Module Home

**Outline­**

**Early Childhood Behavior Management**:

Developing and Teaching Rules

* Module Description: This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed (est. completion time: 2 hours).

Challenge

* Video: Mrs. Rodriguez loves teaching preschool at Morningside….

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Initial Thoughts

* (Opinion) Do you think Mrs. Rodriguez’s current behavior management system is working? Explain.
* How can teachers help young children learn expected behaviors?
* How can teachers encourage and reinforce expected behaviors?

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Perspectives & Resources

* Module Objectives
* Describe the importance of establishing classroom rules for young children that align with the behavior expectations of the school
* Understand the guidelines for effectively developing and displaying rules for early childhood environments
* Identify different strategies for teaching and reinforcing rules for young children
* Describe the importance of communicating with families about rules and expected behaviors

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* Page 1: Preventing Challenging Behavior in Young Children
* Early childhood teachers identify children’s challenging behavior…
* Audio: Listen as Mary Louise Hemmeter talks about what teachers…
* Research Shows

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* Page 2: Understanding Behavior Expectations and Rules
* For most young children—that is, those ages three to five…
* Behavior Expectations
	+ Sample Behavior Expectations
* Rules
	+ Behavior Expectation/Classroom Rules/Playground Rules… [table]
	+ Audio: Amanda Peirick and Mary Louise Hemmeter discusses…
	+ Audio: Mary Louise Hemmeter further explains how establishing…
	+ For Your Information
	+ Revisit Mrs. Rodriquez’s Classroom

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* Page 3: Developing and Displaying Rules
* Once a teacher has identified the school’s behavior expectations…
* Developing Rules
	+ Be positively stated
	+ Be few in number
	+ Be simple and specific
		- Link: developmentally appropriate [definition]
	+ Be measurable and observable
		- Below are several strategies for involving… [bullet points]
		- For Your Information
		- Link: General Classroom Rules [drop-down menu]
		- Link: Story Time/Library [drop-down menu]
		- Link: Music and Movement [drop-down menu]
		- Link: Outside Playground [drop-down menu]
		- Link: Art Center [drop-down menu]
		- Activity
			* Links: Yes/No [drop-down menu]
			* Links: Click to see how we… [drop-down menu]
	+ Displaying Rules
		- Be posted at children’s eye level
		- Include a visual to illustrate each rule
			* Link: View for examples of visual… [drop-down menu]
		- Did You Know?
		- Audio: Listen as Amanda Peirick discusses developing…
		- Revisit Mrs. Rodriguez’s Classroom

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* Page 4: Teaching Classroom Rules
* Developing and displaying rules is an important first step for…
* Link: intentionally and systematically teach [definition]
* Clearly Defining the Rules
* Involving Children
	+ Link: Click for an example of a classroom… [drop-down menu]
* Reviewing and Checking Often
	+ Link: scripted stories [definition]
	+ Link: Click for an example of a scripted story… [drop-down menu]
	+ Audio: In the first video below, the teacher involves children in…
	+ Audio: In the second, the teacher uses a large-group activity…
* Providing Individualized Support
	+ In addition to the more-universal strategies for… [bullet points]
		- Link: Click for an example of… [drop-down menu]
	+ For Your Information
	+ Audio: Amanda Peirick on systematically teaching rules
	+ Audio: Amanda Peirick on visual supports
	+ Audio: Mary Louise Hemmeter on systematically teaching rules
	+ Audio: Mary Louise Hemmeter on scripted stories
	+ Revisit Mrs. Rodriguez’s Classroom
		- Link: think-pair-share [definition]

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* Page 5: Providing Rule Reminders
* Children must be able to apply the rules in the context of…
* Connect children’s behavior to the rules
	+ Provide precorrections
		- Link: Click for examples of… [drop-down menu]
	+ Reference the rules

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* Page 6: Providing Positive Feedback
* In addition to reminders, teachers should provide positive feedback…
* Feedback should be… [bullet points]
* Examples
* Non-examples
* Did You Know?
* Research Shows
* Teachers can acknowledge individual or group progress… [bullet points]
* Revisit Mrs. Rodriguez’s Classroom
* For Your Information
	+ Link: self-management strategy [definition]

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* Page 7: Using Classroom Reinforcement Systems
* In addition to rule reminders and positive feedback, some teachers…
* For Your Information
	+ Link: Click to view several reasons why this… [drop-down menu]
* Tips for Teachers
	+ These include… [bullet points]
	+ Audio: Mary Louise Hemmeter discusses classroom reward…
	+ For Your Information
		- Link: Positive Behavioral Interventions and… [definition]
		- Link: National Center for Pyramid Model… [website]
		- Audio: Mary Louise Hemmeter describes the…
	+ Revisit Mrs. Rodriguez’s Classroom
	+ For Your Information
		- Link: Recommended Practices: Addressing… [PDF]

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* Page 8: Sharing Rules with Families
* Once teachers have established classroom rules…
* Link: Click to view an example of such a letter [drop-down menu]
* By communicating and informing families of the rules… [bullet points]
* Research Shows
* Audio: Mary Louise Hemmeter talks about the importance of…
* For Your Information
* Revisit Mrs. Rodriguez’s Classroom

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* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Content Expert Reviewers
* Media Production Team

Wrap Up

* Summary of the module
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]