

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

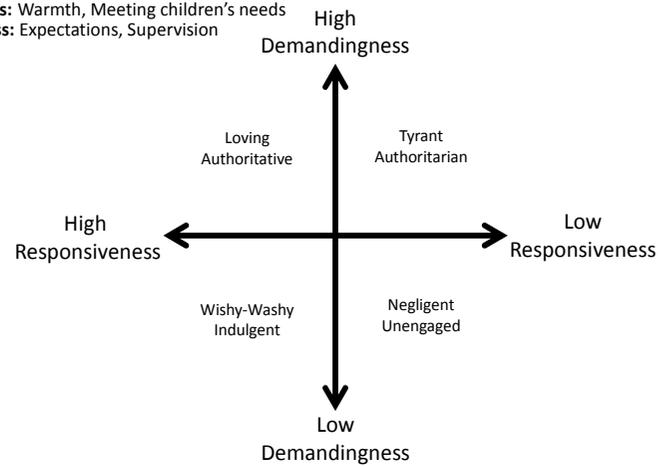
- Human beings have an innate need to form lasting, positive, and significant interpersonal relationships
- A positive teacher-child relationship built on trust, understanding, and caring improves:
 - Children's cooperation
 - Children's motivation
 - Positive learning outcomes

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