

### **Preschool Class Behavior Plan**

The teacher and children work together to develop a set of classroom rules to ensure safety inside and outside the school. These rules will be visibly posted in spaces that are used by the children. Such guidelines provide children with the reminder to make good choices and behave appropriately.

Preschool children are young in their learning of expectations and rules in the classroom, at home, and in the community. Children benefit from redirection, eye-level conversations, and positive reinforcement (“great job!” “thank you for \_\_\_\_\_”). Often children require reminders to participate in or complete an activity or specific task. These reminders are given at the child’s level by staff in a gentle, friendly voice.

We continue to use Second Step as a way to teach core social-emotional skills such as empathy, emotion management, and problem solving.

Class-wide behavior interventions include positive reinforcement through smiles, verbal praise, thumbs up, and high fives. Strategies, such as hand stamps and stickers, are utilized throughout the day for children following classroom rules and behaving appropriately. In addition, children who have demonstrated “super star” behavior (e.g., volunteering to help clean, assisting a friend in need, etc.) may also earn specific recognition.

When a child displays difficulty in following a rule, the teacher will discuss the issue with the child to gain an understanding of the child’s feelings and perspective and to explain that what the child does and says are important and affects others. They will work together to develop problem solving techniques to be used in future situations.

For children with persistent, serious or challenging behavior, a referral to the Multi-Tiered System of Supports (MTSS) team will be made and the parents/guardians notified. The teacher should identify on the referral: events, activities, interactions, and other contextual factors that precede or predict challenging behavior. The MTSS team, made up of the teacher and other professionals, will review and analyze data relating to the student’s behavior. In conjunction with the family, the team will develop and implement an individualized plan that supports the child’s inclusion and success in the classroom.

Please note: Teaching staff shall never use physical punishment such as shaking or hitting and shall not engage in psychological abuse or coercion. Teaching staff will never use threats or derogatory remarks. They shall not withhold nor threaten to withhold food as a form of discipline. For further

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information regarding the school discipline policy, please refer to the Eastford School Student handbook.

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