

"To let the child do as he likes when he has not yet developed any powers of control is to betray the idea of freedom...Real freedom, instead, is a consequence of development; it is the development of latent guides, aided by education."

Behavior Policy & Procedure

Desert Garden Montessori's discipline is centered on the philosophy that discipline is helping a child solve a problem and learn a new skill. Punishment is making a child suffer for having a problem. If we want a society of problem solvers, we have to focus on solutions not retribution (LR. Knost).

The word "discipline" comes from an old English derivative that is based on the word "disciplina". Disciplina means "to teach". We must teach, model, and practice social emotional and behavioral skills. Taking development into account, if a child has the skill but continues to not utilize it despite constant practice or redirection, a logical consequence can be given. Our goal is to move away from illogical consequences, such as loss of recess, time outs, suspensions without teachable moments, etc... We would like to focus on logical consequences directly related to the situation, and the teaching of missing skills.

It is imperative that we have active involvement from parents/guardians, teachers, administrators, and other school staff in supporting the child.

Our goals at Desert Garden Montessori are to:

1. Ensure the safety of each child
2. Educate the child, teach the missing skill
3. Respect for self, others and environment

Procedure

When a child is engaged in a behavior that requires intervention, follow the steps below:

1. Composure is a must. The adult must stay in their executive state at all times. If the adult cannot (is triggered), always get another adult to help.
2. Observation and obtaining more information is a must. It is the adult's responsibility to try and understand the behavior. We have to remember; all behavior is communication. What is the function of the behavior or what is the need?
3. Data collection is a must. It is imperative that data is collected on frequency of behavior to know whether or not interventions are effective.
4. Refer to rubric for a response to each specific situation. If you are uncertain of what response is needed, you may contact iTeam or administration.
5. For all significant behaviors in the rubric, an accident/incident report must be completed.
6. For chronic patterns of behaviors, 2 or more incidences within 30 days, iTeam referral form must be submitted by Lead Teacher. Parent and school team will meet to develop a behavioral plan if necessary.
7. If a serious behavior occurs, contact iTeam/Administration immediately.

Behavior Rubric

Infant, Under 1 year	
Developmentally Appropriate Behavior	Response
Crying	<p>If an adult is not available to physically attend to the child, the adult should speak to the infant in a motherese/parentese tone</p> <p>*Motherese/Parentese is a way of communicating with your child using:</p> <ul style="list-style-type: none"> • higher than usual pitch • talking about shared perceptions • exaggerated intonation

	<ul style="list-style-type: none"> • use of repetition • calling attention to objects • using slow stretchy speech <p>Once an adult is available, pick-up the child and engage verbally/physically.</p> <p>* If a child is crying excessively even after being picked up for long periods of time, schedule a family meeting so that you can get more information from parents to develop a plan. If after collaborating with parents and no success, you may submit a referral to iTeam.</p>
Biting	<p>Pick up the child who was bitten and check for marks, at this time you may soothe the child if they are crying. In a calm and gentle voice say to child who bit: "Ouch, biting hurts, you can bite this instead", offer a substitute item they may bite (teether).</p> <p>It is developmentally appropriate for infants to bite. This will be a response that is repeated several times before it is learned.</p> <p>*If biting is occurring frequently (multiple times a week), send in a referral to iTeam so that collaboration can begin. Parents will be contacted to gather more information and a plan can be generated.</p>
Hitting/ Pulling	<p>Pick up the child who was hit and check for marks, at this time you may soothe the child if they are crying. In a calm and gentle voice say to child who hit: "Ouch, hitting hurts, hands are for gentle touch", show them what</p>

	<p>gentle touch looks like and an alternative to hitting (high five, pat, hug, etc.).</p> <p>It is developmentally appropriate for infants to hit. This will be a response that is repeated several times before it is learned.</p> <p>*If hitting is occurring frequently (multiple times a week), send in a referral to iTeam so that collaboration can begin. Parents will be contacted to gather more information and a plan can be generated.</p>
Toddler, 1-3 years old	
Developmentally Appropriate Challenging Behaviors	Response
<p>Taking Items</p> <p>Throwing Items</p> <p>Screaming</p> <p>Crying</p>	<ol style="list-style-type: none"> Follow the DNA script <ol style="list-style-type: none"> Describe and mirror the action Name the feeling, "You seem ____" Acknowledge what they want, "You were hoping for ____ or you wanted ____." Show them what they can do (sharing items, gently placing, pouring the sand in a pile, say "can I try", "throw the ball this way", "you can play with this one," etc.) If they continue, remove them gently to another area and show them something else they can do. <p>*If these behaviors are occurring frequently (multiple times a day), collect data on frequency and send in a referral to iTeam so that collaboration can begin. iTeam and teacher will go over possible classroom interventions. In some cases, a parent will be</p>

	<p>notified right away of the interventions being used at this time. If interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan may be generated.</p>
	Action
<p>Pushing Hitting Biting</p>	<ol style="list-style-type: none"> 1. First, go to the child who was hit, bit or pushed and check for safety and offer comfort. 2. Follow the Describe, Name and Acknowledge script with the child who was hit, bit or pushed. <ol style="list-style-type: none"> a. Describe and mirror the action b. Name the feeling, "You seem ____" c. Acknowledge what they want, "You were hoping for ____ or you wanted ____." 3. Set Limit in an assertive voice "You may not (push, hit, bite), (pushing, hitting, biting) hurts" 4. Model Language for both child who hit and "injured" child: If child who was "injured" is WILLING, give them words to set the limit: "Don't hit/push/bite me, ask me for a turn", if child is UNWILLING, speak for the child. Fewer words are best for younger children or

	<p>the adult may have to speak for the children.</p> <p>5. Redirect the child that (pushed, hit or bit) with two positive choices or depending on development capabilities, show them what they can do next. This helps redirect the child to another option of play.</p> <p>6. Incident/Accident Report as needed</p> <p>*If these behaviors are occurring frequently (multiple times a day), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan may be generated.</p>
Primary, 4-6 years old	
Developmentally Appropriate Challenging Behaviors	Response
<p>Taking Items</p> <p>Throwing Items</p> <p>Screaming</p> <p>Yelling</p>	<ol style="list-style-type: none"> Follow the DNA script <ol style="list-style-type: none"> Describe and mirror the action Name the feeling, "You seem ____, or you might be ____" Acknowledge what they want, "You were hoping for ____ or you wanted ____." Teach the "missing skill." What is it that you want the child to do? Examples: "When you want to use that marker, you

<p>Crying</p> <p>Difficulty Waiting or Sitting Still</p> <p>Lying</p> <p>Teasing</p> <p>Misusing Works</p> <p>Unable to follow adult guidance/direction</p>	<p>can say can I have a turn with the marker?" "When you want to throw something, you can throw a ball." "If you feel you need to scream, you can scream outside." You can so, "oh man." You can say, "Can I play?"</p> <p>3. If necessary, you can provide 2 positive choices.</p> <p>*If these behaviors are occurring frequently (multiple times a day), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan may be generated.</p>
<p>Developmentally Appropriate Challenging Behaviors</p>	<p>Action</p>
<p>Pushing</p> <p>Hitting</p> <p>Biting</p>	<p>1. First, go to the child who was hit, bit or pushed and check for safety.</p> <p>2. DNA the child who hit.</p> <p>a. Describe and mirror the action</p> <p>b. Name the feeling, "You seem ____"</p>

c. Acknowledge what they want, "You were hoping for ____ or you wanted ____."

3. Set Limit in an assertive voice "You may not (push, hit, bite), (pushing, hitting, biting) hurts." For the child who (pushed, hit or engaged in biting) you can teach them the missing skill as well. You can say, "When you want John to move over, you can say move please."

4. Model Language for both child who hit and "injured" child: If child who was "injured" IS WILLING, give them words to set the limit: "Don't hit/push/bit me, ask me to scoot over.", if child is unwilling, adult will speak for the child. 5. If necessary, redirect the child who hit with two positive choices.

6. Incident/ Accident Report as needed.

*If these behaviors are occurring frequently (multiple times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan may be generated.

Chronic Patterns of behavior	<ol style="list-style-type: none"> 1. Teacher will collect data and complete the referral form. 2. Teacher and iTeam will create a plan. 3. Parents will be involved in this plan.
Elementary/ MYHS	
Developmentally Appropriate Challenging Behaviors with much less frequency than younger children	Response*
Profanity Name-calling Tattling Teasing	Profanity/Name-calling Follow the DNA script to help deescalate <ol style="list-style-type: none"> 1. Teacher/Staff may describe and mirror the action if necessary. 2. Name the feeling, "You seem ____" 3. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____." 4. We may not use profanity at school. When you are _____ you may say_____. Teach the skill. Teach the child the appropriate language to use. 5. If needed, provide 2 positive choices. You may _____ or _____. Tattling/Teasing

Option 1 (Teasing)

1. Teacher/staff may **describe** and mirror the action if necessary.
2. **Name** the feeling, "You seem ____"
3. **Acknowledge** what they want, "I am wondering if you were hoping for ____ or you want(ed) ____."
4. When you _____ you can say _____. Teach the appropriate skill/behavior to the child.
6. If needed, you can provide 2 positive choices. You may _____ or _____.

Option 2 (Tattling)

7. "Are you being helpful or hurtful?"
8. If child says, "hurtful," you can ask them "What would be helpful right now?"
9. If child says "helpful", you can say, "Tell me how that was helpful?"

*If these behaviors occur frequently (multiple times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. Parents will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (i.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.

Misuse of objects, defacing/ destroying property (Identify if it was out of curious Intent/anger/frustration/boredom,etc...)	<p>1. Follow the DNA script</p> <p>a. Teacher/staff may describe and mirror the action if necessary.</p> <p>b. Name the feeling, "You seem ____"</p> <p>c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."</p> <p>2. Set the Limit in an assertive voice, "You may not throw or break items. My job is to keep property safe. Your job is to help keep property safe. Right now, you are not doing your job."</p> <p>3. Child is expected to clean-up, repair/replace object</p> <p>4. Incident/ Accident Report must be sent</p> <p>**If the behavior is driven by anger, iTeam/Admin must be called following steps #1-2</p> <p>*If the behaviors occur frequently (2 or more times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher</p>

	<p>will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
Stealing	<ol style="list-style-type: none"> 1. Follow the DNA script <ol style="list-style-type: none"> a. Teacher/staff may describe and mirror the action if necessary. b. Name the feeling, "You seem ____." c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____." 2. Set the Limit in an assertive voice, "You may not take things that do not belong to you without permission. Stealing is hurtful." 3. "My job is to keep property safe. Your job is to help keep property safe. Right now, you are not doing your job. (Child should return the stolen item, if possible. If not, a plan should be made for replacement. Parents may need to be included in the plan.) 4. If necessary, have the child who was stolen from use assertive voice. "It is not okay to

	<p>take things that belong to me without my permission. Please ask my permission next time. "</p> <p>5. Incident/ Accident Report must be sent</p> <p>**If behavior is repeated, or a theft of significance, iTeam/Administration must be called following steps #1-5</p>
Lying	<p>1. Describe, Name and Acknowledge</p> <p>a. Teacher/staff may describe and mirror the action if necessary.</p> <p>b. Name the feeling, "You seem ____"</p> <p>c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."</p> <p>2. Set the limit by discussing with the child why he/she is lying, as well as the importance of telling the truth.</p> <p>3. Develop a connection with the child so that there is trust in feeling safe about telling the truth and a plan can be created with the child.</p> <p>*If these behaviors occur frequently (2 or more times a week), collect data on</p>

	<p>frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
Gossip	<ol style="list-style-type: none"> 1. First go to the child who was gossiped about to check in and get a better understanding of what transpired. 2. DNA the child that did the gossiping <ol style="list-style-type: none"> a. Teacher/staff may describe and mirror the action if necessary. b. Name the feeling, "You seem ____" c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____." 3. Ask the child that was gossiped about if he/she has spoken to the person who is gossiping. If not, encourage the child to use an assertive voice. Role play how to go about it (see time-machine/peace table). 4. The teacher needs to assist in closing the loop with all parties involved. Check-in with

	<p>each individual to see if the situation is resolved for them.</p> <p>* Remember there are missing skills that need to be taught.</p> <p>*If these behaviors occur frequently (2 or more times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
Excluding other students intentionally (cliques)	<ol style="list-style-type: none"> 1. First go to the child who was excluded to check in and get a better understanding of what transpired. 2. DNA the child who is excluding. <ol style="list-style-type: none"> a. Teacher/staff may describe and mirror the action if necessary. b. Name the feeling, "You seem ____" c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."

	<p>3. Encourage the children to utilize the time-machine/peace table).</p> <p>4. The teacher needs to assist in closing the loop with all parties involved. Check-in with each individual to see if the situation is resolved for them.</p> <p>* Remember there are missing skills that need to be taught.</p> <p>*If these behaviors occur frequently (2 or more times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
<p>Active Defiance/ Speaking Disrespectfully to an Adult or Peer/ Interrupting</p>	<p>1. Follow the DNA script to help deescalate.</p> <p>a. Teacher/Staff may describe and mirror the action if necessary.</p> <p>b. Name the feeling, "You seem ____"</p> <p>c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."</p>

2. Boundaries. We may not speak disrespectfully to each other. I will not speak disrespectfully to you and you will not speak disrespectfully to me. When you are _____ you may say _____. Teach the skill. Teach the child the appropriate language to use.

Example: When you are “mad” you can say “I need a moment to myself.”

3. If needed, provide 2 positive choices. You can take a moment to yourself _____ or _____.

4. If the defiance/disrespect still persists, “You seem like you are not ready to talk about this. I am going to walk away and come back to check on you.”

5. Most likely, a power struggle has begun. In this case ask another adult for assistance.

6. Teacher must come back to the child later to reconnect with child.

****Any abusive language or gestures
iTeam/Admin must be called following steps
#1-6.**

*If these behaviors occur frequently (2 or more times a week), collect data on

	<p>frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
Unsafe Playground Behavior	<ol style="list-style-type: none"> 1. Describe, Name and Acknowledge <ol style="list-style-type: none"> a. Teacher/Staff may describe and mirror the action if necessary. b. Name the feeling, "You seem ____" c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____." 2. You can say, "My job is to keep you safe, your job is to help keep it safe. What you are doing right now is not keeping it safe. 3. Review playground rules for safety. Have child repeat them back to you. 4. Practice/ Role-play the playground safety rules if needed. 5. Discuss with the child that it is important to follow these rules for safety. Let them

	<p>know if they make the choice to not follow the rule in the future, he/she will be removed from the particular activity for the day and they can try again next time.</p> <p>*If these behaviors occur frequently (2 or more times a week), collect data on frequency and send in a referral to iTeam so that collaboration can begin. ITeam and teacher will go over possible classroom interventions. In some cases, a parent will be notified right away of the interventions being used at this time. If classroom interventions are unsuccessful, parents will be contacted to gather more information (I.e., family history, what behavior looks like at home, may be asked to seek evaluations, etc...) and a behavioral plan will be generated.</p>
<p>Making Threats (verbally or physically)</p> <p>Bullying (individually or in a group, repeatedly hurting the same person- a targeted attack of the same person)</p>	<p>1. First, go to the child who was threatened/ bullied/ and check for safety and to gather information on what transpired.</p> <p>2. D.N.A. with child who made the threat/bullied. This should be done in a private setting.</p> <p>1. Describe, Name and Acknowledge</p> <p>a. Teacher/Staff may describe and mirror the action if necessary.</p>

	<p>b. Name the feeling, "You seem ____"</p> <p>c. Acknowledge what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."</p> <p>3. Set the Limit, "My job is to keep everyone safe. Your job is to help keep us safe. Right now, you are not keeping it safe." (Child should be removed from the situation/environment as the logical consequence, based on the scenario.)</p> <p>4. IF necessary, help the child who made the threat/ bullied, as well as the threatened child to use assertive words.</p> <p>5. Incident/ Accident Report must be sent **If it is threat of violence, sexual harassment or the definition of bullying, iTeam/Admin must be called following steps #1-5. Parents will be contacted, and a behavioral plan may be generated.</p>
Hitting/pushing/biting/hitting with object, aggression, physical harm, sexual harassment	<p>1. First go to the child who was hit, bit, or pushed, sexually harassed, etc.. and check for safety.</p> <p>2. Notify iTeam/Admin so they can support and separate students.</p> <p>3. Go to the child who hit, pushed, bit, showed aggression or caused physical harm. You can Describe, Name and Acknowledge.</p> <p>4. Describe, Name and Acknowledge</p>

	<p>a. Teacher/Staff may <u>describe</u> and mirror the action if necessary.</p> <p>b. <u>Name</u> the feeling, "You seem ____ or are you feeling_____."</p> <p>c. <u>Acknowledge</u> what they want, "I am wondering if you were hoping for ____ or you want(ed)_____."</p> <p>5. Set the Limit, "You may not use your (hands, objects, legs, etc...) to harm others." "My job is to keep everyone safe. Your job is to help keep us safe. Right now, you are not keeping it safe." When you are (angry, frustrated, annoyed, etc...), you can_____."</p> <p>iTeam/Admin/Teacher will decide if student needs to go home. If a child is sent home, a parent/Director meeting will be needed before entering the school.</p> <p>If a student is not sent home, a parent meeting may be needed within the week. And a behavior plan will be generated.</p> <p>6. Incident/ Accident Report must be sent</p> <p>**If there are 2+ incidents within a 30-day period, follow FAST TRACK referral process for iTeam for a Behavioral Plan and Parent</p>
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Meeting "I know that this was hard for you. We are here to help you figure this out. Unfortunately, we have spoken about this before. At DGM, when this continues to happen, we need to develop a plan."

*Any parent/caregiver can file a police report at their discretion.

Conflict Resolution: Time Machine

https://consciousdiscipline.s3.amazonaws.com/Events/Elevate%20SEL/Conflict-Resolution-Time-Machine-and-Class-Meetings-with-Older-Children-by-KristinAbel_2018.07.26.pdf