

Positive Guidance Policy

Policy ID: NENCAP HS-PO3

Board Approval Date: 5/11/17

Policy Council Approval Date: 4/21/17

Effective Date: 7/1/17

Performance Standard: 1302.17

Purpose:

It is our goal to provide a safe and nurturing environment for all participants to benefit from a positive and successful learning experience in our program. We have adopted the evidence based Teaching Pyramid Model to support this goal and to foster social and emotional competence in young children and their families.



We have established the following guidelines as a policy to be implemented within each classroom in our program:

Blue Levels-Universal Promotion:

Nurturing and Responsive Relationships: We believe that the provision of nurturing and responsive relationships to a child includes the family or primary caregiver as well as the teachers within an early childhood program. In addition to the focus on the relationship with the child, this level also describes the need for developing partnerships with families and a collaborative relationship among classroom team members.

High Quality Supportive Environments: This level of the pyramid includes the provision of predictable and supportive environments that will promote the child's social and emotional development. This level refers to the design of classrooms that meet the standards of high quality early education. This includes: the implementation of the Creative Curriculum which fosters all

areas of child development, developmentally and culturally appropriate teaching approaches, safe physical environments that promote active learning and appropriate behaviors, positive guidance to children on rules and expectations, schedules and activities that foster children's learning and engagement, and the development of play and social interaction skills.

Green Level-Secondary Prevention:

Targeted Emotional Supports: This level includes the provision of intentional instruction in social skills and emotional regulation. Children will be provided adult guidance and instruction to learn how to express their emotions appropriately, play cooperatively with peers, and use social problem solving strategies. Families will be provided with guidance and information on how to promote and support their child's development of social and emotional skills.

Red Level-Tertiary Interventions:

Intensive Intervention: When a child exhibits persistent challenging behavior that is not responsive to interventions at the previous levels, comprehensive interventions are developed to help the child be successful. A team, including the child's family, will be developed to implement the child's support plan. The behavior support plan is designed to address home, community and classroom routines where the challenging behavior is occurring. In this process, the team also considers supports to the family and strategies to address factors that affect the family and their support of the child.

~~~~~

**Families:** Families are essential partners in the success of the implementation of the Pyramid Model. All families will be provided with information on how to promote their child's social development. Families can provide increased opportunities for their child to learn and practice new skills in the context of everyday activities and routines in the home and the community.

**Resources:** The Pyramid Model and related resources are available to all families free of charge through two federally-funded research and training centers: Center on the Social and Emotional Foundations for Early Learning ([www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)) and the Technical Assistance Center on Social Emotional Interventions for Young Children ([www.challengingbehavior.org](http://www.challengingbehavior.org)).

**Head Start Standard:** Head Start programs are strongly reminded that staff, consultants, and volunteers are prohibited from engaging in corporal punishment, emotional or physical abuse, or humiliation of children at any time. Head Start children should feel safe in the program setting at all times. Disciplinary action towards children cannot involve isolation, the use of food as punishment or reward, or the denial of basic needs. Programs must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.