

# **CLASSROOM MANAGEMENT**

## *Part One: Universal Strategies*

Research supports the use of a variety of developmentally-appropriate strategies throughout instruction helps teachers create and maintain an effective learning environment and reduce challenging behaviors.

**Prioritize Relationships**

**Establish the Physical Environment**

**Develop Supportive Schedules**

**Use Transitions as Teaching Tools**

**Teach Expectations**

**Reinforce Prosocial Behaviors**

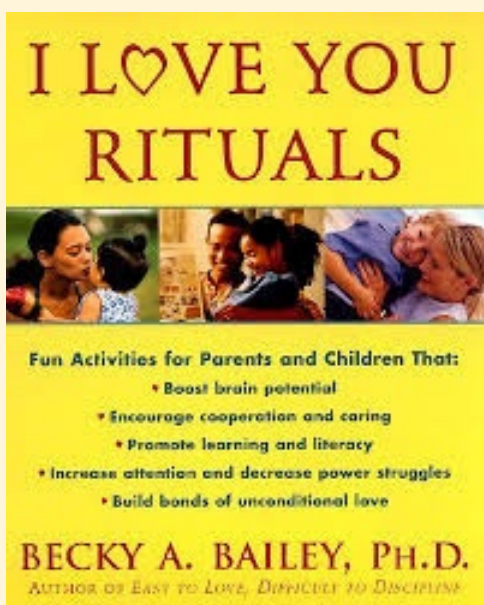
**Coaching Corner**

# Prioritize Relationships

Children's relationships with caregivers and teachers are emotionally significant and affect how children develop and what they learn (Bowman, Donovan & Burns, 2001).

## Building Relationships with Children

I love you rituals are activities designed to build bonds and strengthen relationships between caregivers and children (ex. greeting apron, wish you well etc).



“All About Me” activities help children feel represented and welcome. Seeing photos of family members can be comforting to children as well as help them get to know their peers.

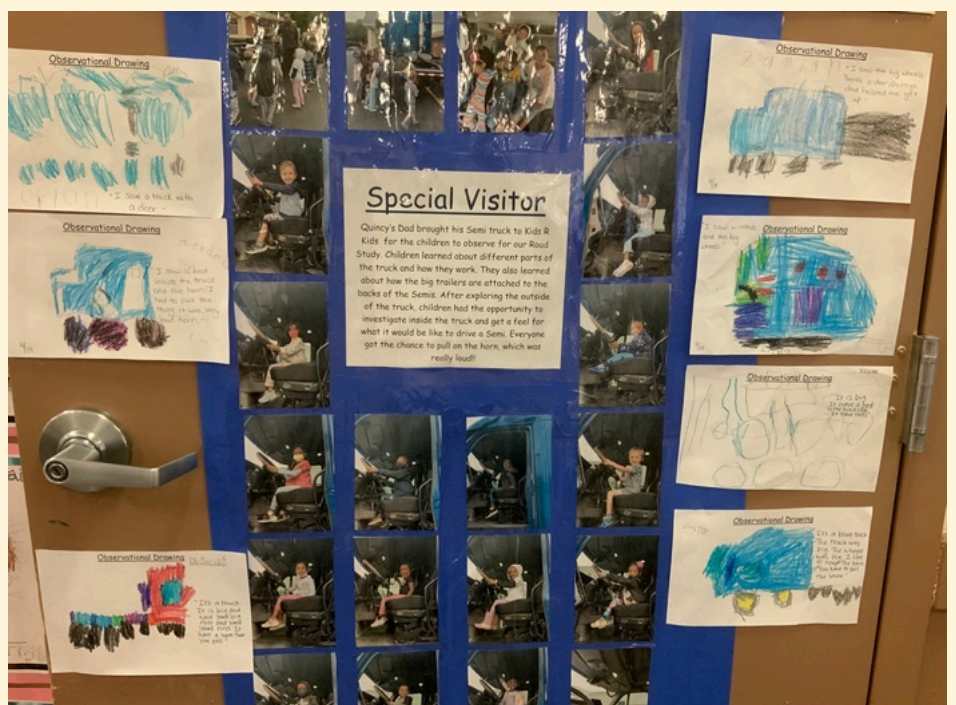


Meaningful jobs give children a sense of purpose and responsibility.



# Building Relationships with Families

- Be mindful and respectful of personal and cultural beliefs.
- Home visits set the stage for a trusting and collaborative relationship between families and teachers.
- Family surveys help teachers get to know families- their culture, interests and what they want for their child.
- Daily and positive communication keeps families informed about their children's daily activities.
- Whenever possible, send communication in families' native language.
- Display photos of your families in the classroom.
- Include families in the topic of study (take home activities, asking a family "expert" to come share with the class).



# Establish the Physical Environment

**The physical arrangement of the classroom can have a major impact on children's behavior.**

- Create space for large groups, small groups and individuals.
- Avoid too much open space which may encourage running.
- Arrange learning centers clearly to encourage easy access and independence.
- Include photos or symbols when labeling materials and centers for independent use and clean up.
- Provide enough materials for children's use without conflict.
- Display a wide variety of open ended materials which children can use creatively and independently.
- Make sure all children are represented throughout the physical space through photos of themselves and their families, their art work and other creations, as well as books and materials.
- Consider any physical needs or modifications for children with differing abilities.



# Develop Supportive Schedules

- Ensure children have long, uninterrupted blocks of free play - they should have enough time to become engrossed in their play.
- Minimize and/or streamline tough transitions.
- Ensure the daily schedule provides ample time for indoor and outdoor gross motor play.
- Consider the engagement and attention span of your children. Minimize the amount of time children are expected to sit.
- Be flexible: ***this could mean extending centers a few minutes or allowing children a space to keep their materials out if they are very engaged in their work.***  
***Alternately, maybe they are getting bored during centers and need to clean up early to go outside.***



# Use Transitions as Teaching Tools

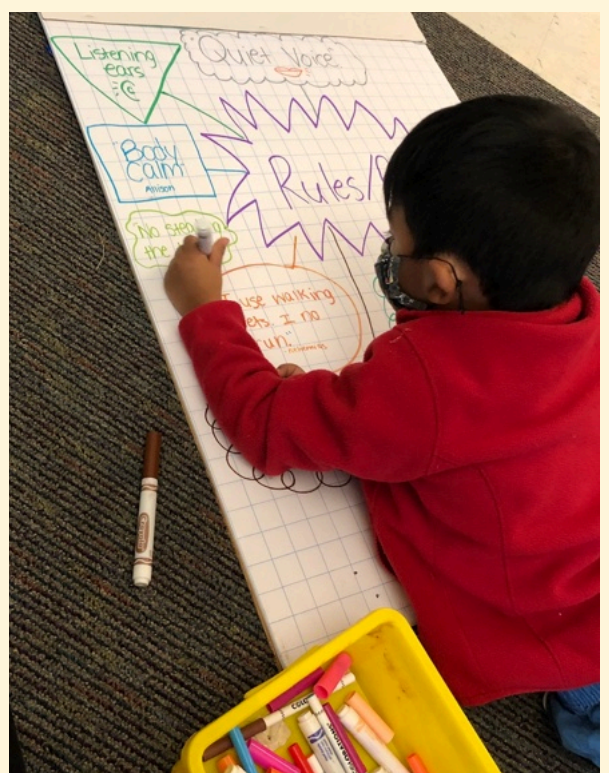
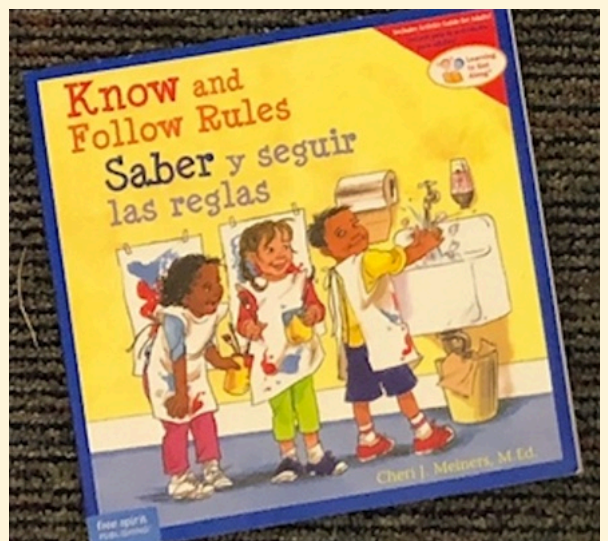
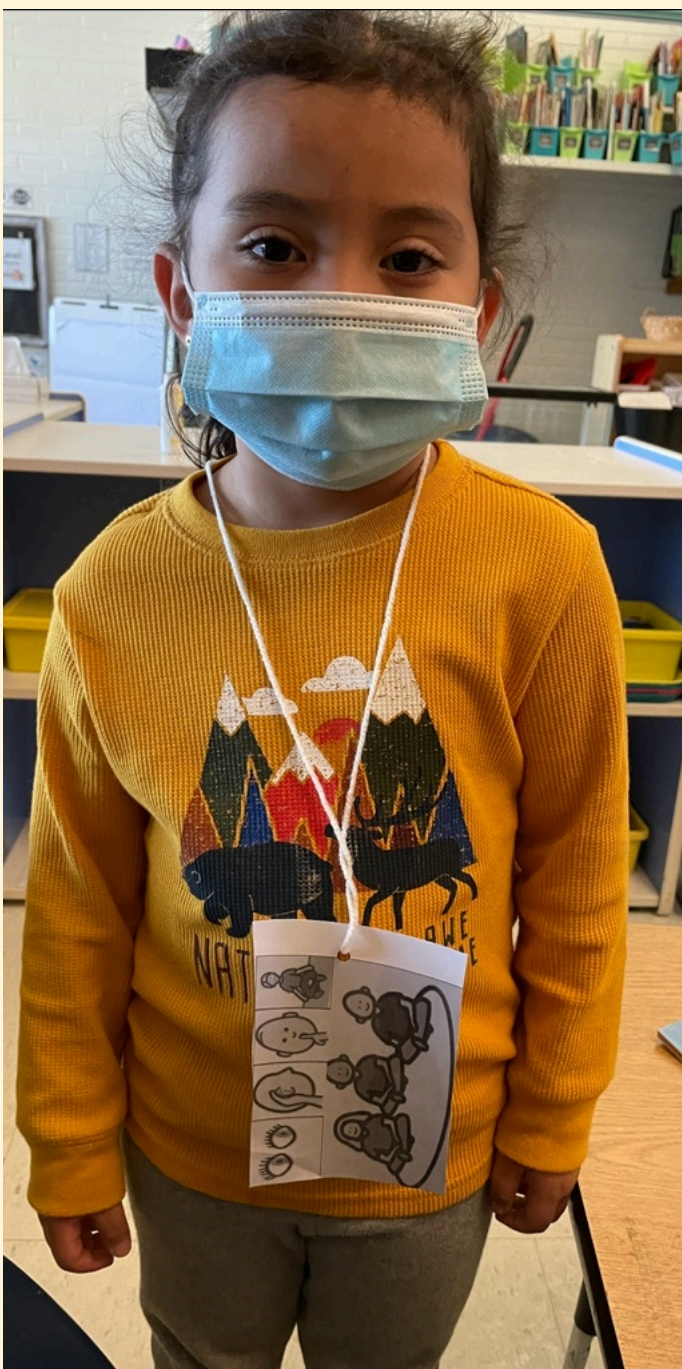
Many teachers report transition times are some of the most problematic times of the day. With a few intentional considerations, transitions can be smooth and effective learning opportunities for children.

- Minimize wait time as much as possible (ex. do all children have to go to the bathroom or wash for lunch at once? If not, send a few at a time while the rest of the group is engaged in something else).
- If wait time *is* necessary, spend it doing songs, fingerplays, and other creative movement or games.
- Eliminate unnecessary transitions.
- Consider and plan for each transition (ex. dismiss children from large group to centers a few at a time so children aren't racing each other for a popular activity).
- Incorporate learning opportunities and fun games into transitions (ex. "I spy" as a line up game, using name cards or letter games while transitioning out of large group).
- Prepare children for transitions and deviations from the normal schedule. Discuss expectations ahead of time.
- Use visual, verbal and hands on cues before transitions (ex. 5 minutes until clean up sign, clean up song etc).



# Teach Expectations

- Include children in the process of setting classroom rules/expectations.
- Create visuals to represent classroom expectations, place in different areas and use them to reinforce and discuss rules consistently.
- Discuss the reason behind the rules. Helping children understand **why** the rule is in place leads to greater empathy, increased responsibility and independence (ex. is the rule to keep children safe? To take care of a material? To respect the needs of others?)
- Prepare children for deviations in the schedule and special activities. Discuss expectations ahead of time. Practice or role play various scenarios.
- Share classroom rules and expectations with families so they can help reinforce them at home.
- Use visual supports for rules and solutions consistently, share these with families.



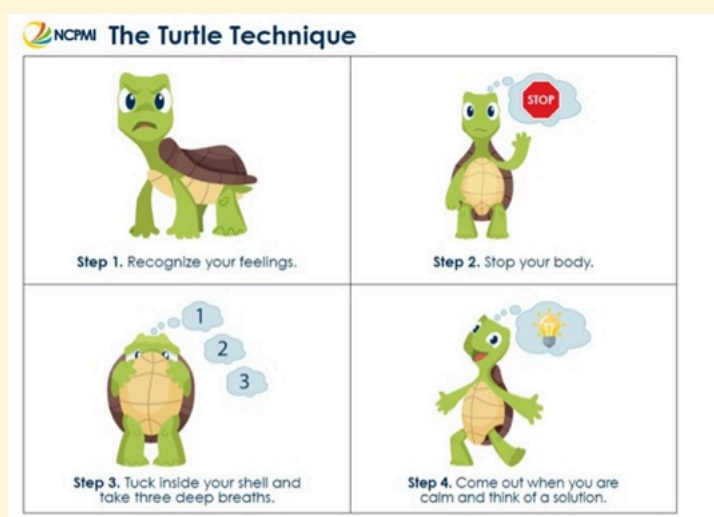
# Reinforce Prosocial Behaviors

Intentionally plan for daily opportunities which build:

- Self esteem
- Emotional literacy
- Empathy
- Perspective taking
- Peer to peer relationships
- Adult-child relationships
- Self regulation
- Conflict resolution



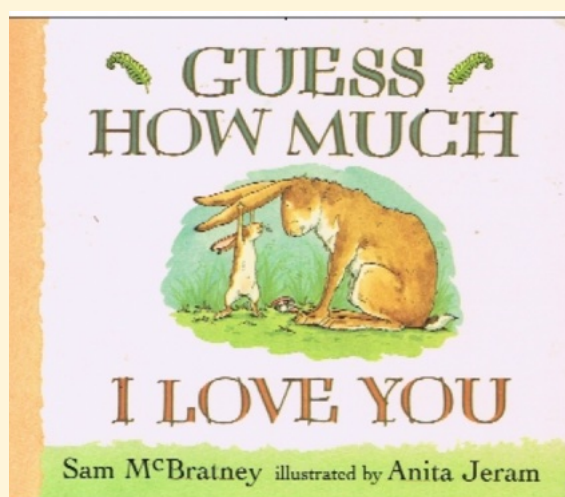
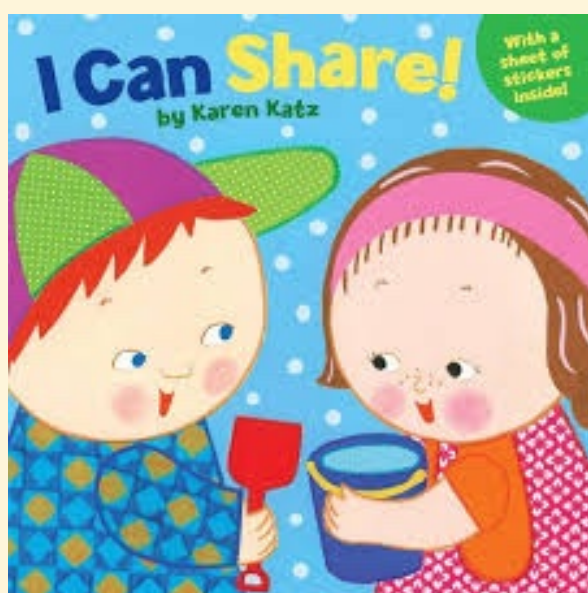
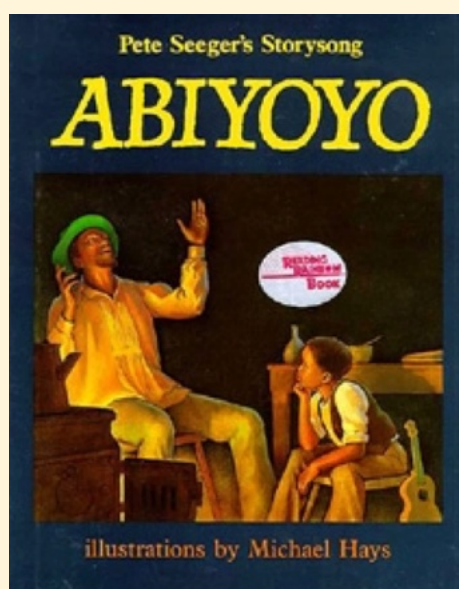
Use conflict as a learning opportunity to teach social problem-solving processes. Modeling and role play are effective strategies to practice and reinforce skills.





# Books that Support Social Emotional Skills

- ***Can You Be a Friend?*** by Nita Everly
- ***Fox Makes Friends*** by Adam Relf
- ***How Do Dinosaurs Play with Their Friends?/¿Cómo son buenos amigos los dinosaurios?*** by Jane Yolen & Mark Teague
- ***Abiyoyo*** by Pete Seeger
- ***Baby Cakes*** by Karma Wilson
- ***Big Al*** by Andrew Clements
- ***Glad Monster Sad Monster*** by Ed Emberley & Anne Miranda
- ***Guess How Much I Love You*** by Sam McBratney
- ***Hands Are Not for Hitting*** by Martine Agassi
- ***I Can Share!*** by Karen Katz
- ***“I Have a Little Problem,” Said The Bear*** by Heinz Janisch
- ***Llama Llama Misses Mama*** by Anna Dewdney
- ***Mouse was Mad*** by Linda Urban
- ***My Many Colored Days*** by Dr. Seuss
- ***No Matter What/Siempre Te Querré*** by Debi Gliori
- ***On Monday When It Rained*** by Cherryl Kachenmeister
- ***Pat Them Gently*** by Melanie O’Brien
- ***Quiet LOUD*** by Leslie Patricelli
- ***Sometimes I’m Bombaloo*** by Rachel Vail
- ***Taking a Bath with the Dog and Other Things That Make Me Happy*** by Scott Menchin
- ***Teeth Are Not for Biting/Los Dientes No Son Para Morder*** by Elizabeth Verdick
- ***The Rainbow Fish*** by Marcus Pfister
- ***The Kissing Hand*** by Audrey Penn
- ***Too Loud Lilly*** by Sophia Laguna
- ***When I Am/Cuando Estoy*** by Gladys Rosa-Mendoza



# Coaching Corner

Questions to guide classroom management strategies in the classroom.

- How do you ensure that communication and expectations are clear to all learners?
- In what ways are you following children's interests?
- What responsibilities do children have?
- What is your process for evaluating the level of instruction each child needs?
- How are your children engaged in social emotional learning each day?
- What materials in the environment support social emotional skill building?
- How are families included and displayed throughout the environment?
- How often do you rotate materials in and out of your classroom?



## References/ Resources

- Beaty, J. (1998). Prosocial Guidance for the Preschool Child (1st ed.). Pearson.
- Gartrell, D. (2003). The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms (1st ed.). Cengage Learning.
- National Center for Pyramid Model Innovations ([www.challengingbehavior.org](http://www.challengingbehavior.org))
- Conscious Discipline ([www.consciousdiscipline.com](http://www.consciousdiscipline.com))
- Early Educator Support Office at Charlotte (<https://earlyeducatorsupport.charlotte.edu/early-childhood-educators/teacher-resources/emotionalsocial/>)

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