

DHS Child Care Center Licensing Training: Behavior Guidance Requirements

Behavior guidance requirements



Introduction

The following outline is designed as a guide to follow along with the training. Key points from the training are listed in sequential order. This section also contains objectives, graphics and images from the presentation, space for notetaking, web links to applicable Minnesota Statute and Rule requirements, DHS websites, forms, and resources.



Objectives

- Identify behavior guidance requirements for children in licensed child care centers, as stated in Minnesota Rules, part 9503.0055
- Apply positive, developmentally appropriate behavior guidance strategies, as stated in Minnesota Rules, 9503.0055
- Implement behavior guidance documentation requirements for child care licensing

Behavior Guidance Licensing Requirements

Policies and procedures must:

- ensure that each child is provided with a positive model of acceptable behavior
- are tailored to the developmental level of the children the center is licensed to serve
- redirect children and groups away from problems toward constructive activity in order to reduce conflict
- teach children how to use acceptable alternatives to problem behavior in order to reduce conflict
- protect the safety of children and staff persons
- provide immediate and directly related consequences for a child's unacceptable behavior

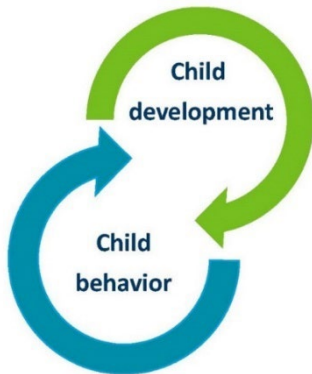


Positive models of acceptable behavior

Positive modeling in child care might look like:

- Visuals and pictures of positive behaviors
- Notice and reinforce positive behavior
- Consistent language and behavior guidance techniques from all staff
- Learning activities to support conflict resolution and self-regulation

Behavior guidance tailored to the developmental level of the children



Developmentally appropriate behavior in child care

- Specific behaviors are done to have a need met. The child has a need that they can't meet on their own. Some behavior plans call this the function of the behavior. For example, "What is the child getting by acting this way?"
- Is a child acquiring physical, social, emotional, and cognitive skills as expected?
 - *If not, this may cause unacceptable behaviors from frustration when interacting with a group of typically developing peers.*

Infants

6 weeks to 16 months old:

- Cannot understand rules
- Do not understand concepts of “good” or “bad” behavior
- Do not understand they are a separate person
- Like to be with people they know
- Can respond to the same scenario differently day to day
- By 12 months, can follow a simple direction
- Uses sounds to gain adult attention

Toddlers

16 months to 33 months old:

- Exploration free from understanding of risk
- Possessive
- Easily distracted
- Highly emotional, prone to temper tantrums
- “Me do it”

Preschoolers

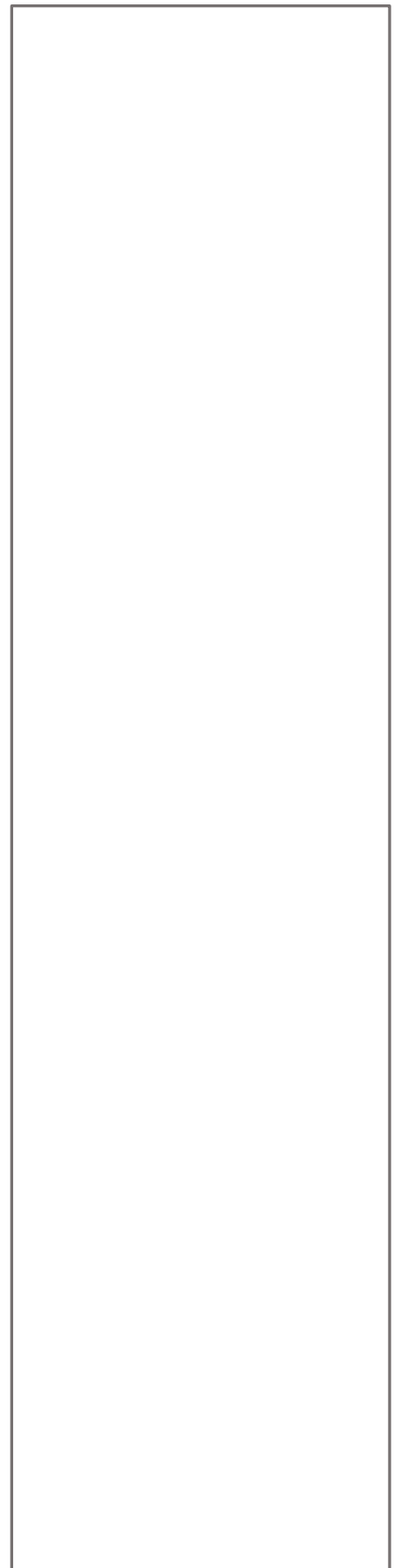
3 – 5 years old:

- Self-awareness begins to develop
- Executive functioning begins to drive behaviors
- Group play and collaborative play begin to emerge
- Advancing language skills allow for negotiating, arguing and possible use of forbidden language (i.e. swearing)

School aged children

Kindergarten – 12 years old:

- Gaining independence and self-control
- Want to be seen as well-behaved
- Need assistance still but can regain control over emotions
- Beginning to compete as an individual
- Persistent



What are the behaviors trying to do?

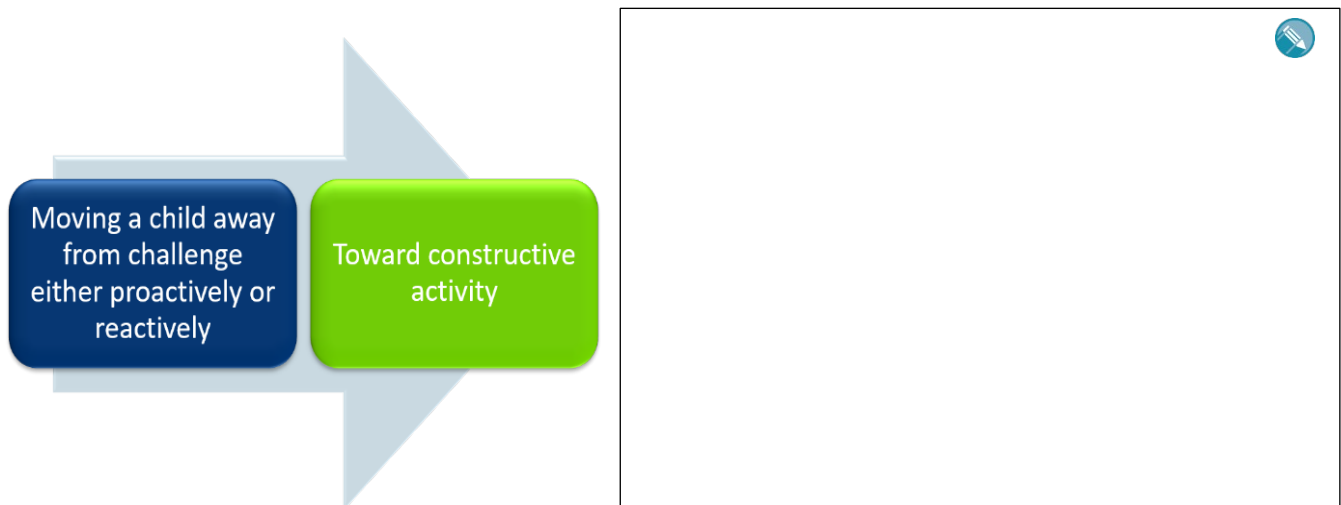
Behavior may be a child telling another child to start or stop doing something or an attempt to communicate something. Communication is a developmental task.

It may not be the “best” way to communicate, but typically developing children will use their most effective form of communication to get the desired response.

Behavior may be a child’s way to resolve or “fix” a physical need; to move if they are restless, to get sensory input, to remove or create distance from something unpleasant (smell, sound, space).

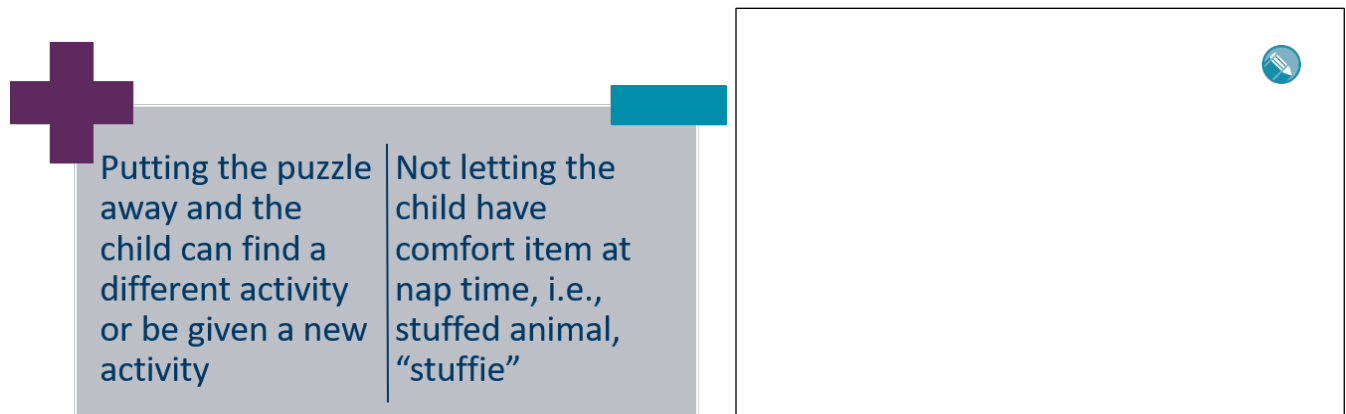
If a child’s development has not progressed to provide them with appropriate ways to self-soothe, problem solve, or verbally communicate discomfort, unacceptable behaviors can result.

Redirection



Immediate and directly-related consequences

A toddler throwing puzzle pieces



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A preschool child running down the hall to get to the large motor room first



Having to walk at the back of the line the rest of the way to the motor room

Having to walk at the back of the line all week wherever group walks in the hall




Prohibited actions

- Subjection of a child to corporal punishment. Corporal punishment includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking
- Subjection of a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, and using language that threatens, humiliates, or frightens the child
- Separation of a child from the group except as provided in subpart 4
- Punishment for lapses in toilet habits
- Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior
- The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm
- The use of mechanical restraints, such as tying
- The use of prone or contraindicated restraints

Common unacceptable behaviors in child care

- Running away from the group
- Disruptions of the schedule, routine
- Swearing or bullying
- Damages to the classroom or personal belongings
- Throwing equipment
- Children not participating in activities
- Kicking, pushing or hitting

Separation from the group



Separation report

Documentation of

- Child's name
- Staff person's name
- Time of separation
- Date of separation
- Information indicating what less intrusive methods were used to guide the child's behavior
- How the behavior continued to threaten the well-being of the child or other children



Persistent unacceptable behavior

Persistent unacceptable behavior requires an increased amount of staff guidance and time

Written procedures for dealing with persistent unacceptable behavior are required

- Staff observe and record the behavior of the child

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- Documentation is kept of staff response to each incident of unacceptable behavior
- A plan is developed to address the documented behavior(s) in consultation with the child’s parent and with other staff and professionals when appropriate



Behavior plans

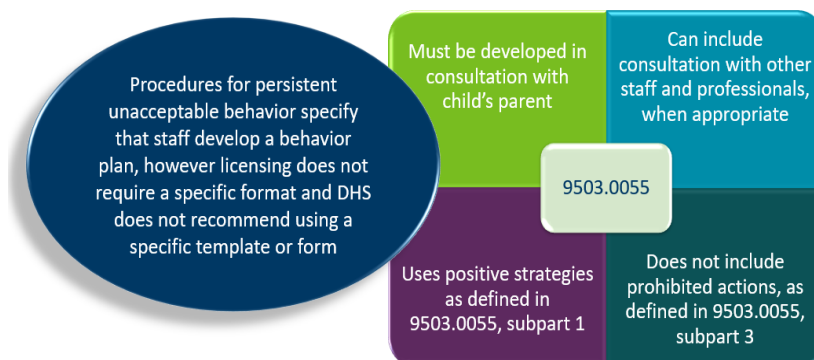
What do you know about the child and the unacceptable behavior?

What do you know about positive guidance requirements in 9503.0055?

Procedures for persistent unacceptable behavior specify that staff develop a behavior plan, however licensing does not require a specific format, template or form.

DHS does require that a behavior plan:

- Must be developed in consultation with the child’s parent
- Can include consultation with other staff and professionals, when appropriate
- Uses positive strategies, as defined in [Minnesota Rules, part 9503.0055, subpart 1](#)
- Does not include prohibited actions, as defined in [Minnesota Rules, 9503.0055, subpart 3](#)



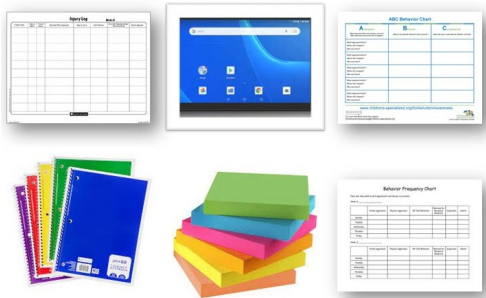


Does this child need a behavior plan?

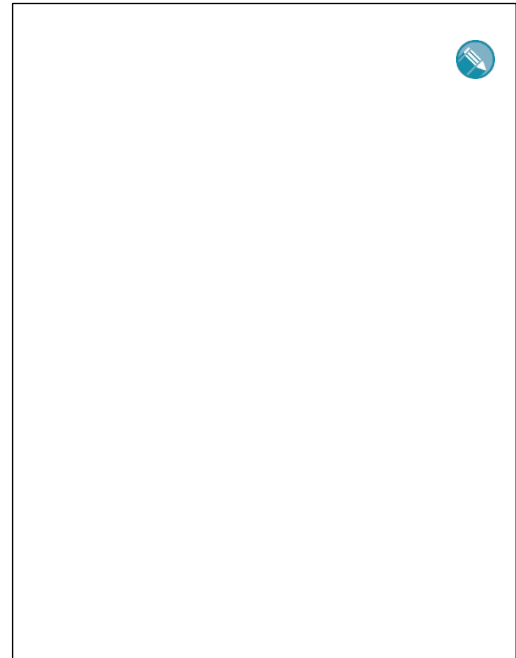


Developing a behavior plan

What do you know about the child and the unacceptable behavior? Review your documentation.



What do you know about the positive guidance strategies in Minnesota Rules, part 9503.0055, subpart 1?



Review activity

Can you identify behavior guidance requirements for children in licensed child care centers?

- Policies and procedures
- Positive behavior guidance
- Prohibited actions
- Separation from the group
- Persistent unacceptable behavior

Can you explain the positive behavior guidance strategies found in Minnesota Rule, part 9503?

- Models of appropriate behavior
- Developmentally appropriate
- Redirection
- Immediate and directly related consequences

Can you implement behavior guidance documentation requirements for child care center licensing?

- Staff training on policies and procedures
- Separation report
- Behavior plan, if applicable

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Presenter

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Appendix: Resources for Child Care Centers

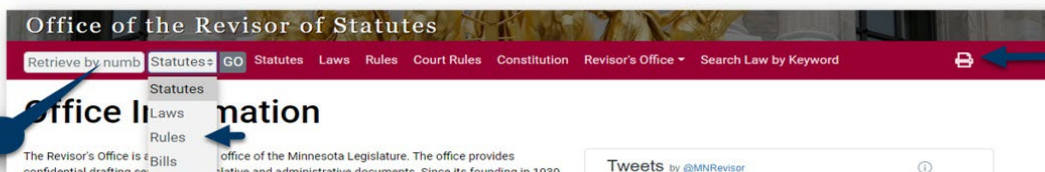
What requirements do licensed child care centers have to follow?

- [Rule 3](#): Minnesota Rules, parts 9503.0005 to 9503.0170 – Licensure of Child Care Centers.
- [Minnesota Statutes, Chapter 245A](#) (Human Services Licensing Act)
- [Minnesota Statutes, Chapter 245C](#) (Human Services Background Studies Act)
- [Minnesota Statutes, chapter 260E](#) (Maltreatment of Minors Act)

Where can the requirements for licensed child care centers be found?

Minnesota Statutes and Rules are edited and published by the Office of the Revisor of Statutes and can be found on the Revisor website: <https://www.revisor.mn.gov/pubs/>

Office of the Revisor of Statutes website maintains a searchable site to MN Statutes, Laws, and Rules <https://www.revisor.mn.gov>



The Parent Aware website is our state's consumer website for child care. Parent Aware is designed to help families find quality child care. Parent Aware Star Rating System is a quality rating and improvement system (QRIS) for child care providers. The [Learn section](#) is a great place to find articles and guides that will assist you in your search. You can also [begin your search now](#), either online or by calling Parent Aware at 888.291.9811.



The [Center for Inclusive Child Care](#) offers free relationship-based professional development and support, modeling, and resources. The three focus areas of coaching offered are inclusion support for providers as they seek to meet the individual needs of children through strategies, modeling, and support, health and safety

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coaching to learn about best practices and new illness and accident prevention policies and infant and toddler coaching to help find new activities, routines and materials for serving infants and toddlers.

MN Early Childhood Mental Health Resource

Available to those working in the early care and learning environments to support the social-emotional development of young children. Focuses on building adult capacity to support infant and young children's emotional development and to prevent, identify, or reduce mental health challenges. Consultation includes a combination of training, supported skill building, and reflective consultation-active listening, exploration of the attitudes and beliefs, along with problem solving

For additional information or to set up a consultation please email: dhs.ecmh@state.mn.us

[Early Childhood Mental Health Consultation in Minnesota information video](#)



The [Minnesota Department of Education](#) supports a number of initiatives to help your children receive the best start including information on:

- Early Learning Scholarships
- Early Childhood Indicators of Progress (ECIPS)
- Knowledge and Competency Framework for Educators
- USDA information
- Early Childhood Screening
- Early Childhood Special Education



[Help Me Grow Minnesota](#) connects families to resources that help young children develop, learn and grow. Watch Minnesota parents share their stories about finding support through Help Me Grow.

Center for Early Education and Development (CEED)

[University of Minnesota Center for Early Education and Development](#) (CEED) provides consultation to centers, support to Achieve trainers and relationship-based professional development specialists, Reflective Practice Center, and professional development.

Sign up to receive email updates

Child care centers can subscribe to receive important State of Minnesota information by email, including legislative changes. Govdelivery emails from these automated subscriptions are read-only and cannot be replied to; emails coming to govdelivery email addresses will not be read or forwarded for handling. *Subscribing to govdelivery email updates from DHS include information on licensing, background studies, and the child care assistance program.* Authorized agents for a licensed program do not need to subscribe to Department of Human Services email updates. DHS emails are automatically be sent to the email address on file for the Authorized Agent. If Authorized Agents are NOT getting govdelivery emails from DHS, contact a child care licensor to verify the Authorized Agent’s email address.

Department of Human Services (DHS)

Department of Health (MDH)

Department of Education (MDE)

MN Governor’s Office Children’s Cabinet

Contact Child Care Center Licensing

A licensor is available to answer questions Monday-Friday from 8:00 a.m. – 4:30 p.m. All voicemail messages and emails are returned as promptly as possible.

- 651-431-6500, option 3
- Child Care Licensing Unit email: dhs.ccc.licensing@state.mn.us

DHS websites for Licensed Child Care Centers



[Licensing help website for child care providers and early education in Minnesota](#)



[Licensing help for licensed child care centers](#)



[Child care and early education news, reports, and resources](#)

Training opportunities from DHS Licensing

Information about upcoming training events offered by the DHS Child Care Center Training Specialists is available:

- In the News and Updates section of the [Licensed Child Care Center website](#); or
- By [searching Develop](#) for DHS Child Care Center Licensing training events.

Develop credit for DHS Licensing training events



What is Develop?

Develop is the a web application used by [Achieve](#), (the Minnesota Center for Professional Development) that:

- Provides a searchable database of quality in-service training;
- Document in-service training for individual child care providers;
- Offer professional development tools for child care providers; and
- Track quality improvement measures for licensed early care and education (ECE) and school-age (SA) programs working on ParentAware’s Star Rating System.

Although participation in Develop is voluntary, some initiatives (i.e., Parent Aware star-rating for quality improvement) and employers do require some level of participation. Individuals can choose between setting up a Develop account or a Develop membership. See the [Develop FAQ website](#) for more information.

This DHS Licensing training is Develop-approved

Many DHS Licensing trainings can be added your Develop Learning Record if they are at least 2 hours in length. This DHS Behavior Guidance training is a Develop-approved training event for 2 hours of training in the Knowledge and Competency Framework Content Area: II.C Promoting Social and Emotional Development. If you have an existing Develop ID number when you registered for the training, this training event will be automatically entered into the Develop system and will be documented on your Learning Record.

Contact Develop

If you have questions about Develop, a [frequently asked questions \(FAQ\) webpage](#) is available. Develop also has a help desk available by [email](#) and phone 1-844-605-6938.



For accessible formats of this information or assistance with additional equal access to human services, write to dhs.ccc.licensing@state.mn.us, call 651-431-6500, or use your preferred relay service. ADA1 (2-18)