



Extra Activities in the Daily Schedule

Electronic Media – Our normal daily routine does not include electronic media (television/TV, video, DVD). However, we may use video in *short periods* as a teaching aid, under the leadership of a classroom teacher. All Electronic Media will be screened prior to use and will consist of non-violent and high-quality educational material. Our focus is to provide your child a positive experience with technology to increase his and her understanding of the world.

Multiculturalism – Multiculturalism is vital for all children because it sets social goals and promotes respect for all people and the environment we inhabit. We utilize books, music, games, and a variety of activities to teach our students respect for our world.

Rest Time – All children are provided with a sheets and a crib, cot or mat to use for rest. After lunch, toddler and preschool age children participate in a quiet rest time. Children are not required to sleep but are expected to rest still and quiet on their mat. Infants sleep according to their own schedule and non-mobile infants are put to sleep on their backs. Staff are present when children are resting. Infants are directly observed by sight and sound and staff perform regular sleep-checks.

Guest Educators – At times throughout the year, guest educators are invited to K-Prep. Students may have the opportunity to hear stories from a local librarian, observe a play or puppet show, participate in separate athletic activities, learn about health development, visit with the Easter Bunny and celebrate various holidays. It is the responsibility of the child's family to inform the school if their child cannot participate in a particular activity.

Outdoor Activity – Weather permitting, all toddler and preschool age children are outside twice a day. Closed toe footwear is recommended for safety. Children should *always* have appropriate outerwear for the season. If a parent forgets a jacket or hat, the child will still go outside with the group.



Discipline Philosophy Overview

K-Prep's top priority is to provide a safe and 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 more experiences, 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 direct teacher interaction. Time out is enforced when it is necessary for a child to take a break from an activity. We believe giving children choices allows them to feel in control and confident in themselves and their experiences.

Steps to effective discipline:

1. Creating an engaging classroom with positive teacher-student relationships
2. Teach and Model appropriate behavior
3. Redirection/Positive Direction when misbehavior appears
4. Allow child to make independent choice
5. Allow for a natural or logical consequence
6. Encourage taking a break from an activity
7. Discussion after action, *if needed*

When correcting a child, a firm voice may be necessary, as young children learn language through tone of voice. However, after each situation, teachers can discuss with the child the details of the situation. They may discuss if it was a satisfactory method, or if another option would have been better. The teacher should kneel to the child's eye level and use a quiet, caring voice. The child should be calm, 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. Successful conversations happen when all involved are *calm*.

Discipline methods that are NOT tolerated:

- Yelling or shouting
- Connecting discipline to food, rest, or toileting
- Any form of verbal abuse
- Physical punishment



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 5 steps, 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



Suspension and Expulsion Policy

Suspension – a child is removed from the classroom for short or extended period of time; a child is removed from the center, may need family or medical documentation in order to return to school

Expulsion – a child is no longer enrolled in the center; child's needs are not able to be met in the group environment

Occasionally children exhibit behavior challenges that are out of the range of expertise for the teachers, we send a reminder of our Discipline Policy. Certain behavior incidents can cause safety concerns for the child and to other students. Incidents may cause physical harm to other students/teachers and/or require constant one-on-one attention from a teacher who is responsible for multiple children. The ratio in a preschool classroom is 1 teacher for every 10 children. The ratio for older toddler student is 1 teacher for every 6 children. Dedicated 1:1 attention is not feasible in a group care setting.

Harmful incidents may be intentional or accidental and include, but are not limited to:

- aggressive physical touches
- throwing objects around the classroom
- running away from the class group
- actively disrupting nap time or group learning times
- using foul or inappropriate language
- destruction of school property

If any child is displaying any behaviors that are disruptive to the classroom, we will follow these discipline consequences. After each discipline action, the child will be encouraged to try again to use the techniques we teach for appropriate behavior with the class group. If he/she is unable to behave appropriately, the next consequence will be implemented.

1. Child will be removed from the activity *while remaining in the classroom*
2. Child will be removed from the classroom (suspension)
3. Parent/Guardian are called and must pick child up within 30 minutes of phone call.
 1. If this become a pattern, 2 or more times in a week, parents are required to seek outside support from behavioral health professional and *provide documentation of visit and behavior plan* or student may not return. (expulsion)

This policy is ***not a solution*** to behavior concerns. If you are concerned about your child's behavior, we recommend discussing concerns with a behavioral health professional.

K-Prep Learning Center uses Love & Logic as our positive behavior program. For detail information about Love & Logic, please see the Love & Logic Overview in this section. In the event that a child exhibits behavior that is outside the expertise of our educators and/or is hurtful to themselves or others, we will do the following:

1. Document observations
2. Complete a Social Emotional screening (ASQ SE)
3. Request a family meeting
4. Create an individual action plan
5. Follow up family meeting

Every attempt will be made to keep the child in their classroom. If behaviors continue, a referral to outside services will be made to the family. Other resources (ECMH, STARS TA Coaching, etc.) will be utilized as needed, please see our information regarding additional organizations and support that K-Prep Learning Center utilizes.

Behavior Report with Suspension & Expulsion Policy

Today, _____ (Child's Name)
_____,

Experienced this consequence:

due to the following behavior:

The next step is:

Director Signature

Date

Parent Signature

Date

As a reminder of consequences per our policy:

1. Child will be removed from the activity *while remaining in the classroom*
2. Child will be removed from the classroom (suspension)
3. Parent/Guardian are called and must pick child up within 30 minutes of phone call.
 1. If this become a pattern, 2 or more times in a week, parents are required to seek outside support from behavioral health professional and *provide documentation of visit and behavior plan* or student may not return. (expulsion)