



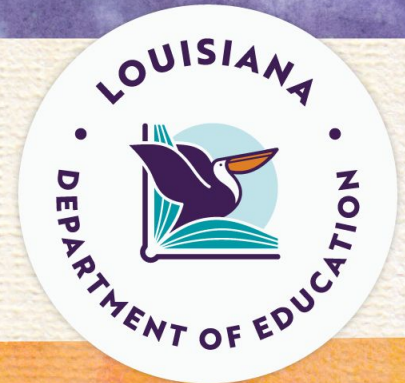
EARLY CHILDHOOD

CONFERENCE 2024

SHAPING LOUISIANA'S FUTURE



**Strong Foundations For
EC Classroom Management
and Behavior Guidance**



Purpose and Objectives

Purpose: This session will provide participants with high-quality early education classroom best practices that include effective classroom management and managing children's behavior to encourage learning.

Objectives:

During this session, participants will:

- Gain an understanding of classroom space and materials as essential resources of effective classroom management
- Consider children's behaviors as a form of communication that can direct teaching and learning
- Develop an understanding of responsive behavior guidance

Agenda

- I. Purpose and Objectives
- II. Agenda
- III. Activity 1: Circle Time Song
- IV. Early Childhood Classroom Management
- V. Activity 2: Behavior Has Meaning - Consider the Moment
- VI. Behavior Guidance
- VII. Activity 3: Form Versus Function - Behavior Guidance
- VIII. Summary



Activity 1: Circle Time Song

Activity 1: Circle Time Song

Effective teachers know that music is a great way to establish classroom routines and manage activities throughout the day.

Circle Time Song

How can music be used to managed an early childhood classroom effectively and reduce challenging behaviors?



Early Childhood Classroom Management

Early Childhood Classroom Management - Space and Materials

A supportive environment uses effective strategies to assist children learn and practice appropriate and acceptable behaviors as an individual and within a group.

Within early childhood group care, establishing the space and materials in the classroom is the most effective classroom management strategy and promotes positive interactions and limits disruptive behaviors.

- Spaces and materials should meet children's behavioral and developmental needs
 - Materials and activities are available for children daily
 - Music and movement are embedded in daily activities

Early Childhood Classroom Management - Space and Materials

Examples of effective use of space and materials includes

- Ample space to provide groups of mobile infants or toddlers to move or play
- Equipment available for children who need to move
- Duplicates of popular toys to minimize conflicts and waiting
- Furniture arranged to reduce or eliminate problem behaviors (e.g., such as running)
- Space that feels private (but well-supervised) to provide mobile infants who need time to be alone

Early Childhood Classroom Management - Acknowledge Positive Behaviors

Effective classroom management includes acknowledging positive behaviors

- Notice self-regulation and kind behaviors, verbal or nonverbal
- Ignore minor distractions
- Encourage children on what they can do instead of what they cannot do
- Ensure comments are made directly to the child are sincere and positive about their achievements



Early Childhood Classroom Management - Model Appropriate Behaviors

Effective classroom management includes teachers modeling appropriate behaviors

- Model positive and supportive language
- Model sharing, taking turns, waiting
- Model problem-solving (how to resolve a conflict with someone else)
- Model appropriate ways for children to behave (e.g., such as using an “inside” voice)

Early Childhood Classroom Management - Simple Guidelines

Effective classroom management includes teachers providing firm, consistent limits and expectations

- Help children understand that kind, cooperative behavior is expected
- Give positively worded directions (e.g., such as “Give gentle touches” rather than “Don’t hit”)
- Recognize that toddlers oppositional behaviors such as says “No” or tantrums is part of typical development
- Establish guidelines for mobile infants or toddlers that are simple, reasonable, and consistent



**Activity 2: Behavior Has Meaning -
Consider the Moment**

Behavior Has Meaning - Consider the Moment



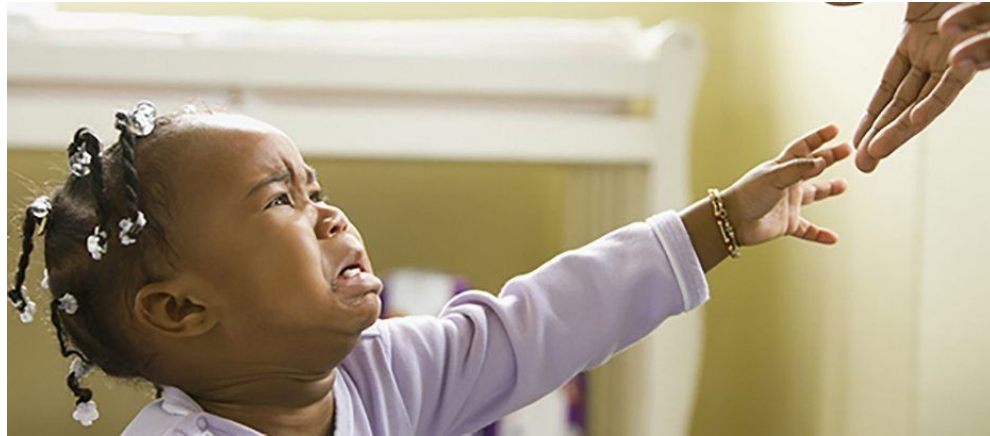
Consider these children's behaviors at a glance.

- What do you notice about each child?
- What advice would you give to the teacher?

Behavior Has Meaning - Consider the Moment

Consider the child's behavior at a glance.

What do you notice about the child and how could you support this child?



Behavior Has Meaning - Consider the Moment



Consider these children's behaviors at a glance.

What do you notice about each child and what advice would you give to the teacher to provide responsive guidance?



Behavior Guidance

Behavior Guidance

Behavior in young children is a form of communication and has meaning.

- Children give us cues to help us understand what they want to communicate long before they have words
- Children feel valued and important when caregivers interpret their behavior cues and meet their wants or needs
- Children learn to develop their communication skills when caregivers recognize the meaning of children's behaviors and provide responsive care

Behavior Guidance

Form versus Function

Form: the behavior used to communicate
Ask yourself: “What is the behavior?”

Function: the reason behind the
communicative behavior
Ask yourself: “What is the purpose of the
behavior from the child’s perspective?”



Behavior Guidance - Form of Communication

Forms of communication in young children include

- Crying
- Cooing
- Reaching for caregiver
- Kicking their legs
- Pointing
- Smiling
- Squealing
- Biting



Behavior Guidance - Function of Communication

Functions of communication in young children include

- Obtain an object, activity, or person
- Request help
- Initiate interactions with caregivers
- Seek or escape sensory stimulation
- Escape demands or activities
- Avoid a person
- Express emotion
- Express pain or illness
- Feeling sleepy or tired

Behavior Guidance - Meaning



Behavior in young children has meaning and it is important to understand these behaviors to support

- Children will learn to communicate their intentions, feeling, and emotions, reducing challenging behaviors
- Children build nurturing and responsive relationships
- Children develop skills based on adults' support

Behavior Guidance - Pause, Ask, and Respond

There are three steps that can be taken to understand the intent of a child's behavior or communication

Pause: Reflect on the possible meaning of the behavior. Think about what happened before the behavior occurred.

Ask: Ask yourself

- What do you think the child is trying to tell you? What is the intent behind the behavior?
- What do you know about the child that will help figure out the reason for the behavior?

Behavior Guidance - Pause, Ask, and Respond

Respond: Figure out the meaning of the behavior allows caregivers to respond in ways that meet children's needs.

- Determine what is motivating the child's behaviors
- Respond calmly
- Validate the child's emotions
- Provide positive feedback
- Teach a new skill

Example of An Appropriate Response: I recognize these moments as teaching opportunities. Therefore, when I respond, I ensure that the child feels validated, listened to, understood, and safe.

Behavior Guidance - Skill Development

Supporting children with behavior guidance supports their skill development

- Communication skills
 - Ask for attention (e.g., hug)
 - Tell someone how you are feeling
- Interpersonal skills
 - Asking for a toy
 - Waiting for a turn
 - Finding a solution
 - Working together





**Activity 3: Form Versus Function -
Behavior Guidance**

Activity 3: Form Versus Function - Behavior Guidance

Child's Age	Form	Possible Function	
Infant	Crying	I am hungry I am tired I am wet	I want you to hold me I miss my caregiver It is too noisy
Toddler	Biting	I want that toy I am teething This is my space	I am really frustrated You told me "No" I want you to play with me
Preschooler	Hitting	I feel mad and do not know how to express it I do not want to stop	I do not want to share my favorite toy I want to play by myself



Summary

Summary

- The most effective classroom management strategies within early childhood group care are establishing the classroom space and providing materials, which facilitate positive interactions and limit disruptions.
- Children provide cues that help teachers understand what they want to communicate well before they can use words.
- Observing children and discovering the meaning behind their behaviors supports positive interactions, build their confidence, and supports skill development.
- As children learn to communicate with teachers through their behaviors, they express themselves, learn to manage their behaviors, and practice self-regulation.

Contact Information

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