



Pre-K: Behavior Management

Title: Quick and Effective Redirection during Whole Group

In this classroom, the teacher stays one step ahead of the students by setting up clear expectations during whole group, thus reducing potential behavior problems from occurring.

Clear Behavior Expectations

- The teacher states the expectation for the students before she gives instructions for the transition to center time.
- The students demonstrate understanding of the rules and expectations (e.g., When the teacher raises her hand, the students follow her lead and give her their full attention.).

Proactive

- The teacher in this classroom immediately notices that students are not paying attention to her instructions. She raises her hand in the air as a signal to redirect the students' behavior.
- The teacher continues to monitor the students' behavior to prevent problem behaviors from developing by frequently scanning the room.

Redirection of Misbehavior

- The teacher makes use of positive feedback to reinforce and continue desired behavior by saying, "Wow, look at Cayenne. Cayenne is sitting tall. His eyes are on me; he is tracking the speaker. I think I have his attention. I have your attention. Were you waiting for my instructions? Thank you."

Student Behavior

- The students demonstrate that they understand the expectations by giving their full attention to the teacher before the transition to center time. There are few, if any, instances of student misbehavior in the classroom.

Teachers use effective behavior management when they communicate clear expectations, anticipate problem behavior, and enforce rules in a consistent manner; as a result, they spend relatively little time redirecting misbehavior.