**Positive Parenting at Home**

Be Safe, Be Kind, Be Careful with your things can be supported at home as well as school.

* Talk to your child about what he or she is doing at school
* Help him or her practice at home, like cleaning up toys
* Remind your child about the rules at school
* Let your child know that you are proud of how they behave when they follow the rules

You Are Your Child’s Most Valuable Teacher!

Parenting is a hard and very important job. Helping your child learn appropriate behavior will help them be successful in every part of their life.

**BE POSITIVE BE FIRM BE CONSISTENT**

Here are some strategies to promote positive behaviors at home:

1. Praise your child when they do the right things
2. Fill your child’s bucket with positives
3. Separate feelings for the child from feelings about the behavior
4. Tell your child what to do, instead of what not to do
5. State the rules calmly; be firm but do not yell
6. Stay firm in your decisions, follow through
7. Be consistent in your expectations and your reactions to inappropriate behavior
8. Be consistent in your family’s daily routine
9. Be a good role model, your child is always watching!
10. Find special time to spend together and **Have Fun!**

**Additional Support**

Some children need more individualized planning. The program will work together with families to identify a child’s strengths and areas of need that are leading to ongoing challenging behavior in the classroom.

Our Licensed Social Worker and Social Emotional Specialist are available to support children through observation, meetings with staff and families including home visits. 



Southern NH Services, Inc.-Child Development Program

**Head Start**

**PBIS**

Positive Behavior Interventions and Support

**Family Guide**

**Be Positive**

**Be Firm**

**Be Consistent**



**Be Safe**

**Be Kind**

**Be Careful**

**with our Things**

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Updated 2015



**Teaching Social Skills**

Targeted Social Emotional Supports

Teachers plan for social emotional lessons in the classroom. They provide opportunities for practice and receiving positive encouragement. Some examples are:

* Be Safe-Use Walking Feet
* Be Kind-Use Gentle Hands
* Be Careful with our Things-Clean Up
* Tucker Turtle Technique
* Recognizing and responding to Feelings

**Relationships and Environments**

Nurturing and Responsive Relationships and High Quality Supporting Environments

Teachers promote positive relationships with children through:

* Positive interactions (play, meals, small group activities)
* Conversations
* Schedule and Routines
* Clear Expectations
* Positive responses
* Offering choices
* Encouraging problem solving

What you can expect to see in our classrooms:

* Positive relationships between children and teachers
* Visuals and Books used to encourage desired behavior
	+ 3 Classroom Rules-Be Safe, Be Kind, Be Careful with our Things
	+ Picture schedules
	+ Mascots-Bumble the Bee, Rocky the Raccoon, Tucker the Turtle
	+ Reward systems-pom-pom jar, sticker chart, poster
* Soft, quiet areas available for children to utilize throughout the day



# Individualized Supports-

# Intensive Intervention

Head Start teaches children to:

respect themselves, others and their school

Preschool children do use challenging behaviors such as hitting, kicking, biting, etc.

We support children who show aggressive behavior by helping them to calm. Here are some of our calming strategies:

* Listening and respect
* Tucker Turtle technique, breathing
* Time Away-Alone Zone, quiet activities, and redirection
* Safety Interventions (When behavior is physically dangerous to child, peers or staff):
	+ Physical redirection (carrying, hold and release)
	+ Use Alone Zone or other space to maintain safety

We individualize for each and every child. We take a team approach in meeting the needs of individual children.

*For Further information ask staff for our Behavior Management Policy*

**PBIS is based on The Teaching Pyramid:**

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supporting Environments

Nurturing and Responsive Relationships