

waiting list according to APPLE TREE admittance priorities. The date of the new application is the date used for placement on the waiting list.

A child currently enrolled in the center withdrawing for the next semester and applying for readmission the semester immediately following the non-enrolled semester shall have enrollment priority after children with continuous enrollment. See Re-enrollment Policies 8.c. for priorities. The child is placed on the waiting list with priority AFTER children who are enrolled continuously (i.e. children who are new and attend APPLE TREE in the summer have priority for enrollment in the fall over those who have withdrawn for the summer). Parents will be notified of placement or non placement immediately after July 1, December 1, or May 1. This policy does not apply to those who complete the withdrawal/re-application process after June 15<sup>th</sup> for fall semester, after November 15 for spring semester or after April 15 for summer session.

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### **POSITIVE DISCIPLINE**

Webster's dictionary defines discipline as, "Training that develops self-control, character, or orderliness and efficiency."

Discipline is an essential part of child care. Discipline helps children feel secure, meets their needs, and builds self-control and self-esteem. The objective of discipline is to promote behaviors that are beneficial to the child's development and welfare and to change and/or eliminate behaviors that are harmful or distressing to a child or to others. This is different from punishment. Corporal or negative verbal punishment may change children's behaviors, but often through fear. It stresses what children should not do, but rarely teaches them what to do. Children controlled by punishment such as spanking or severe consequences may "behave" to avoid a penalty chosen by the adult. It often teaches children to hide their mistakes, and does not build long lasting inner controls or cooperation. Punishment may also cause the children to focus on revenge rather than on changing behaviors.

Before we examine various techniques adults may use when disciplining, we must first look at the environment. How the environment is set up has a great deal of influence on how most discipline problems can be prevented, greatly reduced or even eliminated. Many times changing the routine, the activities, the room arrangement or the use of space has a profound effect on how children will get along with each other. We work on trying to satisfy each child's need for individual space, for social interaction, for quiet and rest or movement and stimulation, for new materials, for self-directed or teacher directed activities, for age appropriate materials and behavior expectations, or for an abundant amount of love and affection.

APPLE TREE's guidelines in creating a healthy and positive environment:

1. Providing a Developmentally Appropriate Curriculum and Environment
2. Being a Positive Role Model and have a positive attitude

3. Explaining Situations Ahead of Time
4. Providing Choices and Following Through
5. Using a Soft Voice
6. Having a Variety of Rainy Day Activities Available
7. Telling the child Thank you –Praise the child
8. Watching the Children’s Diet
9. Fostering Self Esteem
10. Smiling

The purpose of behavior management is to teach correct behaviors. Discipline is concerned with and focuses on the future. We discipline in order to teach correct behaviors. It’s a much more positive approach than punishment. Children don’t have to learn through being penalized! They can instead learn through being firmly, lovingly, patiently, and calmly taught by the adult. The result is that children will have a greater knowledge of what is expected, what their limits are, and will feel a sense of security because their world is orderly. The child gains security, self-control, wisdom and positive esteem.

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**The following is from the Discipline Policy given to APPLE TREE staff:**

At APPLE TREE we use a wide variety of discipline methods. Remember that discipline is most effective when an adult goes to the individual child, bends down to the child’s eye level, uses eye contact and simultaneously touches the child’s shoulder or arm. Make sure to use a firm, but not angry, voice. We need to get and maintain the child’s attention. A primary goal should be to win the child’s cooperation. In order to do this we suggest that you use some of the following techniques:

Use distraction, suggestions or re-direction (“Have you tried...”); distraction works wonders with young children.

Use quiet, brief, private talks away from other children. Make sure you do not lecture or accuse.

Use positive statements. (“When... then” or “as soon as...then...”; “When we finish putting away the blocks, then we can go outside.”) “If you don’t... then we can’t...” is negative statement and will not win cooperation.

Remind children of appropriate behaviors. (“We do not throw. If you have trouble remembering, then you will have to leave the area.” “We walk inside.” “Remember to use your inside voice.”) Model a soft voice.

Use logical or natural consequences and point out the consequence and why it happened. Abuse a toy/lose the toy is a logical consequence. Consequences should be related to the misbehavior and should be fair.

With the child’s help problem-solve and brainstorm for solutions and then help the child select a solution to try.

Ignore annoying, unimportant behaviors.

Remove the child from the area. (“It appears you cannot play in the area right now. You can come back later.” “You will have to leave the area for \_\_\_ minutes or for the rest of center time.”)

Separate children. (“It appears that you two cannot play together right now. You may either find a solution to your problem or you will need to find different activities.”) Some teachers use a timer. When it rings, children can play together again.

Remove a toy. A child may lose the opportunity to play with a toy for specific period of time.

Give choices. (“Here are your choices: you may share the blocks or find something else to do. You decide.” “You may leave the area by yourself or I’ll

assist you. You decide.”) Choices said in a fair, firm, but friendly way are usually very effective.

Use positive statements. Tell the children what they should be doing instead of focusing on the negative. Only use “NO” or DON’T” in case of emergencies.

Use calming music, stories, books or songs.

Avoid sarcasm, nagging, threatening, name calling, accusing or disclaimers. A disclaimer is a

Use a great deal of positive reinforcement and encouragement. Be specific and descriptive. (“I see you are really working hard on that puzzle.” “Thank you for picking up the blocks.” “I’m glad that you remembered to share the book.” “I appreciate it when you tell someone you are angry.”) Statements such as “use your words” are sometimes too vague. Unconditional statements such as “I think you are a neat kid” are always appreciated by the children.

Use love and physical affection. Touch the child’s arm, pat a head, give a hug, and allow a child to sit on your lap or knee. However, some children want you to exclude all other children so don’t play favorites or overdo the lap sitting to the exclusion of others.

statement such as “Why can’t you always do that” after a positive statement.

Avoid commands or demands that “back a child against a wall”. Many children want to appear brave or tough around others and to save face they must defy a teacher. After a calm, implicit direction, break eye contact, turn away briefly and give a child a few seconds or longer to comply. Try to avoid power struggles.

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**If the preceding is not effective we use the following:**

### **Sit and Watch**

A child may be to stand or sit away from the group for several minutes or until he/she is calm. The purpose is to give the child an opportunity to see appropriate behaviors or appropriate use of materials or to settle down before joining the group. (“You can join us when you feel you can...”) The child is sometimes given the responsibility of when to return to the group, but sometimes must be invited to rejoin by a teacher. The child must be in view of an adult.

### **Time Out**

A child who does not respond to the above methods or is repeatedly disruptive or aggressive may need to be further removed from the rest of the class. After a few minutes, the child is encouraged to rejoin the activities after a teacher has redirected the child and briefly discussed appropriate behaviors so that the inappropriate behaviors are not repeated. For severe or repeated problems, a child may be brought to the office to calm down or to be removed from peer attention for inappropriate behavior. All consequences for misbehavior should be logical, developmentally appropriate, and as immediate as possible

### **Acts of Aggression**

CENTER rules are displayed and known by the children. There are class discussions to establish individual group rules.

The Center’s established guidelines for staff and children are in place for dealing with acts of aggression and fighting by children. This policy includes;

- 1) Separation of the children involved

- 2) Immediate attention to the individual child or caregiver who has been hurt.
- 3) Notification to parent of children involved in the incident. If an injury requires first aid or medical attention, as specified will be documented.
- 4) Review of the adequacy of the caregiver supervision and appropriateness of facility activities.
- 5) An administrative policy is set for dealing with recurrences.

If your child is involved in this type of behavior on any given day, they will lose their privileges, which may include field trips. **No credits or refunds** will be issued if a child is sent home/removed from the program due to disciplinary problems.

We reserve the right to deny or remove your child from our program due to disciplinary problems.

\* Some of these behaviors include but are not limited to: biting, hitting/punching, stealing, bringing a weapon to school, running away or exiting facility without an adult, lack of respect for authority, revealing or touching private parts of themselves or others, without staff permission, profanity, excessive bullying, including racial intolerance.

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### **Biting**

“Bite” is a word that brings to mind all forms of fears and worries. We try to catch the deeds before they happen, but, unfortunately, it is not always possible. Children, especially toddlers and some preschool age children, are not always very verbal, they cannot verbalize feelings and often show their feelings physically. With our help and guidance, they will learn to replace biting with appropriate responses.

There are no miracles. If your child bites, all it means is that he or she has found this to be an effective response. Biting is usually provoked. Some children choose hitting, pushing or other responses. Some never do any of these. A lot of it comes down to personality, reinforcement, environment or chance.

This problem has never failed to come up in almost all the classes many of us have attended. We are not alone in trying to cope with this problem. Understanding and support for the other parents can only help. No one wants his or her child to bite or to be bitten, or to hit or be hit, or to be pushed, shoved, or scratched. These are all “normal” children with normal problems.

#### **HANDLING BITING INCIDENTS:**

1. Attend first to the child who is hurt. Comfort the child and strengthen the concept that you care and will keep him/her safe.
2. As much as possible have the “biter” stay with you so he/she may observe and assist with attending to and comforting the hurt child.
3. Attend to the bite as needed. A cool cloth or ice pack will usually soothe the bite. If the skin has been broken, first aid steps must be followed.
4. Remove the child from the play area for a brief period of time. The child has lost his/her privilege to be with the other children. Explain and simply reason with the child the basis for your actions. “When you bite it hurts people. Biting hurts”.

5. Remain calm and firm. Speak in; you natural voice and with authority. Convey to the child that you will not let children be hurt. The child must also know that you still like him/her but you do not like the biting.
6. Be consistent in your interventions. The child will learn to count on the same behavior from you, which will aid the child in gaining self-control.
7. Report biting incidents to the parents of the children involved.
8. Reinforce the child as soon as possible for positive interaction with his/her peer.
9. Information about the biter and bite are confidential. We will not share this information with other parents.
10. The Director or a member of the management team will be notified when biting incident occurs.  
\*If a child bites twice in one day, the parent of the biter will be called to pick their child up from the center. This will allow protection of the children in the classroom. Cases of more than one bite in a day are very rare. We appreciate everyone's cooperation as we are ensuring the safety of all children.

## School Age Discipline



"Peace chairs" have been adopted for the school age children. These are designed to allow the children to resolve a lot of their own conflicts. It teaches them to talk out problems and how to compromise situations.

Everyone wants a safe environment for his or her child. School age children should be capable of controlling their behavior and refrain from hitting and hurting others. At this age they are old enough to really hurt someone and no one wants their child hurt.

A contract will be issued to the school age child who has hurt another person, etc. This is a joint effort where we need your cooperation. Weekly contracts will be sent home for the first time they hit and their privileges will be taken away for the day. You and your child must agree upon a reward to work towards. You must sign and bring back to school. If they break their contract they will lose all Camp Apple Tree privileges for the week as well as their reward with you. Some reward examples are staying up late on Saturday, having a friend over, going to the show, anything at all that you know your child would like. If your child is given a contract and breaks it more than 3 weeks in a row, parents will be asked to pick up their child and keep him/her home for a few days until the child is ready to cooperate. If the problem still exists and their presence is detrimental to the others you will be expected to remove your child from Camp Apple Tree. This constitutes our zero tolerance policy

## **Disciplinary Action and Dismissal**

A serious "discipline problem" is defined as one in which a child is hampering the smooth flow of the program by either requiring constant one-on-one attention, is continually inflicting physical or emotional harm on other children or themselves, is physically abusing staff, or otherwise unable to conform to rules and guidelines of the program.

When conflicts and inappropriate behaviors occur that disagree with the above goals, and have not been resolved through the above positive techniques, it is then our aim to work further with individual children. We strive to listen and learn more of what each child has to say, thereby hoping to resolve the conflict through effective communication.

If conflict still continues to exist or a request to conform to a rule is ignored some possible actions could include:

1. A child will not be allowed to participate in a particular activity for a short period of time, or the child will be asked to sit quietly until he/she is ready to resolve the conflict and return to the class. Field trips may be taken away with no reimbursement from the school. For younger children from two to four years of age, ignoring and redirection will also be used. A child's particular stage of development is always taken into consideration.
2. If there is still an unresolved conflict, parents will be asked for ideas and Teachers will give suggestions to resolve the conflict through an individualized plan for the child.
3. If the problem still exists, parents may be asked to pick up their child and keep him/her home for a few days until the child is ready to cooperate
4. If conflict continues, it will be determined to be a "discipline problem" by the teachers and the supervisor and/or the Executive Director. Parents will then be asked to seek an outside resource, such as family counseling, to help all involved work through the conflict. Parents will be given two weeks to secure help (APPLE TREE ACADEMY will help with referrals). During this time, the child may or may not attend school, depending on the assessment by the Supervisor and/or Executive Director and teachers, based on the nature and seriousness of the situation. If parents reject above-described process, they will be expected to remove their child from CAMP APPLE TREE.

**(NOREFUNDS WILL BE OFFERED FOR THESE DAYS.)**

**The state of Missouri adheres to and allows APPLE TREE the right to discharge a child from the facility after attempts have been made to meet a child's individual needs. Any child who demonstrates an inability to benefit from the care offered by the childcare provider or whose presence is detrimental to other children. Care of a child may be discontinued if the provider and the parent(s) cannot establish a mutually satisfactory working relationship.**

We encourage parents to talk to their children about the kinds of play, behavior, and touching that is appropriate for their level of development.

We appreciate everyone's cooperation as we are ensuring the safety of all children.

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**APPENDIX**

1. Parent/Provider Contract
2. Child Enrollment Form
3. Health Form
4. Immunization Form
5. Field Trip and Emergency Care Permission
6. Fee Agreement
7. Parent Interview
8. Special Needs Information
9. Specialized Instruction
10. Food and Nutrition Assistance Form
11. Income Eligibility Form (Nutrition Assistance)