



Relationships with Children Policy

NQS

QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	5.2.3	The dignity and the rights of every child are maintained at all times.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups

EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self identities.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Related Policies

Additional Needs Policy
Allergy Awareness Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy

Aim

Our Service aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Service, working in conjunction with the 'circle of security' (see appendix 2)

Implementation

Interactions with Children

Our Service's philosophy and culture will guide our interactions with the children.

In order to maintain positive interactions with children our service and educators will maintain the following:

- Our service will provide a relaxed and happy atmosphere for the children.
- Our service will ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.
- Our educators will encourage children to initiate conversations about their experiences inside and outside the service as well as what is happening around them, express their ideas and feelings, share humour with the nominated supervisor, coordinators and educators and seek assistance as they take on new challenges and try to do things for themselves.
- Our educators will be aware of the importance of communicating openly, honestly and warmly with children. They are to remember that it is via this positive modelling that children develop the cornerstone of effective relationships and interactions with receipt.
- Our educators will communicate with all children at a variety of levels in a variety of situations modelling acceptable speech, language and grammar. They will model positive communication techniques such as conversation, explanation, questioning, humour, sympathy, understanding, courtesy and responsiveness, remembering that non-verbal communication techniques are just as important as verbally interacting.
- Our educators will practice active listening; listening to what the child is communicating and responding appropriately and genuinely. This is an important model for the child and it also

makes a better carer as it ensures a better understanding and appreciation of the individual child.

- Our educators recognise that due to a variety of factors, no one style of communicating will fully meet the needs of every individual, hence staff are to be competent in recognising the appropriate strategies and approaches required in a given situation. These skills and strategies may be developed through educators discussing particular strategies with fellow staff, parents, resource personnel, in service training, and through individual research and experimentation.
- Our educators will be sensitive to the fact that communication styles and strategies vary from family to family and may be influenced by culture, parenting practices, gender-based beliefs, additional needs of children and past experiences within a particular family.
- Our educators and coordinators will respond sensitively and appropriately to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Our educators will talk with children in a two-sided manner. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
- Our service will have in place predictable personal-care routines that are enjoyable experiences for all children and will respond to children when they practice their verbal communication skills.
- Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the service will ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.
- Our educators will be knowledgeable in the communication strategies and non verbal cues of all children. Staffing and grouping arrangements within the service will support the development of trusting relationships between educators and children, to allow them to feel secure in the service.
- Our philosophy will be visible.
- Our educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
- Our educators will model reasoning, prediction and reflection processes and language.
- Our educators will collaborate with children about routines and experiences.
- Our educators will use techniques such as sign language, picture exchange communication systems and other resources and tools to support children with additional needs.
- Our educators will engage in 'give and take' communication by adding to interactions initiated by all children by describing objects and talking about routine activities.
- Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Our educators and coordinators will use information from their observations of interactions with children to extend the children's thinking and learning.
- Our educators will also support children to build secure attachments with one, then many educators and use a favourite toy or comfort item to help them feel secure in the service if

required. Children may suffer a form of separation anxiety when away from their families. Educators need to reassure the child and work with the child's family in order to make the child feel safe and happy at the service.

- Our service will ensure that there are many opportunities for children to experience relaxed physical contact and close interactions with familiar educators.
- Our nominated supervisor, educators and coordinators will learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the service.
- Our educators will frequently talk with families to get an idea of the non-verbal forms of communication used by their children in order to convey messages such as hunger, needing the toilet, tiredness and emotions.
- Our educators will allow time to talk to parents about their children. This allows educators to gain insight into their home life.
- Our service will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.
- Our service's roster will be planned in a way that promotes continuity for children.
- Our service will gather information from families in the enrolment form in order to be able to provide support for children during the settling in process.
- When children have special needs our service will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child's file.
- Our service's approach to equity and inclusion will be documented in our culture and philosophy.
- Our service will ensure that educators document the knowledge gained about children, through their interactions, in the child's file for reference, for other educators and will continually review the experiences that are planned for children in light of this information.
- All private matters will be discussed in the absence of children in a confidential manner. Educators will model this policy of confidentiality to parents as appropriate.
- Children will be encouraged to become independent wherever possible and be actively involved with their peers.
- Our service will encourage children to develop autonomy, independence, competency, confidence and pride.

Group Relationships

In order to encourage respectful and positive relationships between children and their peers and educators our service will adhere to the following practices:

- Our service will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Our educators will engage children in ongoing group projects that involve research, planning, problem solving and shared decision making.

- Our educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- Our service will ensure that the children have many opportunities for peer scaffolding.
- Our educators will promote a sense of community in the service.
- Our service will coordinate the staffing and grouping arrangements to support positive relationships between children.
- Our educators will support and promote children's interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.
- Our educators will learn about children's shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
- Our educators will pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.
- Our service will ensure that the program and routines of the service will include regular opportunities for children to engage in social play and group experiences.

Behaviour Guidance

The behaviour guidance we provide children with will be monitored by the following practices:

- Our service will encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias, prejudices, the consequences of their actions and the reasons for this as well as the appropriate rules.
- Our educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Our educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Our educators will learn about children's relationships with others and the relationship preferences they have and use this knowledge to support children to manage their own behaviour and develop empathy.
- Our educators will work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Our service will gather information from families about their children's social skills and relationship preferences and record this information in the child's file. Our educators will

use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.

- Our service will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These will be kept in the individual child's file.
- Our service will ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Our service will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- Our educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- Our educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self esteem as well as supporting children to develop skills to self-regulate their behaviour.
- Our educators will speak in comforting tones to soothe children when they are distressed.
- Our educators will also respond positively to all children's exploratory behaviour.
- Our service will have in place strategies to enable educators and co-ordinators to encourage positive behaviour in children while minimising negative behaviour. We will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place for the nominated supervisor, educators and co-ordinators to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the service in relation to guiding children's behaviour.
- Our service will support educators and co-ordinators to enhance their skills and knowledge in relation to guiding children's behaviour.
- Educators will manage the discipline of children in a positive way, being sure not to confuse discipline with punishment.
- Our service will ensure that corporal punishment is not used as part of behaviour guidance or any other aspect of our interactions with children. Corporal punishment is never to be used in our service.

Educators will consider the following when dealing with a discipline issue with an individual child;

- The general aim is for educators to utilise strategies which will see the child choose to behave in an acceptable manner, as per guidelines provided through *Glasser's Choice Theory* (see appendix 1).
- Educators will model the behaviours that they wish to see returned; "acceptable behaviours are *taught*, not *caught*".
- Remember that a child is young and inexperienced and will need your help to find a possible solution to a given situation that will be acceptable and beneficial to all parties. Actively

teaching problem solving skills via modelling and role play is the most effective way for a child to successfully develop these skills.

- When a child chooses to use inappropriate behaviour in a given situation it may be due to factors within the program, routine or environment that are failing to meet their needs and this is their most natural response. All aspects of the program are to be critically evaluated to ensure appropriateness for all individual needs.
- Positive behaviour will often result when a child enjoys healthy self- esteem , try a variety of strategies to assist the individual to see their value within the social setting and make positive behaviour choices.
- Educators should evaluate their own knowledge of developmental stages to ensure they have appropriate expectations and are utilising appropriate strategies.
- Educators should consult with the child, colleagues and families to determine appropriate responses to inappropriate behaviours. Consistency and persistence is essential.
- The centre reserves the right to reduce the days a child can attend the service or ask a child to leave the service if all mediations are unsuccessful.

Inclusion, Multiculturalism, and Gender Bias

Australia is a pluralistic society regardless of specific regional variations in social or cultural profiles. In order to reduce bias and ensure that no child is excluded our service will abide by the following practices:

- Our service will promote and value cultural diversity and equality for all children, families and educators from diverse cultural and linguistic backgrounds.
- Our service will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable.
- Our service will develop a positive self concept for each child and adult in the group by exploring the cultural backgrounds of each family and child.
- Our service will endeavour to provide a foundation that instills in each child a sense of self identity, dignity and tolerance for all people.
- Our service will increase the knowledge and understanding each child has about his or her own cultural and ethnic heritage in partnership with their family, educators and community and other children in the Service.
- Our service will explore family compositions, customs and lifestyles of children and families in many cultures.
- Our service will assist, in partnership with parents, extended family and the community in exploring their own “roots” as they involve children in the culturally diverse environment of the Service.
- Our service will provide support for fostered or adopted children to develop a sense of heritage and belonging.
- Our service will avoid common stereotypes and recognise individual differences within a cultural or ethnic group.
- Our service will not tolerate negative attitudes or discrimination and shall strive to implement programs and policies which discourage any further negative attitudes or actions against the Aboriginal and Torres Strait Islander community, or any other culture.

- Our service will monitor all actions and activities within the centre to ensure that negative, misleading or discriminating images of particular cultures are avoided.
- Our service will assist wherever possible families who are new to Australia with a transition to a new and different culture.
- Our educators will become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people. Educators will endeavor to guide children by example through our own accepting attitudes and behaviours to encourage and foster similar positive outlooks upon the world in which we live.
- Our educators will acknowledge that they too have been influenced by their own background prejudices and their points of view.
- Our educators will accept that all children can learn and that a difference in lifestyles and languages does not mean ignorance.
- Our service aims to highlight the similarities of all people with respect and recognition of differences. We are aware that over-emphasis of this issue may be detrimental; therefore associated attitudes are inter-woven throughout the curriculum and routine and not treated as isolated novelty subjects.
- Our educators will broaden their own cultural and ethnic group awareness and help children to understand themselves in relation to their family, community and other cultures.
- Our educators will be actively involved in the development of appropriate resources, support and implement an anti bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible.
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions.
- Our educators will access and make available resources and information supporting the delivery of anti bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Our educators will reflect on the service's philosophy and ensure that practices and attitude concur with the philosophy.
- Our educators will work with families to encourage positive attitudes to diversity and an anti-bias ethos.
- Our educators will ensure that casual workers or visitors to the service are aware of these practices and respect these values.
- Our service will provide opportunities for all children to learn about different cultures through the use of books, music, movement, cooking, crafts, singing, play equipment and visual resources.
- Children will listen to music and practice singing songs in different languages;
- Children will be encouraged to learn words and phrases in a language not native to children in their group;
- Children will be encouraged to talk to other children using the words from their culture;
- Children will explore with foods from other cultures where possible (eg. have family members from different home cultures come in and cook, to have "food tasting" parties). Foods will adhere to the allergy awareness policy.
- Our service will encourage children to bring in real objects and artifacts used by their families that may be historical or typical of that child's/family's cultural group.

- Our service will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our service will provide all children with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our service will provide an environment where children can realize their full potential regardless of gender, exposing children to the attitude that *all experiences in life are available to all people*, and a program which presents positive experiences for all children which are not based upon gender role stereotypes.
- Our educators will be aware of not practicing indirect discrimination- assuming certain characteristics, strategies or responses are inherently 'male' or 'female'.
- Our educators will provide a positive role model; e.g. encouraging girls to be more physically active via female staff members participating in such activities, and male staff modeling nurturing for young boys.
- Our educators will utilize resource materials which are not stereotypic.
- For the purposes of obtaining assistance with referrals, programming, strategies, resources, staff training and parental support for children with additional needs, it is the policy of this centre to enlist the support of the Inclusion Support team. Through this contact with one agency, capable of assisting us in varied ways, we have developed a meaningful professional relationship that, in turn, leads to meaningful outcomes for the children and families who would benefit from this support.
- It is the responsibility of the Nominated Supervisor, following consultation with parents and educators, to contact the Inclusion Support office and request a specific service from them. Depending upon the service required, the Nominated Supervisor shall co-ordinate all necessary interactions; meetings, parental permissions, on-site visits and written, verbal and oral communications.
- All information and resources derived are to be utilised by educators to devise and implement effective programming strategies, the results of which are to be made available to relevant agencies for on-going evaluation and support as necessary.
- All information relevant to other educators is to be shared (whilst observing confidentiality) to promote continuity of care.
- Inclusion Support staff are not intended to be solely responsible for the care of specific children. Their role is to provide educators with strategies and support to enable them to integrate a child with additional needs more effectively.

Definitions:

Background information regarding the Inclusion Support team defines the following terms and services;

"Additional needs":

- *children with a diagnosed or suspected disability or difficulty,*
- *children from a diverse cultural or linguistic background,*
- *children from an Aboriginal, Torres Strait Islander or South Sea Islander background.*

Support available:

- *staff training and/or modelling, in-service and workshops,*
- *assistance with inclusive program development,*
- *tips, strategies and ideas,*
- *a free quarterly newsletter,*
- *fact sheets, videos, books and articles,*
- *toy and activity resource borrowing,*
- *information regarding relevant support groups for family involvement,*
- *support with childcare placement,*
- *assistance with the application for Special Needs Subsidy if required (to fund, for example, additional staffing).*

Supporting Children through Difficult Situations

When a child, family, educator or the service as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in ways that you don't expect and sometimes will act normally at first but be wary of a delayed reaction. Some reactions include:

- Physical symptoms such as stomach aches and headaches.
- Being anxious or clingy.
- Suffering from separation anxiety.
- Having sleeping problems or nightmares.
- Re-living the experience through drawing or play.
- Losing interest in activities.
- Loss of self-confidence.
- Regressing to "babyish" activities.

Our educators will talk with a child about the event to bring any issues out into the open. The ways our educators will approach this are:

- Reassuring the child that they are safe, but only if they really are.
- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail. Our educators will not leave out important information though, as children will fill in the gaps.
- Ensuring the child hasn't jumped to conclusions. Some children will think they are to blame in a tragic event; our educators will make sure they know this isn't so.
- Talking about the event with appropriate people (for example, all children if the event has affected the whole service or the children that have been affected) and letting everyone have their say including children.
- Talking to the children about how people react to stressful or traumatic situations and that the feelings they have are normal.

Coping Mechanisms

Some strategies that our educators will use to help children cope in these situations are:

- Giving children a sense of control of their environment and life. Letting the child make minor decisions, such as what to eat for lunch, what to wear or what toy to play with will make the child feel more in control.
- Allowing the children plenty of time to play and to do physical exercise; this will help the child burn off stress chemicals and allow for more sleep.
- Helping the children physically relax with story times and cuddles.

It is important to remember how you respond to the stressful or traumatic event will affect your child's response. Children look to their families and educators to find ways to deal with a situation they probably don't understand. Children need their family members (and other adults who are close to them) to help them understand the situation and their emotions and also offer comfort and support. If adults are in distress about a situation it is important for them to seek help for themselves.

At the service, we wish to help in whatever way we can if your family has undergone a tragedy. Talk to educators (or confidentially to the Nominated Supervisor) and we will endeavour to work with families and children to support all parties through the situation.

Should it be required, educators will liaise with appropriate authorities, such as the Department of Education and Children's Services, and follow any recommendations made by these authorities.

Comfort and security items

- The service understands that some children require the additional security of a familiar comfort item at different times throughout the day and therefore it is our policy to allow access to them.
- Upon enrolment educators are to discuss the individual needs with the parent, and further information provided via the Child Profile Sheet.
- Conditional limits for use of the comfort item as set by the parents are to be respected and incorporated into the child's individual routine (e.g. only at rest and separation times).
- The use of a comfort item cannot be an acceptable alternative to actively programming for individual children. Over time, educators may be able to incorporate new, developmentally and individually appropriate strategies for individuals to allow them to independently cope with given situation.
- As with all areas of individual diversity, educators are to support the individual's right to have a specific comfort item or ritual and reinforce this accepting attitude in other peers. No child, through the words or actions of other, should be made to feel shame or embarrassment relating to this particular aspect of their social-emotional development.

Bullying

In order to overcome bullying in our service, our educators will be aware of the following information and maintain the following practices:

Our educators will be aware of the following characteristics in children who bully -

- Children of all backgrounds can bully
- Preconceived notions of children who bully should be avoided
- The child who bullies may also be the victim of bullying
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.
- Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children's services educators effectively responding to children who bully.

Our educators will be aware of the following characteristics for victims of bullying -

- Children of all backgrounds can fall victim to bullying
- Preconceived notions of children who fall victim to bullying should be avoided
- Boys are victims of bullying more than girls.
- Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

Our educators will implement the following strategies to overcome bullying -

- Our educators will practice all-encompassing and socially inclusive care.
- Daily programs will recognise value and reflect the social and cultural diversity of our community.
- Our educators will role model and actively encourage appropriate behaviours.
- Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Our educators will empower children by giving them responsibilities that will make them feel valued.
- Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Our educators will seek the support of children's services professionals when it is necessary.

- Our educators will respond promptly to children's aggressive or bullying behaviour.

Biting

All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

Some reasons a child may bite are:

- Infants – Experimental, Sensory Pleasure, Teething
- Toddlers – Frustration, fatigue, attention seeking, confined spaces.
- Older Children – Aggression, deliberate.

In the event of a biting incident, educators will abide by the following procedure:

- Check for broken skin.
- Clean all bites, regardless of whether the skin is broken or not.
- Apply a cold compress to the bitten area
- Our educators will contact the families of the child who has bitten and the child that has been bitten as soon as possible. Families are then responsible for any follow up medical treatment.
- Should the behaviour continue, our educators will work in conjunction with families and, if necessary, external agencies, to develop a Behaviour Guidance plan for the child who is biting.
- Our educators will complete an incident report for any occasion where a child bites and submit to the Nominated Supervisor.
- Monitor the behaviour of the child who has bitten and use distraction techniques to prevent the child reaching the point where the child feels the need to bite.

Sources

National Quality Standard
Education and Care Services National Regulations 2011
Early Years Learning Framework
Glasser's Choice Theory
Lady Gowrie Child Care Centre Inc

Review

The policy will be reviewed annually.

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: April 2015

Date for next review: April 2016

Appendix 1:

Glasser's Choice Theory

Key Ideas:

- All of our behaviour is our best attempt to control ourselves to meet our needs.
- We always choose to do what is most satisfying to us at the time.
- All of us have inborn needs that we continually attempt to satisfy. Included among those inborn needs are:
 - To belong
 - To gain power
 - To be free
 - To have fun
- We feel pleasure when these needs are met and frustration when they are not.
- We feel a continual urge to act when any need is unsatisfied.
- If schools are to have good discipline, they must create classes in which fewer students and teachers are frustrated.
- Only a discipline program that is concerned with classroom satisfaction will work.
- That means that students must feel they belong, have some power, have a sense of freedom, and have fun in learning.
- Glasser emphasizes four student needs, which he contends are genetically inborn and cannot be denied even by students who would try, the four needs are:
 1. The need to belong, to feel accepted, to be a member of the group or class.
 2. The need for power, not so much power over others as power to control part of one's life and power to do things competently.
 3. The need for freedom, to feel at least partly in control of self, self reliant, without constant direction from others.
 4. The need for fun, for enjoyment, for pleasure, for satisfaction.
- Behaviour is a matter of choice.
- Good behaviour results from good choices. Bad behaviour results from bad choices.
- A teacher's duty is to help students make good choices.

Classroom tips

Create a Non-Threatening Environment

Glasser says that success in applying his Choice Theory in the classroom rests on a non-threatening environment. Students must see teachers as positive forces that create a safe learning environment. Only in a non-threatening classroom will students respond honestly and accept teachers' questions as guidance and direction, rather than as threats that create defenses and hostility.

Guide Student Self-Assessments

When a student engages in a behavior inappropriate to the classroom or which violates class rules, teachers can use a technique based in Reality Therapy. The teacher starts by asking the student what he is doing. If the student answers honestly --- which Glasser posits will happen in a non-threatening environment --- the teacher then asks the student if the behavior is helpful to himself or the class. The hope is that the student will identify that his behavior is not advantageous to himself and does not further his connection to his group, or his sense of belonging.

Elicit Choices

If a student exhibits poor behavior and a guided realization of how the behavior is creating more disconnection for him doesn't immediately change his behavior, the teacher should continue guiding the student. The teacher should ask the student his choices he can make that will help him and the class. If the student

doesn't offer anything or doesn't offer positive options, the teacher can suggest several choices. The key to Choice Theory --- as the name implies --- is choice, so teachers should always give more than one option so the student makes his own behavioral decision.

Make a Plan

When faced with a student who doesn't succeed in achieving his behavioral goal after the guiding and eliciting processes, a teacher using Glasser's approach should help the student make a plan. The teacher starts by pointing out to the student that he doesn't seem to be succeeding in his decision to behave according to his choice. The teacher then asks the student to make a plan for achieving his behavioral goal. If the student offers something simple like, "I'll do better." or "I won't do that anymore," the teacher should explain that a plan involves steps and strategies. A plan example might be, "When I think of something I want to tell my friend, I will quietly write it down and tell him at recess." Teachers can offer to help students develop plans and give examples to help students understand the concept.

Removal

Sometimes a student will push back or defy a teacher. When this happens, the teacher should calmly remove the student from the classroom until the student successfully develops a plan to present to the teacher. The teacher should make it clear that the student needs to take the responsibility of figuring out how to achieve the behavior he chose.

Appendix 2

