**Ashley Beran’s Pre-K Discipline Plan**

1. Positive reinforcement of desired behaviors either individually and/or as a group. “I am proud of how well you listened at circle time today.” “You worked really hard today. I knew you could do it.” “I like how Jane is sitting quietly and listening to the story. Great job Jane!”
2. Verbal reminder of classroom rules. “Use your words to tell him what you want.” “You need to walk in the classroom.”
3. Verbal explanation of why a behavior is not acceptable or inappropriate. “I can’t hear you when everyone is talking at the same time.” “We do not hit because it hurts our friends.”
4. Natural consequences of behavior. “You fell down because you were running. We walk in the classroom.” “When you get your work done, then you can play.”
5. If verbal explanations/reminders do not work, the child is then excluded from the group either sitting on the floor or on a chair in the classroom. Usually for a short amount of time (3-5 minutes) depending on their developmental level. This is similar to a “time out,” but for a shorter amount of time.
6. Physical restraint is sometimes necessary, but is seldom used – only in cases where a child is physically harming him/herself or others. Physical restraint is usually holding a child’s hands down (when hitting others) or sitting behind a child on the floor with the adult’s arms around the child’s upper body in a “bear-hug” fashion. This is used as a last resort when other interventions (verbal requests) do not work.