



When Do I Say I Can't Serve Your Child? Supporting Children, Families and Staff Through the Decision-Making Process

Presented by NonViolence in the Lives of Children Project Inc. nvpchildren.org

1. Supporting the child exhibiting challenging behaviors:

- *Observation and documentation
- *Defining child's needs
- *Examining the Environment
- *Trust, bonding and temperament issues
- *Gender Issues
- *Looking at cultural aspects
- *Looking at nutritional considerations
- *Meetings with the family
- *Screening and Assessment
- *Provide a shadow
- *Provide a buddy
- *Positive reinforcement
- *Create positive cues with the child so they can become aware of the behavior

2. Beyond the Child

- *Supervisor/Director Support
- *Staff Needs in classroom management
- *Other children's needs for physical and emotional safety
- *What are the other children observing/learning from situation?
- *Impact on other children as far as teacher relationships and Time teachers has for other children relationships
- *Teacher's understanding of physical restraint policy of center or homecare.
- *Encourage other children to support positive behavior
- *Consider shorter or fewer days of attendance
- *Other parents' concerns for the safety of their children
- *Quality of program their children are receiving
- *Impact of Community on family, school and staff.
- *Director/Supervisor needs as far as relationship with staff, families and community.
- *Ongoing meeting with family.
- *Bringing in a specialist
- *Does Director/Supervisor have a Support System in place for dealing with such issues?
- *Director's worry about meeting budget with the loss of a family
- *Licensing concerns and codes
- *Issues of legal action

3. Making the Decision

- *Can I/we provide physical and emotional safety for all in the classroom?
- *Have I/We exhausted all in house and outside options?
(other staff input, moving child to different class or group with the center, having an aide to work exclusively with the child, changing classroom format, timing, environment, shadowing etc.? Outside options could be getting more expert opinions from outside sources, working with the family to get outside therapy for child and input for the staff.)
- *Have I/We documented behaviors, situations and patterns?
- *Have I/We collaborated with the family for suggestions and input?
- *Are there Cultural pieces that need to be looked at or worked with?

4. Follow Through

- *Time Line
- *Choosing who will set the meeting with the family, who will present the documentation, who will be in attendance
- * Collecting resources for the family
- *Plan for caring communication that is respectful and not overwhelming for the family
- *Giving thoughtful options to the family for consideration
- *Working with the family for a caring and thoughtful transition
- *Affirmation for the child
- *Plan that is respectful for the community

5. The Aftermath

- *What do we say to children about a classmate leaving and why?
- *Closure for the children, involving the child saying good-bye if possible
- *Support for staff to talk about their feelings, dealing with sense of failure or loss, perhaps outside consultant can help.
- *What do we say to other parents?
- *Confidentiality
- *Dealing with the response of the Community, who fields what questions, what is the united response?