

Hello Families,

After many conversations and reflections, we are moving forward with implementing an Extended Behavior Plan for behaviors in some of our classrooms. The goal is to have families involved at a much earlier stage in hopes of helping the child from all fronts. From experience, the earlier we are able to become a team, the better for everyone involved.

Over the past decade, we have worked through some pretty intense behaviors and yes, some have required dis-enrollment, but a majority are able to be worked through as a team. Ask any teacher or parent who's been a part of that process and we will pour our hearts and souls into a child before it gets to that point. However, this year we have also realized that we have to draw a line in how much we can focus on one child when reality is that we have a class of children who need those same 2 teachers.

When reading through the Extended Behavior Plan, please note there are appropriate steps to take. In a majority of situations, this is quite a process and nothing that happens overnight. There are 2 plans, one that will mainly be used for the older children, and a Biting Plan that will most likely be for more toddlers and twos.

If you have a child who receives frequent incident reports and this alarms you, please reach out. Basic reports do not mean the Extended Behavior Plan is in action. Kids are kids and behaviors are a part of learning their boundaries. We are talking about more significant behaviors that affect the success of the classroom.

Please reach out with any questions.

Anne

Siblings & Co.

Extended Behavior Plan

If a child is consistently displaying behaviors that are causing harm to others or not allowing the program to function as it should, we will move forward with the following plan of action:

1. Once 3 similar and significant incident reports are sent home, the director will call the parents so a discussion can begin on what we are seeing in the classroom. What does this behavior actually look like?
2. After the phone call, if 3 more incident reports are sent home, a face to face meeting will be required and we will request permission for a behavior specialist to observe the child in the class environment. From experience, the sooner we make this happen, the better for everyone.
3. If the behavior continues, we will begin a behavior log. This log will allow for 3 incidents to happen within a day, but after that, we will require the child to be picked up for the remainder of the day. This will allow consequences and a conversation to happen at home while the behaviors are still fresh and allow the child to reset and try again tomorrow. If the behavior is causing immediate harm to others, we will ask for the child to be picked up for the day.
4. At this point, each situation is individualized. A common question is, "will my child be kicked out?" While we have dis-enrolled children for severe behaviors before, it is a process and takes time for us to truly work with the behavior specialists and implement strategies. Families are involved in this step and aware of the possibility.

These behaviors may look like but are not limited to:

- Consistent tantrums that last longer than 15 minutes and teachers are not able to help the child regulate.
- Intentionally harming others, physically or emotionally
- Constantly defiant after attempts to redirect or refusing to listen to directions
- Yelling "no" or refusing to follow simple instructions while disrupting the class
- Intentionally using or repeating inappropriate words in the classroom
- Being removed from tumble bus for behaviors/non-compliance

- Yelling, hitting, biting, throwing objects at a teacher or child
- Refusing to follow the class during transitions in the class or from inside to outside

Note: The teacher will use their best judgment on helping the child through the behavior/emotion before logging it as a behavior. Our goal is to teach them how to process it, but sometimes it's more than what we can do while still trying to keep the class properly functioning. Ultimately, we ask ourselves...is the class able to function with the behaviors that are happening right now?

If a behavior intensifies quickly and we feel that it's best to skip steps 1 and 2, we will do that for the betterment of the child and the class.

Log

Date and Time	Behavior Shown	What activity was going on during this time?	Was there an obvious reason for the child to show this behavior?	Witness in the room

- 3 significant behaviors in a day will require the child to go home for the day.
 - Send one copy home for parents and keep the original.

Note: The teacher will use their best judgment on helping the child through the behavior/emotion before logging it as a behavior. Our goal is to teach them how to process it, but sometimes it's more than what we can do while still trying to keep the classroom going. Ultimately, we ask ourselves...is the class still able to function with the behaviors that are happening right now?

Extended Behavior Plan: Biting

Biting is an age appropriate behavior for Infants and Toddlers and most of the time, we can implement strategies in the classrooms that help a child through this stage quickly. However, once we feel that it is less of a stage and more of a concern, we will move forward with the Extended Behavior Plan specifically for biting.

1. Once 3 biting reports are sent home, the director will call the parents so a discussion can begin on what we are seeing in the classroom. What does this behavior actually look like? What seems to be happening when the child bites, etc.
2. After the phone call, if 3 more incident reports are sent home, a face to face meeting will be required and we will request permission for a behavior specialist to observe the child in the class environment. From experience, the sooner we make this happen, the better for everyone.
3. If the biting continues and the child has 3 bites in a day, pick up for the day will be required. At this age, a conversation may or may not help, it just depends on the child's age but it will allow the child to have a break from the environment, reset and try again tomorrow.
4. At this point, each situation is individualized. A common question is, "will my child be kicked out?" While we have dis-enrolled children for behaviors before, it is a process and takes time for us to truly work with the behavior specialists and implement strategies. Families are involved in this step and aware of the possibility. 9/10 times, we are able to work past the behavior.

Note: The teacher will use their best judgment on helping the child through the behavior/emotion. They will still try to stop attempts and attempts will not count as bites. Our goal is to teach them how to work through the situation, but sometimes it's more than what we can do while still trying to keep the classroom going and the other children from getting bit.