

Classroom and Behavior Management

November 2013

“Can Teacher Training in Classroom Management Make a Difference for Children’s Experiences in Preschool?”

by Pamela Morris, Cybele Raver, Chrishana Lloyd, & Megan Millenky

Overview: Policymakers recognize that early childhood education is a promising strategy for improving the social readiness of disadvantaged young children and for advancing their long term academic success. Yet even as policymakers embrace greater investments in early childhood programs, they confront a difficult challenge: how can large scale programs adequately address children’s emotional and behavioral development? This report offers a preview of promising findings from Foundations of Learning, a demonstration and random assignment evaluation in Newark and Chicago of an intervention that trains preschool teachers to better support children’s behavior and emotional development.

Where to Find It:

http://www.sp2.upenn.edu/ostrc/docs/document_library/crbg/Behavior%20Guidance%20and%20Classroom%20Management/Can%20Teacher%20Training%20in%20Classroom%20Management%20Make%20a%20Difference%20282009%29.pdf

“Child Care and the Development of Behavior Problems among Economically Disadvantaged Children in Middle Childhood”

by Elizabeth Votruba-Drzal, Rebekah Levine Coley, Carolina Maldonado-Carren, Christine Li-Grining, & Lindsay Chase-Landsdale

Overview: Research examining the longer term influences of child care on children’s development has expanded in recent years, but few studies have considered low-income children’s experiences in community care arrangements. Using data from a Three-City Study, this article examines the influences of child care quality, extent, and type on low-income children’s development of behavior problems during middle childhood (7-11 years old). These findings are important, because nonparental child care arrangements have become important contexts of early child development in the United States.

Where to Find It:

<http://www.sp2.upenn.edu/ostrc/doclibrary/documents/ChildDevelopment.pdf>

Featured Information:

7 Things to Remember About Teaching Students Who Challenge Us (2011)

Summary:

This info-graph presents a quick reminder of how to effectively handle the issue of challenging youth and students. These seven tips come from the October 2012 issue of *Educational Leadership*, and are enumerated below:

- Have a consistent schoolwide discipline system
- Celebrate learning differences
- Make students feel safe
- Remember that kids can grow to be anything
- Share power with students
- Engage in random acts of kindness
- Change the social norms that fuel cruelty

Applying these tips in the classroom or OST program can help teachers and OST staff better manage challenging youth.

Where to find the full article:

<http://library.constantcontact.com/download/get/file/1102608312958-310/teaching+challenging+student.s.pdf>