



## **Infant-Toddler Center & Leet Center Student Employee Handbook**

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## Welcome

Welcome to the Infant-Toddler Center and the Leet Center for Children and Families (hereinafter “ITC/LC”)! We at ITC/LC have the dual responsibility to care for the children in our charge, as well as, support you in partaking in a quality education at Northwest Missouri State University. All activities and learning opportunities are carried out with this goal in mind and each student employee has a role in helping to achieve it.

This Student Employee handbook has been compiled by the ITC/LC director with information from the Office of Human Resources. Student employees at ITC/LC are required to read this handbook and complete the accompanying acknowledgements. A copy of this handbook will be available in the Infant-Toddler Center/Leet Center Canvas site.

Every effort has been made to ensure this Student Employee Handbook conforms to the policies and procedures of local, state, and federal requirements. Student employees looking for additional information should contact Breanne Poston or the Office of Human Resources. Additional information can also be accessed in the Northwest Missouri State University Student Employment Handbook, found on the *myNorthwest* web portal.

## **Employment Information**

### **1.1 Beginning Employment**

When being hired for the first time by Northwest Missouri State University Student Employment, all student employees are required to complete the Student Employee Orientation ([https://cite.nwmissouri.edu/se\\_orientation/login.aspx](https://cite.nwmissouri.edu/se_orientation/login.aspx)) within the first three (3) days of employment.

#### **Hiring Documents**

Every student hired for the first time shall complete a Federal W-4, Missouri W-4, and Employment Eligibility Verification (Form I-9; Section 1) before or on the first day of employment (NWMSU Student Employee Handbook, p. 23).

#### **Start Date**

Student employees may begin working after all required documents are completed by the supervisor and student. Additional information about payroll, timesheet submission dates, pay dates, etc. can be found on your *myNorthwest* page (<https://www.nwmissouri.edu/intranet/index.htm>).

### **1.2 Work Schedule**

Student employee work schedules will be determined by the director. Your availability needs to be current in When 2 Work at all times so correct schedules can be made.

Class schedules must be updated at the following times:

- ✓ Spring Semester: end of fall semester/before you leave for winter break.
- ✓ Fall Semester: end of spring semester/before you leave for summer break.
- ✓ Summer Session: when you have completed registering for your summer classes.

Student employees can work a *maximum* of 20 cumulative hours per week, including summer sessions. Students with more than one campus job will be scheduled for fewer hours in order to maintain the 20-hour ceiling. Hours missed one week cannot be made up during another week if it will cause you to go over 20 hours.

\*Required training hours must be completed on the clock and counted as part of your weekly work hours. Training **cannot** be done during scheduled work shifts.

### **1.3 Beginning/end of shift**

- ✓ ITC/LC uses adult-to-child ratios to ensure all children are cared for according to Missouri state law and the National Association for the Education of Young Children (NAEYC).
- ✓ It is extremely important that you are checked in and at your scheduled location at the time your shift begins.
- ✓ The person scheduled after you must be in the room and ready to take responsibility for the children before you leave.
- ✓ Student Employees must check out at the end of their shift.

### **1.4 Timesheets/Pay**

Pay periods begin on the first day and end on the last day of the month. Web Time Entry Time Sheets must be submitted by **5:00 pm** on the first business day after the end of the pay period. Failure to submit time sheets by the deadline could delay payment.

Additional information regarding timesheets and the payment schedule can be found on your *myNorthwest* page.

### **Tardies/Absences**

- ✓ Student Employees should arrive in their assigned area ready to work when their scheduled shift begins.
- ✓ When you arrive late or do not show up for your shift, we are forced to ask another employee to cover for you. This entails an inconvenience for your co-worker, disrespect for their schedule, and the creation of frustration for the children in last minute shifts.

- ✓ Unplanned/last minute absences for illness require a doctor's note upon return to work. Failure to provide a doctor's note will be considered an unexcused absence.
- ✓ Excessive tardies or absences will result in a (first offense) verbal warning, (second offense) written warning, or (third offense) dismissal from the position and ineligibility to be rehired in the Infant Toddler Center or Leet Center.
- ✓ See Section 2.3 for more information.

### **Bereavement**

- ✓ As part-time employees of the university you are allowed a maximum of 3 consecutive working days off for bereavement of a family member within the following relationships: spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, step-mother, step-father, brother-in-law, sister-in-law, daughter-in-law, son-in-law, grandchildren, grandparents, spouse's grandparents, and step-brother, step-sister, step-children, step-grandparents, and step-grandchildren.
- ✓ 1 day may be granted for the death of an aunt, uncle, niece, nephew, or spouse's aunt, uncle, niece or nephew.
- ✓ You may be asked to provide a funeral bulletin or program.
- ✓ Student Employees do not receive bereavement pay, so any time taken off for this purpose would not be compensated by the University.
- ✓ Additional days may be taken only with the use of the trade board.

### **Asking for Time Off**

Time off requests should be submitted in W2W as soon as possible for Leet Center Director consideration. Be sure to include a detailed description for the request in order for the director to better understand the situation.

Time off requests made after the schedule has been published are the responsibility of the student employee to find coverage. Tradeshift requests need to be posted in When2Work, as well as a message in Brightwheel alerting everyone the shift is on the tradeboard. Make every attempt to have another employee take over or trade shifts—as long as this does not put either employee over 20 hours for the week. If arrangements cannot be made with another student employee, re-establish communication with the director as soon as possible.

For unplanned/emergency situations, contact the director immediately for assistance in coverage of your scheduled hours.

### **Career Pathing Program**

All hourly student employees have an opportunity for an annual pay advancement (\$.25 per hour increase). The pay advancement includes participation in personal and professional development, title advancement and performance-based feedback. Student employees may begin participating in the program once hired by attending the development sessions. Students register for the sessions online at <http://www.nwmissouri.edu/hr/student/trainingopps.htm>.

#### **Criteria for Advancement:**

1. A student employee must work within the same department for both a fall and spring semester (credit is granted for a full semester if a student employee begins employment later in the semester but still completes three training sessions for that semester).
2. A student employee must attend at least 3 of 8 personal and professional development opportunities offered per semester (student employees are paid for their time in attendance). Each session may last approximately 45 to 90 minutes based on the topic and/or presenter. A total of 6 opportunities (3 per semester) are required for advancement.
3. A student employee must have a satisfactory performance evaluation completed by their supervisor.



The pay advancement is applicable to all eligible hourly paid student employee positions held by the student and is transferable between positions/departments.

### **Employee Expectations**

#### **2.1 Dress Code**

Student employees are expected to be neat, clean, and appropriately dressed for the activity level of the room. Clothing should properly cover the chest, stomach, back, and buttocks. There should be no holes, tears, stains, or frayed fabric; nor offensive pictures/graphics, language, or logos/slogans.

The way we appear is an important form of non-verbal communication, which creates in others an impression about our program as a competent and professional academic space. When on duty, you represent the Infant Toddler Center/Leet Center/Northwest Missouri State University.

EXAMPLES OF APPROPRIATE AND INAPPROPRIATE DRESS*	
Acceptable	Unacceptable
<ul style="list-style-type: none"><li>✓ Long or short sleeve t-shirts, sweatshirts, polos, dress shirts</li><li>✓ Casual dress pants, jeans, sweatpants, leggings</li><li>✓ Shorts or skorts with a minimum length-all around-of the middle finger.</li><li>✓ tennis shoes/sneakers, crocs, sandals with straps that secure around the foot</li></ul>	<ul style="list-style-type: none"><li>✓ shirts with a low neckline, crop tops, muscle shirts, spaghetti straps</li><li>✓ jeans with large holes/frayed fabric, leggings with excessive amounts of see through fabric</li><li>✓ short shorts, cut-off shorts, shorts with large leg openings</li><li>✓ flip-flops, slides, loose sandals</li></ul>

\*If dressed inappropriately, supervisors have the authority to require that students leave work and return properly dressed. In such circumstances, students will **not** be paid for the time to and from home to change clothes.

\*Infant Toddler Center smocks are available, and encouraged, to be worn in order to prevent spills and stains from the children on student employee clothing.

## **2.2 Performance Evaluations**

Performance evaluations will be completed and discussed with student employees periodically throughout the year. Needed goal/improvement areas will be implemented immediately following the evaluation discussion. Evaluations may be done more often in order to evaluate progress on goal areas if needed.

## **2.3 Grounds for Discipline/Release**

Very rarely do we encounter any problems with student employees; however, occasionally the behavior of a student employee will require his or her supervisor to refer to the following statement on “Grounds for Dismissal.” It is your responsibility to be aware of these dismissal conditions and procedures. If you have any questions, see the director.

You as a student employee may be dismissed for any of the following reasons:

- ✓ Unsatisfactory job performance.
- ✓ Refusal to do assigned tasks and/or subordination.
- ✓ Excessive tardiness and/or absenteeism from work.
- ✓ Failure to maintain a positive attitude toward children, parents, staff or co-workers.
- ✓ Reporting to work under the influence of alcohol or a controlled substance.
- ✓ Sexual misconduct.

- ✓ Failure to adhere to Northwest Missouri State University and/or ITC/LC handbook expectations.

In general, the four steps leading to dismissal of a student employee are:

- ✓ Verbal warning: Student employee is verbally notified of the violation of a work rule.
- ✓ First written warning: Student employee is issued a written warning outlining the violation of a work rule such as improper work performance, unsatisfactory attendance or punctuality, unacceptable personal action, etc. If no further warnings occur for a time period of 30 days from the date the warning is issued, this warning will be removed from the student's record.
- ✓ Second written warning: Student employee is issued a second written warning about work rule violation and notified of consequence of termination if violations continue.
- ✓ Third Warning/Behavior Intervention Plan: Student employee is issued a third written warning and required to visit with the director for the creation of a behavior intervention plan.
- ✓ Termination: Student employee is issued a written notice giving reason for termination. A copy of the termination letter is forwarded to the Student Employment Office with any additional supporting documentation.

The steps leading to dismissal do not need to be for the same violation. Certain infractions of policies and procedures, such as falsification of a timecard (time theft) or endangerment of a child, will lead to immediate dismissal. All terminations will make the student employee ineligible for rehire with the Infant Toddler Center and Leet Center.

#### **2.4 Personal Business**

Phone calls and visitors are not to be accepted during scheduled work hours. Your priority is the children. Emergencies happen; when this occurs, communicate with the classroom

master teacher and/or director for permission to attend to the situation. Any use of a cellular device during work hours will be cause for an immediate written warning.

Any item brought by another, for a student employee, will be left at the Horace Mann front desk and can be retrieved by the student employee at the end of their shift. The food in the Center is for the children. If you would like a school lunch, request and pay for a tray at the Horace Mann front desk before 8:00 am. Morning and afternoon snacks are available for the Infant-Toddler/Leet Center children only.

### **Safety, Discrimination, and Confidentiality**

#### **3.1 Emergency Procedures**

Familiarize yourself with the procedures in each classroom you work in before an emergency occurs.

Know the location of the nearest first aid kit. Primary kits can be found inside the red backpacks within easy reach in every classroom. A secondary first aid kit is in the Leet Center kitchen wooden cabinet above the microwave.

- ✓ If a child is injured...
  - Check to see if it is a simple scrape/cut that can be cleaned and bandaged on-site.
  - If more serious, contact the lead teacher who will contact the school nurse.
  - Fill out a student incident report with or for the lead teacher immediately and post a picture of the report on the child's Brightwheel account.
- ✓ If you are injured on the job, contact your supervisor immediately; after your injury is attended to, he/she will direct you to fill out an Employee Incident Form.

- ✓ Know what to do in case of fire or severe weather alarm. Review the “Emergency Procedures and Safety Information” posted in every classroom.

### **3.2 Safety**

- ✓ Crisis bag- Red backpack placed within easy reach in each room.
- ✓ Classroom radios should be taken whenever the children leave the room. This includes walks, outdoor exploration/play, and emergencies. The radio should be used for communication with the school office.
- ✓ Exit locations-The nearest fire exit can be found on a building map posted in every classroom.
- ✓ Tornado and Earthquake locations- Check with supervisors for specific instructions pertaining to the age level of the child you are with at the time.
- ✓ Active shooter- Refer to the Run, Hide, Fight training provided by Northwest Missouri State University- University Police Department. Check with supervisors for specific procedures for the children you are with at the time.

Individual student emergency medications are kept in the wooden cabinet in the Leet Center kitchen. ALL medications should be administered by the lead teacher or building administrator. Sunscreens and medicated ointments MUST be applied by the lead teacher or administrator.

## Understand the Weather

### Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extremely cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute

### Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

## Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)										
		Wind Speed in mph								
Air Temperature		Calm	5	10	15	20	25	30	35	40
	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

<div></div>	Comfortable for outdoor play	<div></div>	Caution	<div></div>	Danger
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Heat Index Chart (in Fahrenheit %)														
		Relative Humidity (Percent)												
Air Temperature (°F)		40	45	50	55	60	65	70	75	80	85	90	95	100
	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
	104	119	124	131	137									

### 3.3 Classroom Management

Effective classroom management is a skill that is developed over time. Use the information below to become familiar with the school-wide behavior plan and the beliefs we have about guiding the behavior of children.

Infant-Toddler Center/Leet Center classroom management beliefs are derived from the study of the Conscious Discipline classroom management model.

The Conscious Discipline Brain State Model is a tool to help us understand why the children may be acting certain ways. The goal of this brain state model is to help build understanding of our self-awareness and how to react to the needs of the child in that moment. Understanding these moments can guide the children through healthy coping skills, critical thinking, and self-regulation (see appendix D).

\*More information on Conscious Discipline can be found in the Leet Center classrooms.

### **3.4 Title IX**

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sexual discrimination prohibited by Title IX.

#### **Discrimination and Harassment**

ALL EMPLOYEES SHOULD BE ABLE TO EXPECT RESPECTFUL TREATMENT.

Northwest Missouri State University has procedures to address allegations of discrimination on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation; as well as sexual or other types of harassment. If you believe you are a victim of discrimination or harassment, speak to your supervisor, the building director, or take action as outlined below (Student Employment Handbook, p. 6-7).

The University has designated the following Title IX Coordinator and Deputy Title IX Coordinators as named in the University's Title IX Policies and Procedures:

Dr. Stephanie Krauth

Assistant Vice President of Title IX & Equity

305 Administration Building

Tel: 660-562-1873

Email: [skrauth@nwmissouri.edu](mailto:skrauth@nwmissouri.edu)

Krista Barcus

Assistant Vice President, Human Resources (Deputy Employee Coordinator)

125 Administration Building

Tel: 660-562-1128

Email: [kbarcus@nwmissouri.edu](mailto:kbarcus@nwmissouri.edu)

For ADA/Section 504 related questions or concerns, please contact:

Dr. Stephanie Krauth

Assistant Vice President of Title IX & Equity

305 Administration Building

Tel: 660-562-1873

Email: [skrauth@nwmissouri.edu](mailto:skrauth@nwmissouri.edu)

For all other inquiries related to discrimination at the University, please contact:

Dr. Stephanie Krauth

Assistant Vice President of Title IX & Equity

305 Administration Building

Tel: 660-562-1873

Email: [skrauth@nwmissouri.edu](mailto:skrauth@nwmissouri.edu)

### **Confidentiality**

It is imperative for ethical, moral and legal reasons that we protect the privacy of all persons in our building. If anyone asks you for the following information, immediately refer them to your supervisor:

- ✓ Family names, addresses, or telephone numbers
- ✓ Child's name or date of birth
- ✓ Employee home addresses or telephone numbers
- ✓ Student employee's work and/or class schedules
- ✓ Names of individual children other than their child involved in incidents that happen in the center. This includes sharing the incident with others in the center who are not in a "need to know" position.

### **Student and Employer Responsibilities**

Employees must recognize that they have responsibilities as well as rights. The legal responsibilities of employees are to perform the work for which they were hired in the



Infant-Toddler Center and Leet Center. The center will provide a safe environment and clear directions of expected policies, procedures, and rules.

For more information on student employment rights and responsibilities, visit the Northwest Missouri State University Student Employee Handbook at:  
[https://www.nwmissouri.edu/hr/ student/PDF/Handbook2015.pdf](https://www.nwmissouri.edu/hr/student/PDF/Handbook2015.pdf).

## **Appendix A**

### **Basic Job Expectations for Student Employees**

#### **Good Service**

- ✓ Place people before paperwork.
- ✓ Always provide good, positive service.
- ✓ Be available, identify yourself, and offer assistance.
- ✓ Always be pleasant-no matter how busy you are.

#### **Adherence to Policies and Procedures**

- ✓ Read the student employee policy and procedure manual.
- ✓ Always consult a supervisor before making exceptions to general policies.
- ✓ Never discuss confidential matters with non-staff.

#### **Responsible Attitude and Behavior**

- ✓ Take the job seriously.
- ✓ Perform work accurately.
- ✓ Show up to scheduled shifts ready to work.
- ✓ Keep current on your timesheet and submit it in a timely manner.

#### **Positive Attitude**

- ✓ Accept assignments willingly.
- ✓ Cooperate with others to achieve mutual goals.
- ✓ Contribute to a pleasant work environment.

#### **Initiative**

- ✓ Do priority work first.

- ✓ Perform additional tasks.

### **Reliable Attendance**

- ✓ Arrive on time.
- ✓ Check in and out of rooms promptly through Brightwheel.
- ✓ Arrange for a replacement during anticipated absences, you are responsible for posting on the trade board and placing a notification on Brightwheel.
- ✓ Notify the director immediately if you will have an absence that has not been covered.

**Appendix B**

# LEET CENTER

## STUDENT EMPLOYEE EVALUATION

### EMPLOYEE INFORMATION

EMPLOYEE NAME	EMPLOYEE ID	DATE OF CURRENT REVIEW
POSITION HELD	START DATE	DATE OF LAST REVIEW
REVIEWER NAME	REVIEWER TITLE	DATE SUBMITTED

### CHARACTERISTICS

QUALITY	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT
Works to Full Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coworker Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student &/or Parent Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## GOALS

Were previously set goals achieved?
Goals for next review period:

## COMMENTS

--

EMPLOYEE SIGNATURE	DATE	REVIEWER SIGNATURE	DATE

## COACHING

OCCURRENCE 1 DOCUMENTATION			
EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE

OCCURRENCE 2 DOCUMENTATION			
EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE

OCCURRENCE 3 DOCUMENTATION			
EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE

**Appendix C**  
**STUDENT EMPLOYEE EXIT QUESTIONNAIRE**

Please help us improve our student employment program by completing the following questionnaire. Return the completed questionnaire to the Director, at the conclusion of your library employment. Thank you.

As an ITC/LC student employee:

- ✓ Was the job explained clearly to you before you started? Did it turn out to involve what you thought it would? Explain.
- ✓ Do you feel your training for your job was sufficient?
- ✓ What else should we include in our training program for student employees?
- ✓ Do you feel you were properly and adequately supervised?  
For example, were you sufficiently supervised? Over supervised? Under supervised?
- ✓ What did you like best about your job?
- ✓ What did you like least about your job?
- ✓ Why are you leaving ITC/LC employment?
- ✓ Please include any other job-related comments or suggestions (please attach an additional page if necessary).

Signature \_\_\_\_\_(optional)      Date \_\_\_\_\_

## Appendix D

### Infant-Toddler Center/Leet Center Beliefs:

- ✓ **All children want to have appropriate behavior.** It is the job of the teacher/caregiver to provide a safe structure to set children up for success and to coach children when their behavior falls outside of the school expectations.
- ✓ Teachers/caregivers should always clearly state the behavior expectations prior to transitions, playing a new game, using materials, etc. We never assume that children know what we want them to do or how to behave. Children have to attend to the expectations of adults in many various situations, it is common for children to become confused and benefit from reminders.
- ✓ **Behavior is communication.** Listening to children requires not only listening to their words but also to their behaviors. Children do not always have the self-awareness or verbal skills to communicate their needs in a manner consistent with our expectations.
- ✓ When we view behavior as a way of communicating it allows the teacher/caregiver to approach the behavior with curiosity to identify the unspoken needs of the child.
- ✓ **It's age-appropriate for children to test their boundaries.** As children are discovering their autonomy, it is normal for them to explore the boundaries of their independence. It is also normal to explore with different caregivers to discover if they will be consistent in their expectations.
- ✓ **Consistency provides a sense of security for children.**
- ✓ **Children deserve respect and confidentiality.** Misbehavior is treated as a learning opportunity for the child and the teacher/caregiver. Listening to children can often allow the teacher/caregiver to gain a deeper understanding of the child's developmental level and the intent behind their behavior.
- ✓ Children are always spoken to in a respectful tone and confidentiality is maintained at all times.



**Knowledge of the three-brain state model.** Knowledge of the three-brain state model empowers us to be conscious of brain-body states in ourselves and children. It then provides us with the practical skills we need to manage our thoughts, feelings, and actions.

- ✓ With this ability to self-regulate, we are then able to teach children to do the same.
- ✓ By doing this, we help children who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so they can learn and use problem-solving skills (executive state).
- ✓ When we understand the brain state model, we can clearly see the importance of the core principles of safety, connection, and problem-solving.
- ✓ **Engaged children are less likely to misbehave.** Having a variety of planned activities and following the interests of children will be helpful in engaging children in activities they enjoy.

## Three-Brain State Model

### Survival State- Am I Safe?

- The survival state is when the fight, flight, or surrender is engaged by a perceived threat. In this brain state, the person cannot think through choices.
- Help children out of this state by creating a sense of safety.
- Children will communicate that they are in this state through physical aggression, running away or hiding.
- Help children out of this state by guiding them through breathing, a change of physical space
- Use assertive communication- no choices, questions, or consequences. The goal is to simply calm the child.
- Keeping a schedule/routine will help children to stay out of this state. A picture routine is helpful.

### Emotional State- Am I Loved?

- This is a child's way of communicating that they are upset and is triggered when things are not going the child's way.
- You can see this brain state by noticing verbal aggression (sass, arguing, yelling, blaming, shaming) that mimics words and tones from the authority figures in the child's life.
- Children will often act in unlovable ways, even though they are seeking for evidence of love from us.
- To help children out of this state and into the executive state, make a connection and create calming reassurance.
- To help build a connection, attempt eye contact, touch, humor, and affirming words. Each child is different and will need a different type of connection.

### Executive State- What Can I Learn?

- This is the problem solving state and the only state where children can comprehend consequences, use conflict resolution skills, think through situations, and learn new skills.
- The goal is for children and teachers to be in this brain state to help us make better, safer choices.
- Preschool executive skills include: impulse control, working memory, empathy, emotional control, attention, planning, flexibility, and organization

The Seven Skills of Discipline transform everyday discipline issues into teachable moments.

## Conscious Discipline Phrases

“My job is to keep you safe, and your job is to keep it that way.”

### *Skill of Composure:*

“You’re safe. Breathe with me. You can handle this.”

“Smile -Take a Deep Breath – And – Relax.”

### *Skill of Choices:*

“It’s time to \_\_\_\_\_. You may \_\_\_\_\_ or \_\_\_\_\_. Which is best for you?” (Key is to give two positive choices that you are happy with the child choosing.)

### *Skill of Consequences:*

“You have a choice. You can choose to \_\_\_\_\_ desired action and \_\_\_\_\_ (positive consequences), OR you can choose to \_\_\_\_\_ (hurtful action) and \_\_\_\_\_ (negative consequence).”

“I can see by your actions that you have chosen to \_\_\_\_\_ (positive or negative consequence).”

### *Skill of Assertiveness: Child*

\*Always go to the hurt child first.

“Did you like it? Tell your friend, “I don’t like it when you \_\_\_\_\_. (hurtful action)

Please \_\_\_\_\_ (new skill desired).”

### *Skill of Assertiveness: Adult*

\*Use a voice of no doubt.

“Name”: Use child’s name

“Verb”: Say the action to take with any details.

*Skill of Encouragement:*

“You \_\_\_\_\_ (describe in detail without judgment), so \_\_\_\_\_ (describe how the action impacts others). That was helpful. Good for you! Way to go! You did it!”

*Skill of Positive Intent:*

“You wanted \_\_\_\_\_ (desire), so you \_\_\_\_\_ (hurtful action).”

“You didn’t know what else to do.”

“You forgot”

“You may not \_\_\_\_\_ (hurtful action), \_\_\_\_\_ (hurtful action) hurts.”

“When you want \_\_\_\_\_ (state the desire), say “ \_\_\_\_\_ please (new skill).”

*Skill of Empathy:*

“Your face is going like this. You seem \_\_\_\_\_ (feeling).”

“Something happened?”

“You wanted \_\_\_\_\_ (state their desire) or you were hoping \_\_\_\_\_ (state their desire).” “It’s hard, breathe with me, you can handle it.”