Classroom Management
&
Developmentally Appropriate Practices
Classroom Management vs Discipline

These are not the same thing

When a classroom is effectively managed, we avoid the need for discipline

Management is procedure, structure and routine driven—proactive

Discipline is generally more reactive—stopping defiant behavior

So, the question becomes—how do we effectively manage a classroom?
Why Does Management Matter?

Consistently, we find that classroom management is the most important factor in student success (not demographics, class size etc.)

You may not be in control of a great many factors in the classroom, but by managing a classroom effectively, many obstacles can be overcome.

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* These “Other” Issues

- We know that a child’s home life impacts their school performance/behavior.
  - Examples: Exposure to language at home, poverty, attention,
- Beyond effective classroom management, what else should we know/can we do?

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Developmentally Appropriate Practices (DAP)

We hear “Developmentally Appropriate” quite often, but what does this really mean? Developmentally Appropriate Practices (DAP):

- Framework for teaching children
- Research Based

We must know what is appropriate (the range) at any given age; what is appropriate for an individual; and what is appropriate culturally.

By definition, we need to avoid simply looking at developmentally appropriate as a stagnant number or behavior; it is a range, it varies by individual circumstances and can vary by culture.
These are 12 principles that should consistently inform practice

1. All areas of development and learning are important.
2. Learning and development follow sequences.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children’s experiences shape their motivation and approaches to learning.

(From National Association for the Educators of Young Children: http://www.naeyc.org/DAP)
DAP: 10 Effective Teaching Strategies

Respond to children as individuals and situations as unique... Therefore, DAP strategies need to be individualized

(From National Association for the Educators of Young Children: http://www.naeyc.org/DAP)

1. Acknowledge what children do or say. Let children know that we have noticed by giving positive attention, sometimes through comments, sometimes through just sitting nearby and observing. (“Thanks for your help, Kavi.” “You found another way to show 5.”)
2. Encourage persistence and effort rather than just praising and evaluating what the child has done. (“You’re thinking of lots of words to describe the dog in the story. Let’s keep going!”)
3. Give specific feedback rather than general comments. (“The beanbag didn’t get all the way to the hoop, James, so you might try throwing it harder.”)
4. Model attitudes, ways of approaching problems, and behavior toward others, showing children rather than just telling them (“Hmm, that didn’t work and I need to think about why.” “I’m sorry, Ben, I missed part of what you said. Please tell me again.”)
5. Demonstrate the correct way to do something. This usually involves a procedure that needs to be done in a certain way (such as using a wire whisk or writing the letter P).
6. Create or add challenge so that a task goes a bit beyond what the children can already do. For example, you lay out a collection of chips, count them together and then ask a small group of children to tell you how many are left after they see you removing some of the chips. The children count the remaining chips to help come up with the answer. To add a challenge, you could hide the chips after you remove some, and the children will have to use a strategy other than counting the remaining chips to come up with the answer. To reduce challenge, you could simplify the task by guiding the children to touch each chip once as they count the remaining chips.
7. Ask questions that provoke children’s thinking. (“If you couldn’t talk to your partner, how else could you let him know what to do?”)
8. Give assistance (such as a cue or hint) to help children work on the edge of their current competence (“Can you think of a word that rhymes with your name, Matt? How about bat . . . Matt/bat? What else rhymes with Matt and bat?”)
9. Provide information, directly giving children facts, verbal labels, and other information. (“This one that looks like a big mouse with a short tail is called a vole.”)
10. Give directions for children’s action or behavior. (“Touch each block only once as you count them.” “You want to move that icon over here? Okay, click on it and hold down, then drag it to wherever you want.”)

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Classroom Management: Organization

What does an organized classroom look like? Organization of the room and materials in the room are key.

Video: http://www.youtube.com/watch?v=okZasmxXt04

What do you notice about placement of materials? Students’ role in the classroom?

In addition, teachers must model organization.

Why does organization matter?

Organized room/materials means students know where things are and can predictably find them...
Classroom Management:
Consistency & Predictability

What does a classroom with consistency and predictability look like?

Video of a morning routine: http://www.youtube.com/watch?v=4Ujrry3fBOc

What do you notice about this classroom? What did the students expect?
Classroom Management: Time Management

How might the management of time impact management?

When students have too much transition time or chunks of time without clear tasks, management is usually a larger issue.

Centers & Time Management: http://www.youtube.com/watch?v=HkBsR69QOQs
Classroom Management: Room Layout

How can a classroom’s layout impact management?

Video: http://www.youtube.com/watch?v=ib-WgzoO528

What do you notice about these set-ups?

Pay attention to flow and centers

Another Room:
http://www.youtube.com/watch?v=qXWS9gESesk

What do you notice?
In what ways can a teacher/volunteer use modeling to help with classroom management?
Classroom Management: Differentiated Instruction (DI)

- DI: Instruction to meet individual needs.
- How can DI positively impact classroom management?
- What can we differentiate?

- Content - Product - Process - Environment

Videos on DI:

http://www.youtube.com/watch?v=dGbulODMVgM

http://www.youtube.com/watch?v=3jO9cDzxaqq
DI

Content: What the student will learn

Process: How the student will learn e.g. activities

Product: What the student will produce/create

Environment: How the classroom looks/feels
Many Ways To Enjoy The Ride

Examples of Differentiating Content:

- Incorporating many reading levels

Examples of Differentiating Process:

- Manipulatives for those that benefit

Examples of Differentiating Product:

- Demonstrate learning in a variety of ways (i.e. a letter, a play, a mural etc.)

Examples of Differentiating Environment:

- Areas for collaboration & areas for quiet/independent work
- Allow for movement for those that benefit

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Catch The Good!

So often, we say something when things are not going as planned.

Aim to notice, describe & compliment good behavior—be specific! And encourage students to provide positive feedback to one another.

Video: http://www.youtube.com/watch?v=_LH6Y-qPnAo

Video: http://www.youtube.com/watch?v=g1C5ljLBysc


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Sometimes Things Go Bad...

Video:  http://www.youtube.com/watch?v=8eCfnrGu5xo

Even in a well managed classroom, we see this. What worked well? What did not?

Video:  http://www.youtube.com/watch?v=_kpDHndYMTU  (What do you notice about this teacher’s response? What impact does it have on this little girl?)

Video:  http://www.youtube.com/watch?v=jFJezwzlfMY  (What is effective about this strategy? Why?)
Reflective Educators

Especially key with classroom management

Video on Management: http://www.youtube.com/watch?v=U4ygmV7MVvM

Teachers need to reflect upon what works in THEIR classroom and with THEIR students and then make changes in classroom management techniques

Self-reflection: What am I good at? How can I use this to scaffold my weaknesses?
Effective Supervising

Training: Beyond Talk

- Modeling
- Use Videos to Illustrate Target Behaviors and to Increase Discussion

Conveying Information Effectively

- With Large Groups– break into small discussion groups whenever possible
- Help To Retain Info– by providing real-world “lively” examples (e.g. video or role-play)
- Increasing Motivation– by allowing new skills to be put into action asap (in the classroom or even a role-play)

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Videos As Teaching Tool

Watch these (types of videos) for inspiration and to promote discussion-- what works? why? what does not work as well? what might you take with you?

http://youtu.be/a6hULT0yv84

http://www.youtube.com/watch?v=SvulCMH6cns