



Atypical Development & Challenging Behavior Policy

Children's development and behavior is taken seriously at the school. It is the responsibility of our staff and administration to provide a safe, supportive, and developmentally appropriate program to all children to the highest degree possible. The following policy on the management of children with atypical development and/or challenging behaviors will be adhered to without exception.

Atypical development shall be defined as that which does not meet established norms for children of the same age group in any of the domains of development including physical, language, motor, self-help, cognitive, and social/emotional. Challenging behaviors shall be defined as aggression such as biting, hitting, pushing, kicking or other potentially dangerous acts toward other children or staff. Also, foul language, inability to follow rules and comply with directives, escaping from the classroom, outbursts and tantrums, disruption of classroom activities or any act which endangers the health and safety of self or others, damages property, or disrupts program quality. The step-by-step process for assessing, referring, and accommodating children with atypical development and/or challenging behaviors is as follows:

1. The administrative director will review each enrolled child's statement of health form for any noted concerns from the child's pediatrician or parent. Any concerns found will be communicated to the educational director for further investigation.
2. Teachers will review the developmental history of each child prior to the child starting school. Any issues found will be brought to the attention of the educational director and administrative director, who will then discuss a course of action with the teacher.
3. If a child requires any outside services or modifications in the classroom, an Individual Plan of Care (IPC) must be completed. The IPC will be completed by the directors with input from the teacher, parents/guardians and outside consultants. The IPC will be reviewed quarterly to ensure that the information is current.
4. When teachers feel a behavior needs more attention, she will document it using the ABC Form noting the Antecedent, Behavior and Consequences of the behavior. This information will be shared with the education director and other specialists as needed. This log should be completed for two (2) weeks before meeting with the educational director to discuss the child's behavior.

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5. Teachers will bring concerns about a child's development immediately to the attention of the educational director who will document those concerns and place them in the child's confidential file. Parents will be notified when any behavior of the child is in question. At the educational director's discretion, an education, health, or social service consultant who has contracted with the program can be contacted for the purpose of advice on assessing, referring, managing and/or accommodating the behavior/development of concern. In many cases, such informal guidance is enough to handle those concerns satisfactorily. Parents/Guardians will be informed about how these issues will be addressed at the school before there are any modifications to the child's program and to share the recommendations of any consultant.
6. In the event that the child's development remains of concern, the parents/guardians will be informed by the educational director. At this time it will be the responsibility of the parents/guardians to seek evaluation services through one of the following choices:
 - a. Health care specialist (if a physical concern) of the parent's choice -
Mental Health professional (if a behavioral concern) of parent's choice -
Public school early intervention/special education programs (children over 3) - Connecticut's Birth to Three System (for children under 3) - Public services (Help Me Grow, Early Childhood Consultation Partnership, etc.)
Any fees related to such evaluations shall be the sole responsibility of the family unless otherwise agreed upon in advance by the school. Parents will be required to submit evidence of contact/appointment with such services within one week of the referral or the child's attendance may be suspended until the evidence of contact has been made. The program agrees to cooperate with consultants and professionals in allowing them to make assessments of the child and his/her educational environment on-site. No information about the child will be provided to these agencies or individuals without a parent's or guardian's signed consent.
7. The parents/guardians agree to provide the results and recommendations of assessments to the school for the purpose of appropriate program planning for the child. This information may be presented in writing or in a personal meeting between the parent, school staff, and outside agency or professional. Any cost associated with such planning meetings will be the responsibility of the parents/guardians unless otherwise agreed upon. The school agrees to follow professional recommendations regarding the accommodation and support of the child's development to the greatest extent possible while maintaining program integrity and within budgetary, regulatory, or building restrictions that would

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prohibit making modifications or accommodations to the program. The parents/guardians agree to provide a copy of an IFSP or IEP and grant permission for the program to communicate with special education personnel and therapists for the purpose of consistency and support in a detailed plan of care as required by the Connecticut DPH. Support service professionals, therapists, and special educators will have full access and cooperation to provide services on site during regular business hours provided they are oriented and agree to follow program policies and procedures. Program transitions will be facilitated by the center in cooperation with other agencies and transportation systems.

8. A re-evaluation of the success of any recommendations will take place at a time set by the directors, generally 7 to 30 days from implementation of any recommendations. At that time, a determination will be made to continue successful programming, modify programming for another 7 to 30 days, or recommend an alternative placement for the child. In such cases, or in the case of non-compliance with this policy, parents/guardians will have 2 weeks to make new arrangements, unless the child is a danger to himself or others, or disruptive to program quality in which case dismissal from the program shall be immediate.
9. The method and schedule for continual monitoring of the child's growth and development will be determined by the educational director and will be dependent on the effectiveness of the program for the child. Parents/Guardians have the right to access any information regarding their child's program and/or development and will be immediately informed should any issues of concern occur. Parents/Guardians have the right to make on-site visits at any time the program is in session.

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