

# RULE GUIDANCE

## Behavior, Guidance & Discipline Policies



### GUIDANCE TOPIC

The program must have a written guidance and behavior policy. It must be simple and understandable to the child, parent(s), caregivers and substitute caregivers. The written guidance and discipline policy must be provided to all parents in paper or electronic form. Although volunteers may be familiar with the guidance and discipline policy, volunteers cannot provide guidance or discipline to a child. Only providers, staff and substitutes shall provide guidance or discipline to child care children.

### LICENSE TYPE AND RULE

**Registered Family Child Care (RF)**  
OAR 414-205-0085 (1-7)

**Certified Child Care Center (CC)**  
OAR 414-300-0330 (1-7)

**Certified Family Child Care (CF)**  
OAR 414-350-0240 (1-7)

**Certified School-age Center (SC)**  
OAR 414-310-0410(1-9)

### WHY THESE RULES ARE IN PLACE

Guidance is most effective when it is consistent, reinforces desired behaviors and offers natural and logical consequences for negative behaviors. Discipline is best received when it includes positive guidance, redirection, and setting clear-cut limits that foster the child's ability to develop self-control. In order to respond effectively when children display challenging behavior, it is beneficial for caregivers to understand a child's typical social and emotional development. This is an ongoing process to help children develop inner control so they can manage their own behavior.

### HOW THIS MAY LOOK IN YOUR PROGRAM

An early learning caregiver must work to maintain positive relationships with children by using consistent guidance techniques and modeling prosocial behaviors and problem-solving strategies.

#### Young children need caregivers to:

1. Establish a safe and trusted environment. Consistent routines are key.
2. Show children you care for them.
3. Validate children's feelings, ideas, and words.
4. Be a positive role model. Remember that children watch & learn from everything you say and do.
5. Set up the environment for success.
6. Offer acceptable choices.
7. Allow for natural consequences.

The written policy shall:	Guidance techniques may include:
Provide for positive guidance, redirection, and the setting of clear boundaries	<ul style="list-style-type: none"><li>• The learning environment is set up to encourage positive behavior and minimize frustration, with consistent routines and materials that can be accessed and put away independently;</li><li>• Explaining consistent, clear rules and involving children in defining simple, clear classroom expectations;</li><li>• Involving children in solving problems;</li><li>• Planning ahead to prevent problems and letting children know what events will happen next;</li></ul>

The written policy shall:	Guidance techniques may include:
<p>Be designed to help the child develop self-control, self-esteem, and respect for others</p>	<ul style="list-style-type: none"> <li>● Focusing on preventing behavior problems by supporting children in learning appropriate social skills and emotional responses.</li> <li>● Using a calm and respectful tone of voice;</li> <li>● Respecting each child’s individual needs, desires, and feelings;</li> <li>● Validating children's feelings and show tolerance for mistakes;</li> <li>● Being responsive to children's requests and questions;</li> <li>● Encouraging children to share experiences, ideas, and feelings;</li> <li>● Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, problem-solving and conflict resolution.</li> </ul>
<p>Guidance and discipline shall be fair, consistently applied, timely, and appropriate to the behavior and age of the child.</p>	<ul style="list-style-type: none"> <li>● Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner;</li> <li>● Implementing child guidance techniques consistently and appropriately, based on each child’s individual needs and the specific situation;</li> <li>● Offering acceptable choices;</li> <li>● Distracting or helping a child change their focus.</li> </ul>
<p>Positive statements or redirection of behaviors shall be used.</p>	<ul style="list-style-type: none"> <li>● Using positive language to explain to children what they can do and give descriptive feedback;</li> <li>● Redirecting the child to another activity is the primary technique used when inappropriate behavior occurs. Often this is all a child needs to self-correct behavior;</li> </ul>
<p>Intervene appropriately to stop biased behavior displayed by children or adults.</p>	<ul style="list-style-type: none"> <li>● Redirecting an inappropriate conversation or behavior;</li> <li>● Being aware of situations that may involve bias, responding appropriately, taking action to prevent future occurrences; and</li> <li>● Refusing to ignore bias.</li> </ul>

**Policy Sample #1**

The word discipline comes from the Latin word to teach. We will teach your child self-control, respect for themselves and others, and responsibility for their actions. We do this by setting limits that are fair, enforcing them firmly and lovingly, using redirection, and setting up the environment to reduce conflict and frustration. Providing children with acceptable choices often helps them to refocus on the situation in a positive way. When conflicts occur we help facilitate social problem-solving giving young children the practice and skills they need to negotiate, verbalize their feelings, and compromise as they learn to solve problems for themselves. Our day follows a predictable pattern so children know what to expect, while we model teamwork and caring for one another.

## Policy Sample #2

Positive child guidance techniques are used in order to assist children with learning self-control and positive social skills. Conflict situations are handled with empathy and redirection. Strong communication with parents is also a top priority.

A focus on prevention and positive guidance techniques will include:

- Modeling appropriate behavior for the children
- Listening to the children
- Giving acceptable choices whenever possible
- Encouraging the children and using descriptive praise
- Noticing when the children are making safe and/or appropriate choices
- Setting age appropriate limits for the children
- Modifying the classroom environment to attempt to prevent problems before they occur
- Ignoring minor misbehaviors
- Practicing social situations through role playing common issues/scenarios
- Explaining things to the children at their level
- Providing children with natural and logical consequences for their behavior
- Planning for successful transitions
- Explaining expectations ahead of time
- Using short supervised periods of "time out," only when/if necessary

### ADDITIONAL INFORMATION

There are no exemptions for the use of corporal punishment in child care. Likewise, parents cannot authorize or grant permission for the use of any type of prohibited punishment in a licensed child care program in Oregon.

Research links corporal punishment with negative effects such as future criminal behavior and impairment of learning. Child care policies should explicitly prohibit any form of corporal punishment.

The caregiver shall not accept parental permission to use any form of prohibited or corporal punishment.

#### **Child care policies should explicitly prohibit any form of corporal punishment including (but not limited to):**

- Hitting, slapping, shaking, striking with hand or instrument, pinching, tying or binding, or inflicting any other form of corporal punishment;
- Mental or emotional punishment including, but not limited to, name calling, ridicule, yelling, or threats;
- Non-prescription chemical restraints used for discipline or to control behavior;
- Confining a child in an enclosed area, (e.g., a locked or closed room, closet, box);
- Forcing or withholding meals, snacks, rest, or necessary toilet use; or
- Belittling a child for or forcing a child to clean up after toileting accidents.

### OCC LICENSING SPECIALIST WILL REVIEW

The LS will review the program's behavior and guidance policy and how/when the policy is shared with parents, caregivers, staff and substitutes.

## OPTIONAL RESOURCES

Caring for our Children: <https://nrckids.org/CFOC>

Conscious Discipline: <https://consciousdiscipline.com/>

Oregon Administrative Rules, Oregon Department of Education, Early Learning Division, Chapter 414, Divisions 205 [Registered Family Child Care Homes](#), 300 [Certified Child Care Centers](#), 310 [Certified School-age Center](#) and 350 [Certified Family Child Care Homes](#).

You are entitled to language assistance services and other accommodations at no cost. If you need help in your language or other accommodations, please contact the Office of Child Care at 503-947-1400.

---

**Original Issue Date:** Nov 2021

**Updated:** Nov. 2022

---