# Early Childhood Behavior Management:
## Developing and Teaching Rules

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

## Module Home

- Module Description: This module, a DEC-recommended practices approved resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed (est. completion time: 1.5 hours).
- *STAR Legacy* Cycle
- Related to This Module
    ◦ Link: Module Outline
    ◦ Video: Navigating an IRIS *STAR Legacy* Module
    ◦ Link: IRIS and Adult Learning Theory
    ◦ Wrap-Around Content Map

## Challenge

- Video: Mrs. Rodriguez loves teaching preschool at Morningside Elementary School and takes great pride in her classroom. In addition to establishing her own classroom rules, she uses her school's approach to behavior management, a color-coded system that she implements to visually indicate how each child is behaving on any given day.

Notes

## 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?

Notes

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## Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  ◦ 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ **Page 1: Preventing Challenging Behaviors in Young Children**

- Early childhood teachers identify children's challenging behaviors as one of the most difficult aspects of their jobs
- Audio: Mary Louise Hemmeter talks about what teachers can do to prevent challenging behaviors in young children
- Research Shows

Notes

❖ **Page 2: Understanding Behavior Expectations and Rules**

- For most young children—that is, those ages three to five—school is a complex and novel setting
- Behavior Expectations
  ◦ Sample Behavior Expectations [bullet points]
- Rules
  ◦ This matrix illustrates how some behavior expectations can be translated into rules for the classroom, playground, and hallway
  ◦ Audio: Amanda Peirick talks about the differences between behavior expectations and

classroom rules
- ◦ Audio: Mary Louise Hemmeter adds some more thoughts about the differences between behavior expectations and classroom rules, and further explains how establishing behavior expectations and rules can help prevent problem behaviors before they happen
- For Your Information
- Revisit Mrs. Rodriquez's Classroom

Notes

❖ **Page 3: Developing and Displaying Rules**
- Once a teacher has identified the school's behavior expectations, she can…
- Developing Rules
  - ◦ Rules should…
    - ▪ Link: developmentally appropriate [definition]
  - ◦ Strategies for involving children in developing and introducing the rules [bullet points]
  - ◦ For Your Information
  - ◦ Rules should be developed for all settings relevant to the children
  - ◦ Sample rules for a typical preschool settings
    - ▪ Link: General Classroom Rules
    - ▪ Link: Story time/Library
    - ▪ Link: Music and Movement
    - ▪ Link: Outside Playground
    - ▪ Link: Art Center
  - ◦ Activity: Mrs. Rodriguez, the teacher in the Challenge, has eight classroom rules
    - ▪ Link: See how we rewrote the rule and then compare your answer
- Displaying Rules
  - ◦ Once the rules are developed…
  - ◦ Rule should…
    - ▪ Link: Examples of visual supports based on the needs and abilities of children
  - ◦ Did You Know?
  - ◦ Audio: Amanda Peirick discusses developing and displaying classroom rules
- Revisit Mrs. Rodriquez'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 [definition]
- Clearly Defining the Rules [bullet points]
- Involving Parents [bullet points]
  - ○ Link: Sample classroom rules book
- Reviewing and Checking Often [bullet points]
  - ○ Link: scripted stories [definition]
  - ○ Link: A scripted story for Bennett, who has trouble following directions
  - ○ Video: A teacher involves children in reviewing the rules and in demonstrating examples and non-examples
  - ○ Video: The teacher uses a large-group activity to evaluate children's understanding of the rules
- Providing Individualized Support [bullet points]
  - ○ Link: Example of additional visuals created for a child who has difficulty using gentle touches
- For Your Information
- Audio: Amanda Peirick offers more information about teaching classroom rules
- Audio: Mary Louise Hemmeter shares additional thoughts about teaching classroom rules
- Revisit Mrs. Rodriquez's Classroom
  - ○ Link: think-pair-shares [definition]

Notes

❖ Page 5: Providing Rule Reminders
- Teachers can use several key strategies to encourage and remind children to follow the rules
  - ○ Link: Examples of precorrections for both a group of children and for an individual child
- Children should be acknowledged for following the rules during classroom routines and activities

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Notes

❖ Page 6: Providing Positive Feedback

- In addition to reminders, teachers should provide positive feedback…
- Feedback should be…
- Quotation
- The most powerful positive feedback is behavior-specific praise or descriptive praise
  ◦ Examples
  ◦ Non-examples
- Did You Know?
- Research Shows
- Teachers can acknowledge individual or group progress by… [bullet points]
- Revisit Mrs. Rodriquez's Classroom

Notes

❖ Page 7: Using Classroom Reinforcement Systems

- In addition to rule reminders and positive feedback, some teachers use a more structured approach
- For Your Information
  ◦ Link: Several reasons why a punishment-based system is not appropriate in early childhood classrooms
- There are two types of classroom reinforcement systems
  ◦ Sample rules poster
- On the other hand, some teachers might prefer an individual reward
- Tips for Teachers
  ◦ Several tips can help teachers make classroom reinforcement systems more successful [bullet points]
  ◦ Audio: Mary Louise Hemmeter discusses classroom reward systems

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- For Your Information
  - Link: positive behavioral interventions and supports (PBIS) [definition]
  - Link: Center on the Social and Emotional Foundations for Early
  - Technical Assistance Center on Social-Emotional Intervention (TACSEI) for Young Children
  - Audio: Mary Louise Hemmeter describes the Pyramid Model that was developed collaboratively by CSEFEL and TACSEI
- Revisit Mrs. Rodriquez's Classroom
- For Your Information
  - Link: More information on addressing persistent challenging behaviors

Notes

❖ Page 8: Sharing Rules with Families

- Once teachers have established classroom rules, they should…
  - Link: Sample letter to families regarding classroom rules
- Communicating and informing families about classroom rules can…
- Communication with families should occur regularly throughout the year
- Audio: Mary Louise Hemmeter talks about the importance of communicating with families of young children about behavior expectations and classroom rules
- For Your Information
- Revisit Mrs. Rodriquez's Classroom

Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

## Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

## Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

## You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]