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**COMPONENT: EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**SUBJECT: SOCIAL AND EMOTIONAL DEVELOPMENT**

**PERFORMANCE OBJECTIVE:** To support social and emotional development, which will enhance each child’s strengths; encourage self-control by setting clear, consistent limits; encourage respect for the feelings and rights of others; and support and respect the home language, culture, and family composition of each child in ways that support the child’s health and well being.

**POLICY AND PROCEDURE:** The program will comply with Head Start Performance Standards by ensuring that:

- Education staff will ensure the classroom schedule includes predictability and repetition, and that the attention span of each child is considered.
- Education staff will allow enough time for transition from one activity to another.
- Education staff will give children a cue telling them what is happening and what will be happening next.
- Education staff will provide children with opportunities to participate in routines, such as picking up toys and setting and cleaning the tables.
- Education staff will keep the waiting time between activities as short as possible.
- Staff members will build trust by appropriately responding to children’s cries and other cues.
- Education staff will encourage the development of self-help skills such as brushing teeth, washing hands, and wiping spills.
- Education staff will provide opportunities for choosing materials and engaging in problem solving activities.
- Teachers will plan activities that engage children both mentally and physically.
- Teachers will ensure that children are included in the creation of the classroom rules.
- Teachers will ensure that classroom rules are clear and consistent.
- Teachers will reinforce children’s development of age appropriate self-control behaviors by using books, stories, puppets, and other experiences.
- Teachers will encourage children to express and understand their feelings and the feelings of others.
- Teachers will model, coach, and encourage positive social behaviors such as cooperation, helping, and turn taking.
- Teachers will discuss the consequences of various behaviors and redirect children whenever necessary.
- **THE USE OF CORPORAL PUNISHMENT IS STRICTLY PROHIBITED!**

- Discipline that is potentially shaming, humiliating, frightening, verbally abusive, or injurious to children shall not be used.