fragile and can't make it without me.”
  - “You need me to run interference.”
  - “You need me to protect you.”
  - “You can't make it in life without me.”
- **The Drill Sergeant Parent** –This kind of parent demands that their children do it now, their way, OR ELSE!!  
They send messages like:
  - “You can't think.”
  - “I have to do your thinking for you, boss you around, and tell you what to do.”
  - “You aren't capable of making it in life.”
- **The Consultant Parent** –This kind of parent is always around to give advice and let the child make the decision, with the idea that they will let the child make as many mistakes as possible when the price tag is affordable.  
They send messages like:
  - “You'd better do your own thinking because the quality of your life has a lot to do with your decisions”.

## **The 4 Steps to Responsibility**

- Give the child a task they can handle.
- Hope they blow it.
- Let equal parts of empathy and consequences do the teaching.
- Give the same task again.

## **The 5 Steps to Guiding Children to Own and Solve Their Problems**

- **Empathy** –“How sad.” “I bet that hurts.”
- **Send the Power Message** –“What do you think you’re going to do?”
- **Offer Choices** –“Would you like to hear what other kids have tried?”
  - At this point, offer a variety of choices that range from bad to good. It’s usually best to start out with the poor choices. Each time a choice is offered, go on to step four, forcing the child to state the consequences in his/her own words. This means you will be going back and forth between steps 3 and 4.
  - **Have the child state the consequence** –“And how will that work?”
  - **Give permission for the child to either solve the problem or not solve the problem**–“Good luck. I hope it works out.”
    - Don’t worry. If the child is fortunate enough to make a poor choice, he/she may have a double learning opportunity.

## **Consequences Vs. Punishment**

- Consequences expressed with empathy will place a child in the thinking/decision-making mode and the problem will become the bad guy, not the parent.
- Punishment usually elicits an emotional response, a desire on the part of the child to become sneaky rather than more responsible, and the parent becomes the bad guy, not the problem.

## **Tips and Tricks of the Trade**

### **Enforceable Statements**

- Always say what you are going to do, not what you think the child should do.
- Only speak from your perspective because you are the only one you can control.
- Make sure you can actually enforce the statement you are making.

### **Delay the Consequences**

- Delaying the consequences gives you time to think of a good one and allows you the chance to get ideas from other people and get the support you will need to carry out your plan.
- When a problem arises and you need to delay the consequences, simply say: “Oh no. This is sad. I’m going to have to do something about this. But not now, later. Try not to worry about it.”
- Let the child think they’ve gotten away with it, and then make a plan with help from others and carry out the plan if the child refuses to solve the problem on their own.

### **Give Choices**

- Give as many choices as you can while the price tag is small so you can gain control when the stakes are higher.
- When giving choices, begin with phrases like:
  - “What would be best for you...”
  - “Would you rather...”
  - “Feel free to...”
  - “You can either...”
- Only give choices you can be incredibly happy about. Kids need to believe (whether it’s true or not) that your life will go on and you’ll be happy no matter which choice they make.
- Never give a choice only after they have argued with your original decision. This shows the child that they can manipulate you.

## Love & Logic One-Liners

- Use one-liners when an explanation is either not necessary or it will only cause an argument.
- Don't be afraid to be a broken record.
- Try these one-liners. Pick one or two that work for you and try them out.
  - "Nice try."
  - "Probably so."
  - "I love you too much to argue."
  - "Could be."
  - "It probably seems that way to you."
  - "Aren't you glad I don't believe that?"
  - "Hope you get over that feeling. Love you lots."

## Misc. Tips

- The question we want our children to ask themselves is "How is the next decision I make going to affect me?"
- "Kids who have parents who make all decisions for them don't learn how to make their own decisions. Then, when they need to make a decision, they make it not based on what is right but on who is going to find out, how that person will react, and how they can hide it from that person." (Randy's Story –The Lifesaver Kit (cd's))
- Parents have a choice in how to deal with any situation. They can rant and rave, give in and take away the child's problem, or they can allow the consequences to sink in, which will in turn create a life-long lesson.
- Kids need to feel they have an investment in something in order to take it seriously.
- Kids need to understand that trust is about making and keeping agreements. The more agreements that are kept, the more trust is built. The more agreements that are not kept, the more trust is broken down and the child realizes just how many times a day a parent can either trust or not trust them.
- Remember to pick your battles wisely. Not many things are worth fighting over. If you choose to fight, you better win.
- Never argue with your kids. You won't win.
- Don't nag or remind. Tell them once. They are smart enough to remember if it's important to them.
- Talk about things your child likes to do and explain exactly what you need to see from him/her in order to gain access to those things (this happens when a misbehavior has occurred).
- Allow a child to have the power to gain access to the things that are important to him/her. They will choose the most important things to them. Don't choose for them.
- **Preserve the relationship at all cost.** Make the problem the behavior not the child.
- When you need to talk to a child about their behavior, do it in calm waters when everything is going fine. You can ask them to come up with solutions of what should happen when misbehavior occurs. Have a back-up plan in case they don't follow through with their end of the bargain when a problem arises.
- When using the 5steps, enforceable statements, delayed consequences, and one-liners, do your part and walk away. Don't hang around for what could turn into an argument. Go back to what you were doing to show that your life goes on and you're not worried about it.
- Smile!! You choose whether you are happy or sad. Consequences said with a smile are much easier to swallow.

# Easy-to-Use Classroom Management Techniques

These easy-to-use classroom management techniques allow teachers to maintain classroom control while they effectively handle even the most troublesome classroom behaviors.

- Give the student the "evil eye."
- Walk toward the student.
- Stand close to the student.
- Eye contact and a shake of the head indicating "No."
- A gentle hand upon the shoulder of the student.
- A statement indicating disfavor.
- Change the student's location.
- Statement of misplaced behavior.
- Using an I-message.
- Teacher sets limits by describing what he/she allows/does, or provides, without telling the students what to do about it.
- Provide choices.
- Removing the student from the group to time-out.
- Student is excused to the office for a short "cooling off" period. No counseling is requested of the administrator.
- Give the student an appointment to talk about the problem.
- Student is restricted from the area of the infraction until the adults feel that another try is in order. The student then returns to the area on a day to day basis.
- Providing a natural or logical consequence with empathy.
- An appointment is made with the administrator for consultation. The teacher, administrator, and student form a team to discuss possible solutions.
- A parent conference is held. This includes parent, teacher, administrator, and student.

People who are really successful implementing these skills purchased [Quick and Easy Classroom Interventions](#)

Ineffective Technique	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You're not going out without your coat.	You may go out as soon as you have your coat.
You're not going to stay in this group and act like that.	You may stay with us if you can give up on that behavior.
Don't you come back to this room until you can show some respect!	Feel free to come back to the room as soon as you are calm.
Quit breaking the rules of the game.	Those who can follow the rules are welcome to play the game.
Stop arguing with me.	I'll be glad to discuss this with you as soon as the arguing stops.
If you can't treat the paintbrushes right, you'll just have to sit out this project.	All of those who can handle the paintbrushes right are welcome to join us in the project.

People who are really successful implementing this skill purchased [Teaching with Love and Logic](#)

# K-Prep Expectations

This is what it looks like for children to follow K-Prep expectations...

## ...at all times

Children at all age levels are encouraged to treat friends, teachers, and toys as they would like to be treated. To respect their friends, children will keep their “hands on them” and “use their words” when communicating with each other. To respect teachers, children will use their “listening ears” and “use their words” when communicating. And, to respect toys, children will keep their “toys in their hands” (not in their mouths), their “feet on the floor” and use “walking feet” when inside.

## ...at sign in/out

Older toddlers and Preschool children are expected to hang their coats on the hooks in their cubbies and hand their ID card to the teacher at arrival. Students should be instructed to keep all papers to go home in the TOP mailbox part of the cubby so it can be easily found. When going home, children can put on his/her own coat and gather papers from mailbox section of cubby. Cubbies get full fast. Be sure to help the children clean out all sections of the cubbies regularly. Preschool winter gear and water play items should be neatly kept in the lower shelf of the cubby. Young Toddler extra clothes are kept in the cubby or diaper table. Older Toddler extra clothes are NOT kept in the cubbies, but rather in the diaper cabinet or bathroom. ALL ITEMS SHOULD BE LABELED.

## ...at circle time and story time

Story time should be both scheduled and spontaneous. Teachers should be entertaining to draw attention of the children. Young toddlers are encouraged, but not expected to sit. Older toddlers are expected to sit on their bottoms. Preschool children are expected to sit “Criss Cross Applesauce, Spoons inside, Mouths closed tight, Ears open wide”

## ...at mealtime

Toddlers are encouraged and Preschool children are expected to use their “restaurant manners”. This means they sit on their bottoms with feet on the floor and chairs pushed in. They should say “please” and “thank you” and use “table talk”, which is a voice quiet enough that only the friends at their table can hear. All children get a large first helping. Teachers will then fill EMPTY bowls. Children may have more of any item when the entire first helping is gone. Children should be encouraged to eat slowly and “let it hit their bellies” so they don't get a belly ache from eating too fast or too much. Preschool children should wait until all of their friends are served before beginning to eat. Milk is handed out after bowls are collected to prevent spilling. Milk cups are filled about 1/3-1/2 full. Children may need reminders to use 2 hands and take slow sips. Sippy lids, bibs and booster seats are used, as needed.



...at naptime

Children are expected to “lay still and quiet” to allow all children the opportunity to sleep. Children should lay on their bellies and be covered with their blanket. Teachers should encourage sleep and assist in going to sleep and staying asleep by sitting near children, re-covering children with their blankets, or patting children's backs, as needed. Teachers should assist children who wake up early to lengthen their sleep cycle by working with them to go back to sleep. Soothing music should be played in all rooms and teacher voices should be at a whisper volume or silent. Children are not allowed to have toys, books or activities because it will distract the other children and interfere with their sleep needs. All children should sleep for a portion of naptime. Young toddlers may need to lay down early, as they adapt to the classroom schedule.

<b>Age</b>	<b>Hours of Sleep Needed</b>	<b>Hours of Night Sleep</b>	<b>Hours of Day Sleep</b>	<b>Number of Naps</b>
2-6 months	14-16	9-10	4-5	2-3
6-9 months	14-15	10-11	3-4	2
9-12 months	14	10-12	2-4	2
1-2 years	13-14	11-12	2-3	1-2
2-3 years	12-14	10-12	1-2	1
3-5 years	11-13	10-13	1-2	1

Chart information from Melissa Nagengast, Sleep Basics Professional Trainer

# Outdoor Expectations and Rules

Infants shall go outside using a stroller. Young Toddlers will use the playground right outside the door. All other children will line up in the classroom or along the fence. Older toddlers will hold their 'donut' with 2 hands and Preschool children will hold their buddy's hand. The teacher leads the line and the children 'follow the person in front of them'. A second teacher walks at the end of the line, if available.

## Yellow Fence Area Rules

- Stay inside the yellow fence
- Stay off of the fence
- Only teachers touch the gate
- Small riding toys are for toddlers only
- Sit on our bottoms to ride scooters

## White Fence Area Rules

- Stay inside the white fence
- Stay off of the fence
- Only teachers touch the gate
- We climb up the ladder and go down the slide
- Do not sit on TOP of the climbers
- Let the grass and flowers grow (do not pick)

## Mulch Area Rules

- Stay inside the wood/fence area  
(wait for Mom/Dad to come to you)
- Stay off of the fence
- Save running for the grass area

## Ball Field Area Rules

- Stay inside the wood/fence area  
(wait for Mom/Dad to come to you)
- Stay off of the fence/wood
- Hold the handle when using the trampoline
- Use 2 steppers at a time- the correct way
- Only teachers retrieve the balls
- Let the grass and flowers grow (do not pick)