



The Discipline Policy

Introduction

MITI Kids' mission is to provide your child with love, guidance, and an opportunity for developmentally appropriate learning experiences within an environment that fosters social development. In providing an actively engaging curriculum, discipline problems could occur. Consequently there will be times when your child will require discipline.

Purpose

The purpose of this policy is to explain disciplinary actions taken by MITI Kids regarding children. Based on this belief of how children learn and develop values, this Center will practice the following discipline and behavior management policy.

Difference Between Discipline and Punishment

- ♥ Discipline is one of the most important techniques teachers and parents can use to encourage positive behavior and to facilitate empathic social learning.
- ♥ Discipline means "to teach." We feel that effective discipline should be used in order to teach children acceptable behaviors.
- ♥ Good discipline techniques give children the opportunity to gain self-control, which is the ultimate goal of discipline.
- ♥ Discipline is a long-term approach that teaches children self-help skills, responsibility, and suitable alternatives to any poor behavior.
- ♥ **Punishment** refers to inflicting negative consequences to control behavior through fear and intimidation.

How We Communicate with Parents About Children's Behavior

Your child's behavior will be communicated to you through a variety of methods:

When you drop off or pick up your child, teachers will inform you, verbally and written daily reports about good or poor behavior issues. In addition, the director will correspond with you about continual behavioral issues by scheduling a parent/director conference. This communication may be in the form of telephone call, email, or letter.

Approved Techniques for Discipline

Appropriate behavior is expected of each child; however, when a discipline problem does arise, the Center teaches acceptable behavior and self-control through the following practices.

1. Encourage children to "use words" to express what they want, what they need, and how they feel.
2. Continually reinforce appropriate and positive behaviors.
3. Use firm, clear and concise language to instruct the child as to a more positive way to express themselves.
4. Separate the child from the behavior. Use positive statements, such as, "kicking is not allowed." Instruct the child to use your words to ask another child to move out of their way"
5. Redirect the child's activity. Children who are misbehaving in one area or at one activity should be redirected to another area or activity.
6. Give the child acceptable choices. It is best to give two (2) appropriate choices to children. For example, you may say, "You may play with the yellow truck or the blue one" instead of "Joslina had the red one first. Give it back or else!"

7. Use positive language. Give directions in a positive manner, such as “use your indoor voice” instead of “Stop yelling in class!”
8. Try to find the deeper problem. Similar to adults, children get stressed out from time to time. Therefore, try to talk to the child or read books relating to any stressors such as the death of a family pet or the arrival of a new sibling.
9. Direct the child to go to a quiet place in a room where he or she can calm down or think about what has happened (i.e, time out). The child is placed in an area where we can always see the child during this period. After this cool down period, we talk to the child about their inappropriate behavior and provide acceptable alternatives.
10. Use humor whenever possible. Do not get upset about things that are no big deal and laugh to help relieve the stress in the children.
11. Refuse to argue about non-negotiable issues. Do not discuss or argue about any issue that is final. Children must know the limits on certain behaviors.
12. Inquire whether the behavior has a natural or logical consequence. Sometimes it is good to allow children to do the inappropriate behavior to see its natural consequence. For example, a child will learn that throwing the ball over the playground fence means that he or she is unable to play with it for the rest of that day.
13. Discuss the expected behaviors with children ahead of time.
14. Teach children basic rules: Be Safe. Be Kind. Be Neat.
15. Involve children in making the rules.
16. Plan for cooperative games.
17. Model appropriate ways to communicate negative feelings.
18. Role model and teach conflict resolution techniques.
19. Talk to children in private about inappropriate behavior.
20. Help children think through their actions.
21. Allow children to work out their own problems whenever possible.

Punishment That WILL NOT Occur

- Corporal punishment.
- Humiliating or frightening the child.
- Total isolation from the teacher or any emotional abuse.
- Verbal abuse including the use of profanity.
- Taking away meals or snacks.
- Using any food products or medication in any manner or for the purpose other than that for which it was intended.
- Inappropriate disciplinary behavior such as putting soap or pepper in a child’s mouth.
- Forcing children to sit at a table or high chair for long periods of time.

Strategies to Minimize Occurrence of Inappropriate Behavior, MITI Kids will:

1. Arrange child’s room to allow sufficient space to explore and play.
2. Demonstrate competence in normal development and age appropriate expectations in children.
3. Provide frequent small meals to keep children’s energy level and reduce irritability.
4. Provide adequate rest and sleep for children.
5. Role model and teach children social skills.

Staff Training on Discipline Issues

MITI Kids staff is educated on discipline and punishment during new employee orientation. On-going training is provided to our staff during regular staff meetings, by attending workshops, by reading professional literature, and by viewing videos.