Discipline Procedures

We try to have as few rules as possible. Most rules come under the one blanket rule of "You can't hurt yourself, other people, or school property.

As is NPS policy we use the following:
Short Term Discipline Procedures
1. Teacher redirect children to more positive behaviors, we remind them of the rule and of the consequences for violating the rule.
2. We remove the child from the situation (see Time Out description below).
3. Teachers and children discuss feelings, rules and better solutions (see Conflict Resolution description below.)
4. If time out has been used, when the child decides to return to the group and the teachers senses that this will work, the teacher helps the child return to and be successful in the group.

Time out

We use time out when a child needs time to regain control of his/her emotions.
We do not have one specific time out area in Preschool - it is one that is chosen as appropriate to the time/place it is needed (i.e. a quiet spot that is removed from the other children but one which is easily monitored by the teachers).
Time outs are of limited duration and are shorter, of course, the younger the child.

Conflict Resolution

Some conflict resolution techniques we often use are the following:
We encourage children to “use their words”. We help them solve problems through discussion rather than through physical means.
We do this by:
A. Modeling problem-solving language ourselves
b. Helping young children begin to develop their own problem-solving vocabulary (ie: offering suggestions or phrases they might try...)
c. Using “Talking Trios” - Teachers bring children in conflict physically together to talk. The children look at and speak to each other - not the teacher. The teacher’s role is to facilitate discussion or to offer help in the least intrusive manner possible. The teacher keeps in mind that the goal is to have the children find their own solutions whenever possible (since these solutions have much more meaning for them than do solutions that are given to them).
During a talking trio the teacher usually helps the injured or offended child:
1. Name the behavior ("You hit me.")
2. Say how that made them feel ("That hurt me and made me feel sad. ")
3. Tell the other child what they want them to do ("Don’t do that to me again")