

# Promoting Positive Behavior

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## Outline

- Nurturing and responsive relationships
- High quality learning environment
  - Engaging Learning Activities
  - Clear Rules that are Enforced
  - Effective transitions

## Importance of Relationships

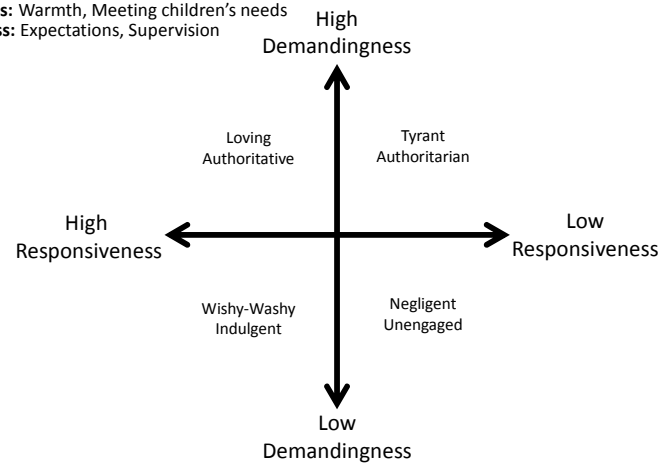
- Human beings have an innate need to form lasting, positive, and significant interpersonal relationships
- A positive teacher-child relationship built on trust, understanding, and caring improves:
  - Children's cooperation
  - Children's motivation
  - Positive learning outcomes

## Developing Good Relationships with Children

- Demonstrate respect and interest
- Acknowledge children
  - Pay attention to them
- Learn about each child
  - Learn about what is important to them
- Show appreciation to children
- Express enjoyment in your interactions

### Two Dimensions of Caregiving

**Responsiveness:** Warmth, Meeting children's needs  
**Demandingness:** Expectations, Supervision



## High Quality Learning Environment

- Characteristics of a High Quality Learning Environment
  - Interesting to both children and teachers
  - Relevant to children's everyday lives (Curriculum content and Materials)
  - Active: Children are engaged in the learning process
  - Communal: Learning occurs as a child relates to others, in activities that are relevant to the community, and enables the child to use learning to benefit the community

## High Quality Learning Environment

- Teachers need to:
  - Be organized and prepared for lessons
  - Monitor students' behavior
    - *With-it-ness:* Awareness about what is going on in every part of the class all the time
  - Have high expectations for students
  - Be a positive role model for good behavior and character

## Engaging Learning Activities

- Oral Traditions
  - Stories
  - Folktales
  - Proverbs
  - Poetry
  - Singing
- Dancing
- Games
- Hands-on and work-play activities
- Modeling and Demonstrations

## Clear Rules that are Enforced

- Establishing clear rules and expectations is one of the most important strategies for preventing misbehavior
  - Develop reasonable rules that focus on important things (Do's and Don'ts)
    - Do's are more helpful than Don'ts
    - Three to six rules are best
  - State rules clearly
  - Give the rationale for the rule
  - Set clear consequences for rule breaking
  - Consistently and fairly enforce consequences for misbehavior
  - Provide consequences for breaking the rules immediately

## Clear Rules that are Enforced

- Class rules should be:
  - Set early in the school term
    - Discuss rules frequently, particularly at the start of the term
    - Give children practice following the rules
  - Clearly communicated to students
    - Clearly post the rules in the classroom for all children to see
  - Periodically remind pupils of the rules
- Children can help set rules
  - Children understand the rules more clearly
  - Children are more committed to the rules
  - Children are more obedient

## Effective Transitions

- **Transitions:** Activity that moves children from one activity to another
- Any transition
  - Give a few minute warning
  - Sing a song with directions
  - A musical instrument or jingle can signal end of an activity time
- From free-choice to large group
  - Pretend that children are a train and gradually pick up children from their free choice activity as they go around the room, stopping in the large group area
- Beginning Large Group
  - Lead directional games with the last direction of "sit down and put your hands in your lap."

## Effective Transitions

- To free-choice time
  - Dismiss children as they meet a particular condition, e.g., name starts with a certain letter, has a particular characteristic, or birthday month
  - Dismiss children as their name is drawn from a cup
  - "March in place, 1, 2, 3, 4, 5, Stop. Child A and Child B, please..."
  - Have children draw shapes, letters, or numbers in the air, then dismiss a few children at a time