



Classroom Management

Enhancing the Learning Environment

Ron Mohl
Lead Educational Presenter
facebook.com/RonMohlpresenter
LakeshoreLearning.com/psg

Classroom Management

What are some challenges?

- Unclear expectations
- Individual needs
- Down time
- Sharing/taking turns

Outcomes:

Participants will be able to:

- define executive functioning skills.
- apply academic content during transitions.
- use classroom resources and strategies to help guide behavior
- align strategies to classroom challenges

Executive Functioning Skills

Skills to deal with adversity

Focusing Attention Delay Gratification
Executive
Planning Functioning Monitoring
Self Regulation
Solve Problems Work in Teams

Executive Functioning Skills

Inhibitory Control

- the **ability to resist** a strong inclination to do one thing in order to do what is most appropriate or needed.
- **control** over **attention and actions**



Executive Functioning Skills

Working Memory

- the ability to **hold or maintain information** in your mind's eye and to **mentally work** with or **manipulate** that information.



Executive Functioning Skills

Working Memory

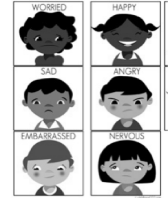
- remember our plans and others' instructions
- consider alternatives
- make mental calculations
- multi-task
- relate the present to the future or past.



Executive Functioning Skills

Cognitive Flexibility

- the ability to **nimbly adjust** to changed demands or priorities.
 - different perspective, **switching between perspectives**
 - adjusting to change
 - 'thinking outside the box'



One Word at a Time

Inhibitory Control

- Rules, Play Plan, Set limitations

Working Memory

- Repeated use of set controls

Cognitive Flexibility

- Problem solve with changes

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Transitions

Define: Transitions

movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change (merriam-webster.com)

Define: Transitions

NAEYC emphasizes the importance of **predictable**, structured daily routines in which children feel **secure** and teachers **seek opportunities** to expand on **children's ideas and interests.**

(Hemmeter and Ostrosky and Artman and Kinder, 2008)

Transitions

Focus on Before and After

- Schedule
- Routines
- Interactions

Transitions

"...for students to learn they must not only have something to do but also be **effectively engaged** and **interested** in the instructional activities provided to them as well."

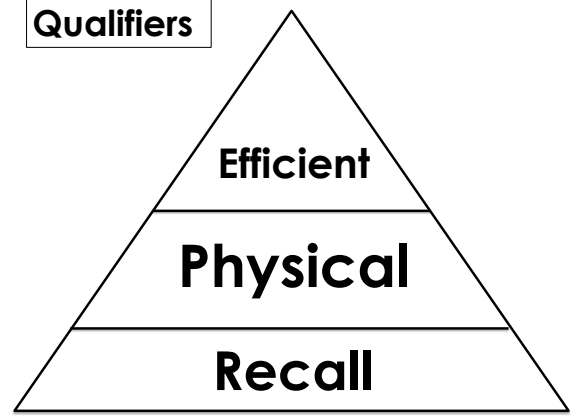
(Pianta and La Paro and Hamre, 2008)

Transitions

Teacher Lead Transitions with an Engaged Activity

*** 3 Qualifiers ***

Qualifiers



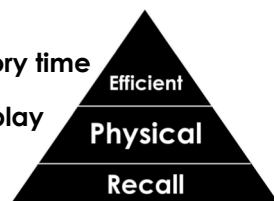
Transitions

Rain stick

prep for story time

finger play

math



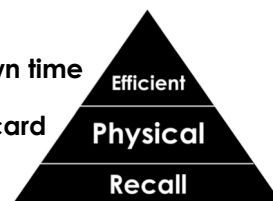
Transitions

Photo Cards

prevent down time

passing the card

pictures
or categories



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Guide Behavior

Understanding the Schedule

- Schedule Markers



Guide Behavior

Understanding the Schedule

- Schedule Markers
- Ask Before and After Questions
- Missing/Hidden items
- Schedule variations
- Use dramatic play to practice sequence and routines



Guide Behavior

Classroom Helpers

- Pick one Classroom Helper
- Create a list of responsibilities
- Sort the list by:
 - beginner tasks
 - more challenging tasks

Guide Behavior

Before - Tell them

During - Remind them

After - Acknowledge/
Restate

Guide Behavior

Consistent Rules/Expectations

(Hancock & Carter 2016)

3 Universal Expectations

Respect Yourself

Respect Others

Respect Your Environment

Guide Behavior

Setting up Successful Expectations

**Can children articulate
the “why” for
expectations/rules?**

Guide Behavior

Managing tools for Independence

Head or Tails
Picking Straws
“It” rhymes
Dice/Die
Pick a Number
Rock Paper Scissors

Support

Taking Turns
Sequential Order
(Helps Anticipation)

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Classroom Management Review

- Unclear expectations
 - Guidance-Before, During, After
 - Align Respects
- Individual needs
 - Classroom Helpers
- Down time
 - Chants, Songs
 - Photo Cards
- Sharing/taking turns
 - Hi-5 Share

References

Hancock, C.L. & D.R. Carter (2016), Building Environments That Encourage Positive Behavior: The Preschool Behavior Support Self-Assessment, Retrieved from <http://www.naeyc.org/yc/building-environments-encourage-positive-behavior>

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