



**TEACHER'S ASSISTANT,
VOLUNTEER AND INTERN'S
HANDBOOK**

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WELCOME!

You, as a teacher assistant, volunteer or intern, are a valuable part of our staff. We depend on you in order to provide a safe, consistent and secure environment for the children in our care. There are many important procedures and routines of which you need to be aware to ensure a smoothly run program. While working at the Centers you will have many opportunities to be with children as well as times for classroom/play yard cleaning and organizing in order to maintain appropriate environments for young children.

In addition, we feel very strongly about our philosophy of Early Childhood Education and we are proud of our Accreditation with the National Academy for Early Childhood Programs. During the year we will have three required in-service meetings with you to share our philosophy and create time for you to get to know each other. Please, please ask the teachers in your classroom lots of questions and always feel free to come to the office and speak with the Program Coordinators or myself.

The quality of our programs depends on your participation. Thank you for your commitment.

Leslie Voss, Director
Early Childhood Care and Education Services
UCSB

PHILOSOPHY

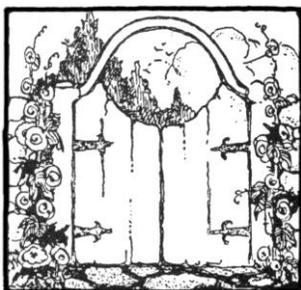
The Children's Centers at UCSB provide quality early childhood care and education programs for student, staff and faculty families within the University community. Our hope is to be a significant source of support for each family while providing a caring learning environment for each child. The goals of the program strongly reflect an abiding sense of respect for children, their unique cultures and individual development.

With infants and toddlers, we work to provide an environment as home-like as possible – warm and welcoming, cozy spaces, photos of family, and so on. In their classrooms, infants develop intimate relationships with a stable caregiver. Care giving activities such as feeding and diapering are warm, consistent and individualized. These routines are viewed as opportunities for children to receive undivided adult attention and to promote language, self awareness and social skills. The infants' pre-existing patterns for feeding and sleeping are respected and incorporated into the child's routine at the Center. Consistency in routines and schedules allow children to anticipate what is coming next, thus transitions are predictable.

The preschool classrooms are composed of children 3 years to 5 years of age. These multi-age groupings exemplify the Center's commitment to provide experiences that enhance the development of each child's whole self: creative, intellectual, physical, social and emotional. As each of these facets develops at different rates, the children seek activities and experiences that meet their individual needs. In addition, children with different knowledge and abilities stimulate one another's thinking and encourage pro-social behaviors amongst themselves. But, perhaps most importantly, this enables families, children and teachers the chance to build strong and consistent relationships with one another.

All of the classroom environments offer a rich variety of spaces, materials and activities organized to promote children's active exploration and mastery. Although classrooms often appear informal, they are the result of careful planning and structuring to ensure that the needs of each child are met in a supportive and nurturing way. Our teachers encourage curiosity and enthusiasm for learning, promote cooperative social interactions, support individual creativity and diversity and provide opportunities for children to use their growing bodies to develop a sense of autonomy and self worth. Children spend the majority of their day involved in a variety of activities: art, block building, dramatic play, music, sorting and matching games, listening to stories, movement activities, science activities and large motor play.

Because we wish the Center to be an extension of a child's family life, we offer a variety of ways for parents to become involved in children's classroom experience and in Center concerns. Conferences are scheduled at least twice a year, or more frequently at parent or teacher request. Parents are invited to share in their child's daily activities, to volunteer for field trips, special events or to just come in for a visit. The program plans several social events, parent meetings and work parties each year. In addition, all parents are members of the Parent Council that meets monthly.



HISTORY & FUNDING

The Children's Centers began in the fall of 1970 as a parent cooperative serving UCSB faculty, staff, student, and community families. The Orfalea Family Children's Center on West Campus was renovated and expanded in 1991, to meet the growing need for child care and now enrolls 187 children daily. In 2008, the University Children's Center opened at the Student Resource Building and now serves an additional 45 infants and toddlers daily.



Funding for the Center comes primarily from parent tuition fees. With the passage of the first Child Care Lock-In (1989) and the second in 2005, sponsored by the Associated Students and the Graduate Student Association, additional funding was made available to subsidize student parent tuition at the Center and to employ UCSB students as teacher assistants. A General Child Care Grant from the California Department of Education is available to subsidize tuition for income eligible student and staff families. The Center also participates in a Federal Food Program that provides lunches and snacks to children from income eligible families.

In December of 2000, we were blessed with a \$2 million dollar donation from Paul and Natalie Orfalea. The Center on West Campus was re-named the Orfalea Family Children's Center and was dedicated in the memory of Paul Orfalea's parents, Al and Virginia. The Orfalea family endowment will be an ongoing source of financial support to the Center and will ensure our ability to provide quality programming for many years to come. In 2012, both centers were reaccredited by the National Academy for Early Childhood Programs.

PROGRAM GOALS

In accordance with our philosophy, the Centers have developed the following goals:

1. Provide an environment where children feel free to explore their own sense of wonder and curiosity.
2. Support children in their developing sense of self; facilitate the development of a positive self image and growing sense of autonomy.
3. Promote an awareness of the world in which the child lives. Encourage acceptance and/or respect for the rights of others as well as the classroom environment.
4. Respect the primary role of the family in children's lives. Effectively work with families to create an environment that fosters the best development of each family and child.

For a complete copy of the Goals and Objectives please ask a Coordinator.

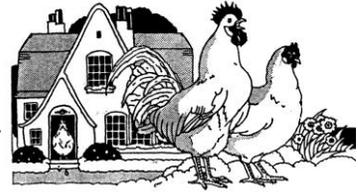


CENTER PROGRAMS

INFANT AND TODDLER PROGRAMS:

The Infant/Toddler programs serve children three months to three years grouped by developmental age in eight full day classrooms with several part time spaces available (four at OFCC, four at UCC).

The Infant Program philosophy emphasizes respect for the infant as an individual and encourages each infant to be an active participant in their interactions with other infants and caregivers. In the Toddler classrooms, children have many opportunities to receive individual attention from the caregivers in a positive and nurturing manner. Toddlers enjoy daily activities that include sensory play, art activities, music, small group times for stories and songs, manipulatives, and outside play with tricycles, climbing structures, playhouse, wagons, and push toys.



PRESCHOOL PROGRAM:

The Orfalea Family Children's Center provides both full day and half-day classes for children ages three to five years. This program provides a well-balanced curriculum with emphasis on children's social/ emotional skills and developing sense of autonomy. The multi-age groupings encourage prosocial behavior and an enriched cognitive environment. This setting ensures that children's needs (intellectual, physical, emotional, social and creative) are appropriately met at a variety of levels. The curriculum includes many activities: science and nature (gardening, cooking, pet care, nature study), creative art activities and projects, dramatic play, sensory experiences, large muscle activities, early literacy activities, language arts activities, music, and math awareness through hands-on manipulation of objects in the environment. There is a special focus on self awareness and the appreciation of diversity within the classroom. Daily group times provide opportunities for sharing, music, and stories.

CENTER STAFF

The Orfalea Family Children's Center is staffed with a Director, Program Coordinators, a Staffing/Business Officer, a Grant Coordinator, an Enrollment Coordinator, 26 Lead Teachers and Teachers, and many UCSB students who work as classroom assistants.

The University Children's Center is staffed with a Program Coordinator, an Administrative Assistant, eleven Teachers and Lead Teachers and UCSB students who work as teaching assistants.

All lead teachers hold a Children's Center permit - Master Teacher level or higher as issued by the State of California's Commission on Teacher Credentialing. Teachers also hold a Permit and have educational backgrounds in early childhood education and/or child development. The teaching staff has been carefully chosen for their outstanding training, ability and experience with children.



YOUR ROLE AS A TEACHER ASSISTANT

RESPONSIBILITIES FOR THE CLASSROOM:

Interact with children in a positive manner that acknowledges your respect for children and their development. Practically this means getting down to their eye level for conversations, being involved, empathizing with their feelings, and giving choices.

Engage with the children in activities that are planned by the classroom teachers. View yourself as a playmate for the children, be available when conflicts arise or when materials are needed. Follow their lead and expand on their play as you see appropriate. Please keep your focus on the children rather than on the other adults in the class.

Help children develop autonomy in their toileting, eating, and napping routines. Encourage children to interact with their peers and not become dependent on adults. When children solicit help, be responsive while also helping them develop skills to take care of the situation themselves.

Assist in general maintenance of the classroom environment. Sweeping patio, cleaning tables and sinks, washing toys and snack cups, laundry, etc. are common clean up routines at the Children's Centers. Some classes are responsible for kitchen and staff room end-of-the-day clean up.

Adhere to your scheduled hours and always arrive on time. The Centers are dependent on teacher assistants to maintain smooth transitions and consistency in staff and routines. If you have to be late, please call the appropriate center so we can make temporary arrangements. Please keep absences to a minimum.

Maintain friendly interactions with parents, and share positive anecdotes with them about their child. If a parent asks you about the child's day, or about any behavioral issues, please refer them to your classroom teacher. Any issues or concerns you may have about a particular child should only be discussed with the Teacher or Lead Teacher, never with the parents directly. Remember, that information learned about children or families on the job must be kept confidential.

At the Children's Centers, we work as a huge team with the best interest of all our children in mind. There may be times when your help is needed in a different classroom or in the office. Please be flexible to help wherever you are most needed.

Dress appropriately. The Centers are a place of exploration and as we encourage the children to dress comfortably in clothes that can get messy so should adults. At the same time we strive to keep a professional appearance. You are encouraged to wear closed-toe comfortable shoes that protect your feet and allow movement through grass, sand and gardening areas with ease.

RESPONSIBILITIES FOR THE PROGRAM:

Complete paper work before your first day at the Center. Your paycheck cannot be processed until all paperwork is completed: negative TB test result must be turned in prior to your first day working with children, a health screening report by the end of your first week, fingerprints are required for students who work daily at one of the Centers. All of the above are pre-employment requirements, therefore the Children's Center will not be able to reimburse you for their cost.

Staff development is an integral part of our program. Attendance at an evening quarterly orientation meeting is required. In addition, classroom Teachers will provide continued on the job training. If you are assigned to a regular classroom, you will receive a mid-quarter evaluation which will provide you with additional feed back and suggestions on how to be most successful at your job. We encourage you to read articles provided by the Center, and to take classes in Child Development and Early Childhood Education, a minimum of 12 units qualifies you to work as a Preschool Teacher.

The University pays once a month, generally around the 1st. Please be sure to sign in your hours daily. Your time sheet will be kept in your classroom or in the main office. Do not record 15 minute breaks on your time card; if your schedule warrants a lunch break, please record it and deduct lunch time from the total number of hours worked. Always sign your time card at the bottom.

Teacher assistants are expected to work all assigned shifts during all phases of the quarter, including Fridays, the week before exams, and Finals Week (unless you have a final during work hours). Time off requests are limited to 3 per quarter; additional days off may compromise the opportunity to continue working at the center in the future. Please notify the center two weeks before leaving; this notice is necessary for the Centers to find a replacement and insure consistent staffing.

Respect the confidentiality of the classrooms. Avoid discussing children in front of children, parents, visitors, and outside of the Children's Center settings.

When classes are combined, any of the supervising teachers may give you direction and responsibility for a certain area. Otherwise, please move as needed to supervise children.

Licensing requires that children be supervised at all times by a qualified Teacher. Therefore you will be the adult who needs to leave frequently the room for supplies, snack, etc. **You may never take a child or group of children by yourself out of the classroom.**

Parking: Because the Orfalea Center has limited parking, we ask teaching assistants to cycle or walk to work. Permits are necessary to use the parking lot. The University Children's Center has parking available in Lot 23. Permits are required at all times.

A DAY AT THE CHILDREN'S CENTERS

INDOOR ACTIVITY TIME: Several activities (art, building, cooking, sensory, reading, etc.) will be made available to children. Interact with children in an interested and relaxed manner. This is time for uninterrupted play to take place. Be responsive to children's curiosity, but let the child be the initiator of their own learning. Place yourself at children's eye level, sit on the floor when playing or kneel when speaking to a child. Set limits and give directions to children as needed. Give choices and respect decisions. All children participate in classroom clean up. Whenever possible give children advance warnings to transitions, such as "please finish what you are doing because in a few minutes we will start cleaning up".

GROUP TIME: The whole group gathers together to sing songs and read stories. If there are one or two children who don't want to participate, they can quietly read a book. Snack needs to be prepared. Please get milk and crackers(or cereal) from kitchen. Set the cups on the table, fill pouring pitchers about half way with milk, and fill the two large bowls with crackers. Place pitchers and bowls on tables.

AM SNACK TIME: Snack time is an opportunity for children to make choices, learn self help skills and, communicate and socialize. Supervise children in washing hands. Sit with children at the table and encourage them to pour the milk and serve themselves crackers. There may be spills!! Spilling is an important part of learning. Assist children with clean up with paper towels or a sponge. When snack is over, please clean tables with bleach and water solution and return food and milk to the kitchen.

AM OUTSIDE TIME/PLAY YARD GUIDELINES: Our yards are large and children need to be carefully supervised. Please do not form adult groups in one area, as this often leaves other areas unsupervised. Several classes share play-yards. When this happens you may come under the direction of another teacher. The teachers are responsible for providing activities outside. You may be assigned to an area or a specific activity. If you need to leave the yard to go inside or for any other reason, please let your teacher know . Please include children in clean up routines.

Do not lift a child to an area that they cannot reach by themselves. (Up slides, in trees, on climbing bars, into swings, etc.) If they cannot climb there alone then, they are not physically ready to be there. We do not encourage or initiate any type of aggressive play like fighting/guns. Try to redirect play in a more positive form. It is important that directions given to children be consistent. If you are uncertain about the Teacher's directions for an activity, ask for specific guidelines.

LUNCH TIME: Help children wash hands and find lunch boxes as needed. Sit with children on the grass or at the table, maintain social conversation with them, encourage them to open their own containers and put away their lunch boxes at the end of each meal. You are welcome to eat your lunch as well. However, the adults have to follow the same "food guidelines" as the children (i.e. wash your hands first, always seated when eating, etc.) Please save hot drinks, candy, gum, cookies and other sweets, chips, and sodas for "at-home" treats.

A DAY AT THE CHILDREN'S CENTERS...

NAP TIME: Classrooms create a quiet, peaceful atmosphere during nap time. The room is darkened and soft music plays in the background. Children often look at books on their mats before they fall asleep. Remind children to use the bathroom before nap and help them to fall asleep by gently rubbing their back if desired. Some children will prefer to go to sleep on their own. As children start to wake up, be prepared to help assist in putting shoes and socks on, folding blankets and putting mats away. When this process is completed direct children to table activities.

While children are napping, teacher assistants should be working on projects under the direction of the classroom teacher. Each class has a specific list of nap jobs: The following are common nap jobs: clean up morning's activities, wash snack cups, clean classroom sink area (walls, paper towel and soap dispenser), clean children's bathroom, wipe children's lunch cubbies, preparation of materials for a project, yard clean-up, (sweeping outside patio, wiping tables, outside sink and counter area, etc.). Some teachers may provide articles in child development for reading. Please take initiative, follow the list of nap jobs in your room and ask your teacher for additional duties as needed. It is **NOT** acceptable to be conversing, doing your homework, or pleasure reading during this time.

PM OUTSIDE TIME: Same as morning

PM SNACK AND PICK UP TIME: During this time families are constantly arriving and leaving. The classroom teacher be busy communicating with the parents about their child's day, they need your support supervising the children. If parents have questions, direct them to the classroom teacher. The children will have an opportunity to eat a light snack, then need to play as a small group, whether it be outside (in the sand box, swings) or inside (reading, stories, puzzles). Please remember that family reunions are very important. Children tend to get excited. For the safety and welfare of the children we try to keep this a quiet, relaxed time. After most of the children have left, please go around the room, picking up toys, and closing all windows.

KITCHEN AND STAFF ROOM CLEAN UP: Toddler classrooms take turns cleaning up the kitchen and staff room. Please bring lunch boxes from Federal Block Grant children to the kitchen, empty containers and rinse them, then place them in the dish washer. Clear sink, load dishwasher and run it (press **NORMAL** under **WASH** section). Hand wash remaining items. Scrub sink area including drainer, wall above sink area, towel and soap dispenser. Wipe all counters with bleach and water solution. Clean stove top and windowsills. Wipe fingerprints off doors. In the Staff Room, the coffee maker needs to be turned off and emptied. Please wipe counters and tables and scrub sink area.

WHEN WORKING IN AN INFANT CLASS...

Infants are assigned to primary caregivers for caretaking routines such as feedings, diaper changes and naps, therefore Teacher Assistants do not assist children with these routines, they support teachers by supervising the group of children who are in their free play period. There are additional clean up duties in the infant rooms, these include daily laundry, kitchen clean up, and toys and cribs disinfecting.

UCSB ECCES Teaching Assistant Self-Evaluation

TA Name: _____

Date: _____ Classroom: _____

Thank you for all you do at the Children’s Center. The intent of this formal evaluation is to promote growth by answering questions, clarifying expectations, and identifying strengths, challenges and next steps. It is our hope that this professional development opportunity will increase your understanding and enjoyment of your work experience with us. Never hesitate to ask if you have any questions or concerns.

- Near mid quarter, your supervising teacher will complete a copy of the evaluation form and request a time to meet with you.
- Prior to the evaluation meeting, please complete your own self-evaluation. Include comments and examples that support your rating as well as possible ideas for future growth. Your teacher will meet with you and discuss her/his observations and reflections. Use this time to ask questions, seek clarification and additional resource suggestions. Do not hesitate to ask for feedback throughout the quarter.
- If you would like additional support or resources please contact your peer mentor or ask for Peer Mentor contact information if you no longer have one assigned to you.

Use the following rating system to provide a numeric rating for each topic area below. Each indicator need not be rated separately but must be considered in the overall rating. Use the indicators to guide your skill development and engagement in the classroom.

Ratings:

1 – I demonstrate knowledge and competency in this area; *All or most indicators met consistently and with high proficiency. (Note: assistants scoring in this area across the spectrum would be considered exceptional and possible peer mentor candidates.)*

2 – I demonstrate some knowledge and beginning competency in this area; *many indicators are regularly met to satisfaction.*

3 – I demonstrate little knowledge and competency in this area and need additional experience to achieve beginning competency; *few indicators are met and/or indicators are met inconsistently. (You may request coaching by a peer mentor through your classroom teacher)*

Topic	rating	Comments: examples, questions, goals...
General Supervision <input type="checkbox"/> Moves to child’s eye level <input type="checkbox"/> Modulates voice appropriately <input type="checkbox"/> Positions self strategically <input type="checkbox"/> Remains alert to whole area while engaged with w/individual children <input type="checkbox"/> Focus remains on children not adults <input type="checkbox"/> Engages appropriately in children’s play <input type="checkbox"/> Intervenes as needed; actively observes before stepping in.		
Health & Safety <input type="checkbox"/> Demonstrates awareness of health and safety concerns at all times <input type="checkbox"/> Ensures that children wash hands when required <input type="checkbox"/> Washes own hands upon arrival and as required <input type="checkbox"/> Reports accidents and safety concerns to program staff <input type="checkbox"/> Encourages self help skills during mealtimes, dressing, toileting etc, as appropriate for the child		

<p>Promotes learning and problem-solving during play and choice activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages children in conversation that encourages expanded responses (i.e How did you make it so tall?, What might happen if...?) <input type="checkbox"/> Invites children to participate <input type="checkbox"/> Narrates situations before assisting in solving (“It looks like your trike is stuck in the sand.”) <input type="checkbox"/> Gives real and appropriate choices <input type="checkbox"/> Uses vocabulary and questions to introduce mathematic or scientific concepts (‘pattern’, ‘observation’, ‘estimate’, ‘measure’...) <input type="checkbox"/> Uses routines and natural occurrences to introduce concepts (i.e. “How many more cups do we need? How can we find out?”) <input type="checkbox"/> Talks to infants during routine care and play <input type="checkbox"/> Explains to infants what is going to happen before it happens. 		
<p>Guidance & interaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Treats all children with fairness and consistency. <input type="checkbox"/> Demonstrates acceptance of physical, social, emotional, cultural, and developmental differences in children and families. <input type="checkbox"/> Encourages children to express emotions appropriately. <input type="checkbox"/> Relates guidance practices to knowledge of children’s personalities and levels of development. <input type="checkbox"/> Facilitates and supports child directed problem-solving <input type="checkbox"/> Uses redirections <input type="checkbox"/> Gives child a positive ‘replacement’ behavior when stopping an inappropriate action. 		
<p>Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is reliable and punctual in attendance <input type="checkbox"/> Dresses professionally and in a manner that allows for active participation <input type="checkbox"/> Demonstrates respectful interaction with staff, parents and other adults <input type="checkbox"/> Maintains confidentiality; reserves questions and comments regarding children and families for discussion out of the presence of children. 		

GUIDES IN SPEECH AND ACTION

IN SPEECH:

- * *State suggestions or directions in a positive form rather than a negative form.*
- * *Give the child a choice only when you intend to leave the choice up to her/him.*
- * *Your voice is a teaching tool. Use words and a tone of voice which will help the child to feel confident and reassured.*
- * *Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior "naughty" or selfish.*
- * *Avoid motivating a child by making comparisons between one child and another or by encouraging competition.*
- * *Redirect the child in a way that is related to her/his own motives or interests whenever possible.*
- * *The effectiveness of a suggestion may depend largely on its timing.*
- * *Remember crying is a baby's language. It is a way to express pain anger and sadness. Let them know they have communicated. "I see you are unhappy. Could it be that your diaper is wet?". "May be you want to be on your back for a while."*

IN ACTION:

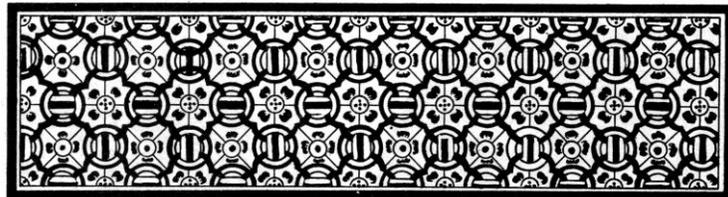
- * *Avoid making models in any art medium for the children to copy.*
- * *Give the child the minimum help in order that s/he may have a maximum chance to grow in independence, but give the help the child needs.*
- * *Make your suggestions effective by reinforcing them when necessary.*
- * *Forestalling is the most effective way of handling problems. Learn to foresee and prevent rather than mop up after a difficulty.*
- * *When limits are necessary, they should be clearly defined and consistently maintained.*
- * *Be alert to the total situation. Use the most strategic position for supervising. Place yourself so that you can see the entire area. While reading to children or sitting on the ground, remember to look up frequently.*
- * *Respond to babies crying by acknowledging the emotions they are expressing. Don't stop babies from crying by automatically putting something in their mouths. This teaches oral gratification and doesn't attempt to solve the problem. Babies have a right to cry and feel what they feel with the knowledge that a kindly adult is there to help.*

Adapted from: The Nursery School: A Human Relationships Laboratory, Katherine Read, Philadelphia, Saunders, 1975.

APPROPRIATE TEACHER COMMENTS TO CHILDREN ABOUT ART:

DESCRIBE WHAT YOU SEE:	WHEN YOU DO THIS:
<ul style="list-style-type: none"> • <i>What colors were used, how the lines go, how filled up the page is, how the child held or used a tool.</i> • <i>How many different colors or strokes or collage pieces were used.</i> • <i>What's the same or different from other artwork the same child has done before</i> • <i>What happened when the child tried something new or special</i> • <i>What (very specifically) you like about the artwork</i> 	<ul style="list-style-type: none"> • <i>This sends a powerful message that you are really interested in that child's work and therefore in the child</i> • <i>You are giving the child new words, helping with language development</i> • <i>You are telling the child that you are looking carefully at his or her individual art piece</i> • <i>You are helping the children look closely at their own work, developing perceptual skills.</i> • <i>You are helping the children realize what skills they possess, developing feelings of confidence and competence.</i>

From ART, A Creative Curriculum for Early Childhood, Creative Associates, Inc., 1979.



Tips for helping children through Conflict Resolution

1. Move close
2. Go to children's eye level and stop the action if unsafe
3. Using a calm voice, validate both children's feelings
4. Encourage children to state the problem
5. Clarify the problem
6. Make a plan (encourage kids to generate solutions)
7. Make sure they are done and summarize
8. Continue observing children to ensure they are really done.

Health and Safety

Sneezles and snuffles- If a child shows any symptoms of sore throat, upset stomach, sneezing and runny nose, rash, cough, fever, diarrhea, headache, nausea / vomiting, or complains of pain, please notify a teacher immediately. If a parent shares that their child is taking medication, please notify a teacher immediately. Teaching assistants may not give children any medication.

Suspected Child Abuse – It is mandated by the State of California that all suspicions of child abuse be reported to Child Protective Services. If you have concerns about a child in your classroom, inform your classroom teacher immediately. Either the Director or Program Coordinator will make the appropriate calls, including one to the parents or guardian of the child. As with any sensitive or personal family issue, confidentiality must be maintained.

INJURIES MAY OCCUR: Occasionally a child will fall or get pushed off some equipment. ***Never*** pick up a child who has fallen. If you are the closest person, comfort the child but **do not move or pick him/her up**. Call the attention of a teacher. Licensing requires that only qualified teachers administer first-aid and make decisions concerning the welfare of the children. The teacher may ask you to retrieve bandaids, etc. First aid kits are located in the bathroom cupboards of every preschool and toddler classroom and in the diapering areas of infant classrooms, in each classroom's emergency backpack, and on a shelf in each playground. Remember: once the teacher is with the child, she/he will be busy doing first aid; please supervise the rest of the children.

Fire Drills – are held on a monthly basis. These are 'surprise' drills and the day and time varies. The Centers have prepared an extensive plan to be followed in the case of major emergencies (see evacuation maps and emergency backpacks in each classroom near fire exits). Should a fire drill occur during your shift, calmly and firmly guide the children to stop their activities, walk quietly to the door and exit with their teachers. Once all the children are outside, the classroom doors should be closed and the group will move to the far fence until the drill is over. These drills are loud and can be frightening for young children so your calm voice and presence (even a hug!) can be very reassuring.

Daily Grounds Check –Please scan the playground for any safety hazards when children come outside. If anything is found (glass, animal droppings, other hazards) please notify a teacher immediately.

Back to Sleep - Procedures for Infant Rooms

- Infants will be put down to nap by their teacher / primary caregiver.
- All infants under the age of one will be placed on their back when put down on the floor, in the loft or in a crib.
- An infant's face and head should remain uncovered at all times.

Personal Health and Safety – It is just as important that you keep your own self as healthy as possible, including your emotional well-being. Pay special attention to frequent and proper hand washing, regular classroom cleaning with a bleach solution and making time for ***fun!!!*** (The ECCES prescription for perfect health!) If you are feeling ill, have a fever or are otherwise too sick to be at work, please stay home and take good care of yourself. We don't want to share our own illnesses with each other and the children.

KEYS TO CARING & EFFECTIVE DISCIPLINE

To develop safe and constructive behavior in children and to help them develop self-control pay attention to the following:

A. PREVENTION

1. **Give children caring attention, show them respect, be loving, see that their basic needs are met.** When you do this, they are more likely to be healthy, feel good about themselves, want to please you, feel loved, get over upsets faster.
2. **Provide appropriate activities and materials for their level of development and allow for lots of exploration.** When you do this, children learn a lot, they are not bored and frustrated. Remember, their main job is to learn and they learn best through action and experience along with observation.
3. **Only make rules and set limits that are necessary for the child's safety and positive social interaction. Make sure the rules and limits are clear to the child, can be met by the child, are consistently upheld to the child so that she or her doesn't get confused.** When you do this it will take the child less time to learn the rules and to understand why they are important; the child will not continually need to test the limits if you are firm, kind, and calm in consistently re-inforcing these limits.
4. **Be a good behavior model. Children learn by what they see and hear. They are very impressionable and especially imitate behavior (positive or negative) they experience from those they love and admire. They are building their idea of how people should treat each other by how you treat them and how they see you treat others.** When you express appreciation of behavior you like, you build the child's self esteem, sense of pride and the desire to cooperate.
5. **Have realistic expectations. Don't put children in unfair (difficult) situations where it is too hard or impossible for them to comply.**
6. **Make transitions (changes) easier for children. Don't rush them or expect them to drop what they are doing and do what you want immediately. Give alerts and reminders.**

B. ACTION - CHILDREN LEARN FROM ACTIONS, NOT JUST FROM YOUR WORDS.

1. Stop unacceptable or unsafe behavior. **Calm and gently with little ones and firmly but kindly for older ones.**

Showing our anger doesn't help a child learn. When we yell, yank, hit, etc., a child cannot learn well. They experience fear, confusion, and anger. If they are **punished** (= hurt and humiliated) instead of **disciplined with respect**, they will build up fear, resentment, a tendency to be rebellious or passive and sneaky.

We cause ourselves **more trouble** in the long run, when we over react and punish. We also teach the child a rough way of behaving instead of **modeling self-control**.

Realize that a child who is "acting out" **is feeling bad and may likely be experiencing trouble in her or his life**. The acting out is a signal and a CRY FOR HELP, not a provocation for punishment. See yourself as a helper and a guide in these times.

2. Tell children the rule ("WHAT" to do) **without nagging, complaining, moralizing.** i.e. "We don't bite people. Biting hurts. If you need to bite, bite your shirt (or your doll, etc.)". i.e. "Use words when you are angry. We don't hit other people here. It hurts. They don't like it."
3. Talk to children **at their level**, eye to eye; slowly.
4. **Involve children in solving a problem.** Ask them for their ideas about how to solve a problem. When they have none, make suggestions, give them choices.
5. **Let children experience** natural consequences of their actions when the consequences do not involve danger for themselves or interfere with the rights of others.
6. Impose consequences for continued misbehavior that are **related** to the behavior, **respectful** to the child, **reasonable** and fair. Be aware that imposing consequences for misbehavior is not the only way to deal with it and sometimes doesn't fit and doesn't work.
7. "Time away from a group or an activity" may be necessary when a children can't respect rules or others. Often people call this a "Time out" and overuse it **without** any long term benefit to the child or any real learning on the child's part. Children need to be told you are having them go to another place so that they can "take time to feel better and change how they are acting." **It is not productive to humiliate the child and use the time out as a punishment or "an example to others."** If the child won't go, accompany them firmly and kindly. Sit with them and let them cry or express anger (or if this is not possible, say you see they are upset and it is okay, but that they need to stay there until they "are ready to come back to the group or activity and will follow the rules set." Later when the child is recovered and calm and you are together you can talk to them kindly and respectful about what happened and let them know again what behavior is expected and why. Listen to what the child has to say. **Firmness and respect are keys here.**

C. SELF-CONTROL

To discipline with a positive attitude requires self-control on your part. **When you use self-control, even though you are upset, you show a child how to act.** It is okay to say to a child older than two how their behavior makes you feel **if** you can say it without hatefulness or fury. You say it to teach them that they affect others. i.e. "I feel **angry** when you keep yelling at me. Then I can't understand you. Tell me in a quieter way so I can listen to you."

D. TAKING CARE OF YOUR FEELINGS AND HEALTH.

This is important so you can think more clearly, have more patience, and be more cheerful and calm.

E. EXPERIENCE AND UNDERSTANDING OF CHILDREN'S DEVELOPMENT AND INDIVIDUALITY.

The more you spend time with children and learn about development and situations affecting children in the family, the more appropriate expectations you will have the more accurately you will interpret a child's behavior and the more appropriate your response will be to the situation.

F. ADEQUATE HELP AND EMOTIONAL SUPPORT: **With these you won't "burn out."**

Theresa L. Weissglass, Santa Barbara, CA 1989

DISCIPLINE

Based on the nurturing relationship between teacher and child, discipline at the Orfalea Family and University Children's Centers is considered an opportunity for growth in the sometimes complex business of getting along with others. In order to minimize conflict, much effort is taken to provide appropriate activities, to create an inviting environment, and to meet the individual needs of children. Still, conflicts are a natural occurrence as children try to relate to one another in a group setting.

From a positive perspective, much can be learned from these conflict situations: *seeking and giving comfort, searching for and generating creative solutions, identifying emotions and finding appropriate responses to them, collaborating with peers, developing self-control....* Above all, we strive to create an environment where children are safe and know they will be cared for and listened to, not just by their teachers, but by one another as well.

Many techniques are used for assisting children through conflict resolution. Although the style (pace, wordiness...) is different depending on the age of the child and severity of the situation, all efforts seek to guide children as problem solvers. Children are all competent individuals and bring their own feelings, actions and ideas to conflict situations. Teachers respect and build on these attributes through their language, interaction and example. The intent of these discipline techniques is to encourage the growth of moral autonomy. That is, the ability of an individual to make decisions based on their own knowledge of 'right and wrong', derived from an intrinsic motivation to do so, rather than from a desire to reap rewards or avoid punishment.

THE FOLLOWING ARE DISCIPLINE TECHNIQUES USED REGULARLY AT THE CENTERS:

- *Limit Setting* - In order for children to build trusting relationships and feel confident to explore, they must clearly know what is expected of them. Classroom and playground rules are therefore few, basic, clear and concise. Expectations of each child expands the overall abilities of each child develops.
- *Consistency* - So children know what to expect and are enabled to anticipate, predict and change their own behavior accordingly, limits and expectations are consistent. In addition, conflict situations are handled in the same way by all teachers.
- *Tone* – “You are safe, the situation is under control and we can work it out.” This is the message a child must receive from any intervening adult. A firm, kind, serious tone with a relaxed demeanor reinforces this message.
- *Modeling* - Adult actions speak clearly to children. It is imperative that we set an example of caring, compassionate individuals who are able to express their own needs and feelings clearly and calmly, and, willingly respond to the needs of others. “I feel angry when you hit me: Let's sit down so you can tell me with your words what is bothering you.”



- *Passive Intervention* - Children are given the opportunity to work through their own problems. If a situation does not escalate to destructive or aggressive behavior, a teacher may simply choose to observe the children who are seeking a solution. The teacher's presence can serve as a gentle reminder to use words instead of actions. Teachers trust the children to 'figure it out' but are available to help if needed. When additional intervention is necessary to facilitate the resolution process, it is as non-intrusive as possible.
- *Physical Intervention* - Children will be physically stopped when hurting each other. The focus will then turn to resolving the conflict at hand.
- *Identifying/Interpreting* – “You both want the truck.” A simple statement can clarify the problem, diffuse tension and help problem-solving begin. Children also need help to consider the emotions or needs of others especially when upset themselves. For example, “See his tears, it really hurt him when you kicked him.”
- *Validating Feelings* - Constructive thinking is virtually impossible when one is overcome by an emotion such as anger, sadness, fear or frustration. It is imperative to identify and acknowledge the emotion before any other ‘learning’ can occur. “I will not allow you to hit him, but, tell us why you are so angry.” It is essential that all children involved in a conflict be honestly listened to. Children are not told to say “I’m sorry”, but rather, to actively comfort or offer help to the child they hurt or upset. Adults may say “I am sorry you got hurt” and at some point, children will spontaneously do the same.
- *Generating Options/Solutions* - “Can you think of a way to use the truck together? Is there a road for it to drive on?”, “John is crying from that push you gave him, ask him if he would like you to brush him off.” “Everyone wants a turn, how can we make it fair?” The teacher places a different toy near two infants who are tugging on one doll. From a list of specific choices to the general question “Well, what should we do about it?” children are given tools to settle conflicts (negotiate, make retribution, collaborate...).
- *Redirection* - A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior with which to replace it... “You may not throw the sand; if you want to throw something here is a ball and a bucket to throw it into.”
- *Natural consequences* – “You dumped your milk on the floor, please get the sponge to clean it up.” “You threw sand after we asked you not to. Now you need to leave the sandbox and find a different area to play.” “When you crawl under that table it is hard to sit up. Would you like some help getting out?” These are just a few examples of the natural consequences that teachers point out and reinforce as they occur. Children see the results of their own behavior and begin to modify it accordingly.

ABOUT ‘TIME OUT’:

Although it is a popular discipline method, time out is not considered a viable option at the Children’s Centers. While it may interrupt a negative behavior, it does not help children acquire the skills to deal with the situation should it arise again. Young children (under age eight) are generally not yet capable of the reflective thought necessary to make time out a learning situation. If a child needs time to calm down, teachers facilitate this in a non punitive manner helping children find ways to calm themselves.



Wash your hands properly and frequently.

- Upon arrival
- Before and after handling food
- After helping a child in the bathroom
- After wiping a nose
- If exposed to blood or body fluids
- After handling pets
- Before touching your face
- Before and after giving medication
- After handling garbage or cleaning

Use soap and running water.

Rub your hands vigorously for at least 20 seconds.

Wash all surfaces, including:

- Backs of hands
- Wrists
- Between fingers
- Under fingernails

Rinse well.

Dry hands with a paper towel.

Turn off water using a paper towel, not your clean hands.

Help children learn the proper way to wash their hands, too.