

<b>Policy Number:</b> MH 006	<b>Title: Pro-Social Guidance</b>
<b>Performance Standard:</b> Head Start Early Learning Framework <b>USD 418 BOE Policy:</b>	<b>Effective Date:</b> 8/2015 <b>Reviewed:</b> 5/2020 JS
	<b>Policy Council Approval/Revision:</b> 9/2015, 2018 <b>BOE Approval:</b> 9/2015, 2018

**Policy:**

Developmentally appropriate and individualized, positive guidance, such as Conscious Discipline and Promoting Alternative Thinking Strategies (PATHS), demonstrates respect for all children. Social-emotional skills and abilities learned at a very young age help children understand and grow, develop self-control and the ability to make better decisions in the future. McPherson/Marion County Head Start promotes the pro-social guidance approach to classroom management and incorporates the use of Conscious Discipline in each Head Start classroom.

**Pro-social Guidance Procedures:**

Positive strategies will prevent behavior difficulties, support self esteem and promote respect. The following are guidelines for staff working directly with children:

1. Guide children by setting clear, consistent, fair limits for classroom behavior.
2. Value mistakes as learning opportunities.
3. Redirect children to more acceptable behavior or activity.
4. Listen and respond when children talk about their feelings and frustrations.
5. Ensure that children understand how to peacefully resolve conflicts; guide children and model skills that help children to solve their own problems.
6. Post rules in the classroom (involve children in developing rules) and ensure that they are “readable” by children.
7. Actively teach children the rules and patiently remind them of their rationale as needed.
8. Provide opportunities for children to develop social skills such as cooperation, helping, negotiating, and talking with the person involved to solve interpersonal problems.
9. Recognize appropriate behavior frequently.
10. All adults will interact in a positive manner with children and model pro-social skills.
11. Structure the classroom environment to assist children to learn what to do and how to use the equipment/materials.
12. Materials and storage units will be labeled to facilitate children’s work in putting things away.
13. Materials and equipment will be checked regularly for safety.
14. Staff need to establish an area (quiet area, cozy corner, emotions corner) in the classroom that can be used by the children for calming down (this area can not be used as a time out area).
15. Room arrangement must promote appropriate use of space to accommodate movement, large and small groups and solo play.
16. Establish predictable schedules and routines that assist children to manage their own behavior.
17. The class schedule must be placed so it is “readable” by the children and uses both words and pictures.
18. Plan the environment to reflect the culture and language of families enrolled.
19. Classroom staff, as a team, will develop Behavior Intervention Guidelines specific to the individual group of children within their class.