



Early Childhood Behavior Management: Teaching and Reinforcing Rules Est. Time: 30 Minutes (including watching videos)

Objective

Understand the importance of teaching and reinforcing rules with young children, including those with disabilities, in early childhood environments.

DEC Recommended Practices

This Activity addresses the DEC Recommended Practices (DEC RP) topic areas outlined below:

Environment

E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

Instruction

INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

Overview

Just as early childhood educators or providers use systematic instruction when they teach letters, numbers, shapes, and colors, so too should they teach classroom rules in a systematic way. Doing so means not only teaching the rules but also providing opportunities to practice them and reinforcing children for following them throughout the day. Early childhood educators or providers should also be prepared to support children in learning, maintaining, and generalizing the behaviors expected of them. In addition, some children who have disabilities might need individualized supports—known as accommodations—in order to learn, practice, and follow the rules. For example, a two-year-old who is deaf and just learning American Sign Language (ASL) might not yet have the ASL skills necessary to understand a teacher's directions. Visual cues, such as a picture of a child sitting on a carpet square at circle time, can be paired with the sign language directions to help this young child learn the rules.

Activity

Watch the three YouTube videos from the Pyramid Model Consortium below and be prepared to discuss the questions that follow. In the videos, the children review the STAR Classroom rules:



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- **S**tay safe
- **T**ake turns
- **A**lways clean up our mess
- **R**espectful of our friends

Video 1: The STAR Classroom Rules (:33 sec)

<https://www.youtube.com/watch?v=oWLPg3EaHX0>



Video 2: Teaching Rules in Context video (1:02 min)

<https://www.youtube.com/watch?v=0YUXZQ9FIB8>





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Video 3: STAR Family Song (1:13 min)

https://www.youtube.com/watch?v=JvxW9gtQ_ww



Questions/Discussion Topics

Video 1

1. In the first video, the teacher is teaching/reviewing the STAR classroom rules. When following DEC Recommended Practices (DEC RP) teachers provide support during naturally occurring daily routines and activities to promote the child's learning. Teachers embed instruction within these routines. Following are some opportune times when teachers might review rules with young children:
 - When children arrive in the morning
 - During a large-group circle time
 - When a teacher expects a child to have difficulty following expectations or rules
 - When a child isn't following the rules
 - a. Which of these was the teacher taking advantage of in the video?
 - b. Why do you think it is beneficial to review rules during these times?
 - c. During what other times might teachers review the rules?
 - d. Imagine that this teacher has a child in her class who has a language delay. With a partner, brainstorm some possible accommodations the teacher might make to help this child learn, practice, and follow the rules.



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Video 2

2. The second video highlights a teacher teaching rules in context. The DEC RP states that teachers embed instruction within the naturally occurring activities in order to provide contextually relevant learning opportunities. Additionally, DEC RP encourages teachers to plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
 - a. Give an example of how the teacher reinforced a classroom rule when two young children were not being safe.
 - b. Do you think this was an effective strategy? Why or why not?

Video 3

3. In the third video, the teacher and the students sang the classroom rules song to a visitor, thus following the DEC RP of providing services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

Singing these songs to the visitor served two purposes: 1) to remind the students of the rules, and 2) to inform the visitor of the rules. What might the benefits of this be?

References

- Alter, P. J., & Conroy, M. A. (n.d.). Preventing challenging behavior in young children: Effective practices. *Recommended Practices*. Retrieved on December 5, 2014, from http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_preventing_challenging_behavior.pdf
- Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The teaching pyramid: A model for supporting social competence and preventing challenging behavior in young children. *Young Children*. Retrieved on December 5, 2014, from <http://challengingbehavior.fmhi.usf.edu/do/resources/documents/y>
- Hemmeter, M. L., Ostrosky, M. M., & Corso, R. M. (2012). Preventing and addressing challenging behavior: common questions and practical strategies. *Young Exceptional Children*, 15(2), 32–46.
- Positive Behavioral Interventions & Support. (n.d.). *Early childhood PBIS*. Retrieved on December 5, 2014, from <http://www.pbis.org/community/early-childhood?text-only>
- Stormont, M., Lewis, T. J., & Beckner, R. (2005). Positive behavior support systems: Applying key features in preschool settings. *Teaching Exceptional Children*, 37(6), 42–49.



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Additional Resources

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu>

This Website of the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is dedicated to “promoting the social emotional development and school readiness of young children birth to age 5.” Visitors here will find a host of resources, including training modules, training kits, and family tools, among much, much more.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) <http://challengingbehavior.fmhi.usf.edu>

The online home of the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) contains a multitude of resources designed “to assist states in their efforts to improve systems and services related to children with disabilities.” On hand here is information about the Pyramid Model, links to teaching tools, and a PBIS Web tutorial.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). (2012). *Positive behavior interventions and supports from preschool to high school: A conversation about implementation*. Webinar recording and materials. Retrieved on December 5, 2014, from http://challengingbehavior.fmhi.usf.edu/explore/webinars/8.24.2012_webinar.htm?utm_source=TACSEI+%2526+CSEFEL+Updates&utm_campaign=405b765efd-TACSEI+and+CSEFEL+U

This Webinar hosted by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) features experts discussing the implementation of PBIS in early childhood programs and K–12 classrooms. Taking part are Drs. Glen Dunlap, Lise Fox, and George Sugai.