

LORAIN COUNTY COMMUNITY COLLEGE
DIVISION OF SOCIAL SCIENCES
AND HUMAN SERVICES

EARLY CHILDHOOD EDUCATION
CHILD GUIDANCE AND
CLASSROOM MANAGEMENT

ECED · 164

DATE DUE: _____

DATE COMPLETED: _____

NAME: _____

SCHOOL/FACILITY: _____

SCHOOL/FACILITY PHONE#: _____

START TIME: _____ END TIME: _____

SUPERVISOR/TEACHER SIGNATURE: _____

Child Guidance and Classroom Management
Early Childhood Education 164
Observation #1

Please call the instructor of the school you plan to visit prior to embarking on your observation.

- Ask permission to observe and schedule a convenient time for the observation.
- Take your ECE Packet and identification when making your observation.
- Remember you are a guest. Turn all electronic equipment and act professionally during your time observing.

1. Be sure to include the following information in the introductory paragraph of your typed observation:
 - a. Number of students in class
 - b. Age of students
 - c. Teacher/student ratio
 - d. List what type of center you are visiting (Preschool, Daycare, Laboratory School, Montessori, Parent Co-op, Public Preschool, etc.)
 - e. Identify the geographical setting (rural, suburb, urban)
 - f. State: "There is a cultural mix."
2. Describe the atmosphere in the classroom. Explain and give examples of the interactions between adults, children, and adults/children. Explain how the atmosphere is positive, negative, supportive, etc.
3. Describe the physical setting. Provide a drawing of the setting, including a basic furniture and area layout. How do you believe the physical layout influenced behavior in the class? What suggestions do you have for changes and why do you believe these would be beneficial in regards to guiding and managing the classroom?
4. What methods of behavior management are being used? (Be specific-time out, redirection, positive or negative reinforcement, prevention, discussion, ignoring, etc.) Give specific examples and explain if the methods being used are effective.
5. Give examples of the transitions being used throughout your observation. If no transitions were used, how did the teacher switch from activity to activity?
6. What are the class rules and how are they displayed? Interview a staff member about the rules and ask how they are taught to the children. If no rules are displayed, ask the staff member to tell you the specific rules of the class as well.
7. Observe one child using one observation technique (anecdotal record, running record, time sample, or event sample.) Briefly react to the usage of the observation method you choose as well as the information you obtained using the method. Include your observation record with your typed observation. Choose a different observation method at each center you visit.
8. Give a brief summary of your overall experience at this facility regarding the guidance of children and management of the classroom.

DATE DUE: _____

DATE COMPLETED: _____

NAME: _____

SCHOOL/FACILITY: _____

SCHOOL/FACILITY PHONE#: _____

START TIME: _____ END TIME: _____

SUPERVISOR/TEACHER SIGNATURE _____

Child Guidance and Classroom Management
Early Childhood Education 164
Observation #2

Please call the instructor of the school you plan to visit prior to embarking on your observation.

- Ask permission to observe and schedule a convenient time for the observation.
- Take your ECE Packet and identification when making your observation.
- Remember you are a guest. Turn all electronic equipment and act professionally during your time observing.

1. Be sure to include the following information in the introductory paragraph of your typed observation:
 - a. Number of students in class
 - b. Age of students
 - c. Teacher/student ratio
 - d. List what type of center you are visiting (Preschool, Daycare, Laboratory School, Montessori, Parent Co-op, Public Preschool, etc.)
 - e. Identify the geographical setting (rural, suburb, urban)
 - f. State: "There is a cultural mix."
2. Describe the atmosphere in the classroom. Explain and give examples of the interactions between adults, children, and adults/children. Explain how the atmosphere is positive, negative, supportive, etc.
3. Describe the physical setting. Provide a drawing of the setting, including a basic furniture and area layout. How do you believe the physical layout influenced behavior in the class? What suggestions do you have for changes and why do you believe these would be beneficial in regards to guiding and managing the classroom?
4. What methods of behavior management are being used? (Be specific-time out, redirection, positive or negative reinforcement, prevention, discussion, ignoring, etc.) Give specific examples and explain if the methods being used are effective.
5. Give examples of the transitions being used throughout your observation. If no transitions were used, how did the teacher switch from activity to activity?
6. What are the class rules and how are they displayed? Interview a staff member about the rules and ask how they are taught to the children. If no rules are displayed, ask the staff member to tell you the specific rules of the class as well.
7. Observe one child using an observation technique (anecdotal record, running record, time sample, or event sample.) Briefly react to the usage of the observation method you choose as well as the information you obtained using the method. Include your observation record. Choose a different observation method at each center you visit.
8. Give a brief summary of your overall experience at this facility regarding the guidance of children and management of the classroom.

DATE DUE: _____

DATE COMPLETED: _____

NAME: _____

SCHOOL/FACILITY: _____

SCHOOL/FACILITY PHONE #: _____

START TIME: _____ END TIME: _____

SUPERVISOR/TEACHER SIGNATURE: _____

Child Guidance and Classroom Management
Early Childhood Education 164
Observation #3

Please call the instructor of the school you plan to visit prior to embarking on your observation.

- Ask permission to observe and schedule a convenient time for the observation.
- Take your ECE Packet and identification when making your observation.
- Remember you are a guest. Turn all electronic equipment and act professionally during your time observing.

- I. Be sure to include the following information in the introductory paragraph of your typed observation:
 - a. Number of students in class
 - b. Age of students
 - c. Teacher/student ratio
 - d. List what type of center you are visiting (Preschool, Daycare, Laboratory School, Montessori, Parent Co-op, Public Preschool, etc.)
 - e. Identify the geographical setting (rural, suburb, urban)
 - f. State: "There is a cultural mix."
2. Describe the atmosphere in the classroom. Explain and give examples of the interactions between adults, children, and adults/children. Explain how the atmosphere is positive, negative, supportive, etc.
3. Describe the physical setting. Provide a drawing of the setting, including a basic furniture and area layout. How do you believe the physical layout influenced behavior in the class? What suggestions do you have for changes and why do you believe these would be beneficial in regards to guiding and managing the classroom?
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8. Give a brief summary of your overall experience at this facility regarding the guidance of children and management of the classroom.

Classroom Management Plan

- 1) Introduction
 - a) Background information
 - b) Philosophy statement

- 2) Rules
 - a) How are the rules developed?
 - b) Criteria for the rules
 - c) List of the rules

- 3) Procedures and routines
- 4) Grouping students for instruction
- 5) Instruction
 - a) Whole group
 - b) Small group
 - c) Transitions
 - d) Maximizing engaged time
 - e) Management of instructional materials

- 6) Centers/work stations
 - a) Scheduling
 - b) Student movement
 - c) Cooperative/independent
 - d) Student accountability
 - e) Progress monitoring
 - f) Developing independence/self-management skills

Lorain County Community College
Early Childhood Education
· Lesson Plan

Name _____ Date _____

Age of children _____ Location of the activity _____

_____ Whole group

_____ Small group

I. Content area focus:

Art _____ Math _____ Music _____ Language _____ Literature _____

Movement _____ Science _____ Health _____ Social Studies _____ Classroom

Management _____

II. Early Learning Content Standard _____
Indicator _____

III. Learning Objectives: (maximum three, do not have to be in different domain areas.)

Put an asterisk *by the primary objective.

The child (ren) will be able to:

Social

Physical

Intellectual

Creative

Emotional

IV. Assessment: What method will you use to evaluate the objectives and child learning?

(Checklist, observation, open-ended question, event sampling, anecdotal record, other.)

Be specific, including a template for the method and/or the exact questions, if applicable.

V. Equipment/Materials: Student is responsible for supplying all materials needed for their lesson. Be specific when indicating the number of items

A. Materials needed:

B. Preparation beforehand:

VI. Procedures for the Activity:

A. **Introduction:** This must be a statement or question. Be creative to attract the children's attention.

B. Main Activity:

Teacher Will.....

The children will.....

Min.	
Min.	
Min.	
Min.	
Min.	

Include the open ended questions that are going to be asked during the lesson in the main activity. Also remember to include transitions if you will be moving children from one area to the next to complete the activity.

C. **Closure:** (summarize the lesson, this should reflect the objectives).

D. **Transition:** (How will you move the children from this lesson to their next activity? Be creative.)

VII. D.A.P. Justification:

A. Age appropriate: Justify that what you are doing with the children is appropriate for their age(s). Refer to S. Bredekamp's DAP Text or a page in course textbook.

B. How could you alter this lesson to be more challenging for children as the lesson is performed?

C. How could you make this lesson less challenging for children as the lesson is performed?

D. If you have a child with an identified special need that would pose a challenge for your lesson objective(s), how could you accommodate your lesson?

E. How can this lesson be connected to other content areas or be expanded upon?

VIII. Self evaluation:

Classroom Management Plan (50 points) ECED 164 - Child Guidance & Classroom Management

Follow the outline provided below for the Classroom Management Plan final exam. This outline provides detailed information for what is to be included within the seven topics that will comprise the makeup of your plan. Be certain to include all subtopics (found under the topics) within the information that you provide. Make sure to cover everything that is being represented in this instructional outline.

Type the Roman numeral and section topic noted in bold, then write out your information in paragraph form.

I. Introduction (10 points total)

Your philosophy statement regarding guiding children and managing your classroom. Include an examination of existing and emerging child development theories and theories/principles of guidance that have informed your philosophy statement. Do not write about the theories. Instead, write your belief of the teachers' role in the classroom and which theorists align with your views.

II. Guidelines/Rules (8 points total)

- A. How are the guidelines/rules developed? (2 points) -Include why rules/guidelines are necessary for the classroom and the process you will use to develop such rules/guidelines.
- B. Criteria (2 points) -Considerations for language used, number of rules, and display.
- C. List of guidelines/rules (2 points)
- D. Consequences (2 points) - (Natural/Logical) Various techniques that you will use to guide students to appropriate behavior.

III. Procedures and Routines (6 points total)

- A. Scheduling (2 points) -Include a sample schedule for a preschool class that runs from 9:00am through 12:00 noon. (NO Breakfast, Lunch, or Nap)
- B. Transitions (2 points) -Why are they used, and include an example transitional activity.
- C. Progress Monitoring (2 points) -What type of assessment methods will you use to observe and interpret children's development?

IV. Grouping Students for Instruction (6 points total)

- A. Whole group (2 points) -How will you group students and why?
- B. Small group (2 points) -How will you group students and why?
- C. Management of Instructional Materials (2 points) -How will instructional materials be organized, arranged, available, etc.?

V. Instruction (6 points total)

- A. Creating appropriate learning experiences for different students. (2 points)- Active, Relevant, Sensorial
- B. Content (2 points) - *What* will you present in lessons? Reflect ODE Early Learning Content Standards
- C. Process (2 points) -*How* will you present information? Developmentally appropriate interest centers, offering manipulatives, using technology, be aware of learning styles, vary the levels of materials, etc.

VI. Centers/Work Stations (6 points total)

- A. Student Movement (2 points) -When you are doing centers or work stations, how will you move the students through the centers so they all get the opportunity to explore? How will they know what to do when they get there? How will they know when to switch centers? How will the children know the number allowed to be at each learning area/center? etc.
- B. Cooperative/Independent Learning Environment (2 points) -What are your views on offering a balance of cooperative and independent learning opportunities during these centers/work stations? How will you do this?
- C. Student Accountability (2 points) How will you know if they're doing what they should be doing?

VII. Developing Independence/Self-management Skills (6 points total)

- A. Self Concept/Esteem (3) -How will you encourage this development of self-concept and self-esteem in your students? (Encouragement, acknowledgement, focusing on the process efforts, display of work, caring, etc.)
- B. Emotional Growth and Social Interactions (3) -How will you create a prosocial environment (atmosphere)? Discuss the use of conflict resolution, reflective listening, modeling appropriate behavior, reinforcing what's acceptable, being consistent and fair, building empathy/compassion/altruism, mutual respect, and especially finding out the underlying causes of consistent behavior problems.

STEPS FOR SOLVING PROBLEMS AND RESOLVING CONFLICTS

"It is our belief that children can learn to resolve conflicts, communicate their needs, listen to the other person's point of view, and celebrate rather than fear differences among people. As adults, these children will help create a more peaceful and just society."

- Franklin Mediation Service: Betsy Evans, High/Scope Endorsed Trainer and Director of the Giving Tree, 196A Main Road, Gill, MA 013768

1. *Approach slowly*, observing what is happening and preparing yourself for a positive outcome. (SOUL= silence, observation, understanding, listening)
2. *Gather information*. Ask open-ended questions, directing your questions to one child, then another, all the while listening carefully for details.
3. *Restate the problem*, according to what the children said (not what you think), being specific. ("Susie, you want to have a turn, and Jane, you are not finished yet.")
4. *Ask for ideas for solutions*. ("What do you think we could do about this problem? "What do you think we should do now?") Be prepared to give suggestions. ("Susie, you might want to ask Jane how long she will be swinging." "Jane, could you come and tell Susie when you are finished?") .
5. *Evaluate the ideas together and agree on one*. ("Susie, would it be OK with you to have a turn when Jane comes to say she is finished? ")
6. *Restate the choices and ask for a decision*. ("Susie, it seems that you could wait 5 minutes or Jane can come to get you when she's finished. Which plan would you like to have happen?")
7. *Make a plan*. You may not use this step with preschoolers, since the decision is usually the plan. Sometimes writing down the plan can help with conflicts about routines. Ask for the child's help in writing or drawing the plan.
8. *Give encouragement* for completing the process (i.e., "You figured this out for both of you/us." "This plan worked out a way for both of you to play/swing/build/dig/dance/etc.")
9. *Be prepared to give follow-up support*. Like anything, solving problems together takes practice. Repeated experiences will help everyone to trust in the process.

Conflicts de-escalate when you:

- + use **I** statements
- + use gentle body language
- + use open-ended questions
- + are specific
- + focus on present and future
- + focus on problem
- + focus on needs and interests
- + listen carefully to both sides

Conflicts escalate when you:

- + use **you** statements
- + use intense body language
- + use accusations and blame
- + generalize
- + focus on past
- + focus on people
- + focus on positions
- + make assumptions

A STRESS TEST FOR CHILDREN

Parent dies	100
Parents divorce	73
Parents separate	65
Parent travels a part of job	63
Close family member dies	63
Personal illness or injury	53
Parent remarries	50
Parent fired from job	47
Parents reconcile	45
Mother goes to work	45
Change in health of a family member	44
Mother becomes pregnant	40
School difficulties	39
Birth of a sibling	39
School readjustment (new teacher or new class)	39
Change in family's financial condition	38
Injury or illness of a close friend	37
Starts a new (or changes) an extracurricular activity	36
Change in number of fights with siblings	35
Threat of violence at school	31
Theft of personal possessions	30
Change in responsibilities at home	29
Older brother or sister leaves home	29
Trouble with grandparents	29
Outstanding personal achievement	28
Move to another city	26
Move to another part of town	26
Receiving or losing a pet	25
Change in personal habits	24
Trouble with teacher	24
Change in hours with baby sitter or day care center	20
Move to a new house	20
Change to a new school	20
Change in play habits	19
Vacations with family	19
Change in friends	18
Attend a summer camp	17
Change in sleeping habits	16
Change in eating habits	15
Change in amount of TV viewing	13
Birthday party	12
Punished for not "telling the truth"	11

Taken from the Toronto Star, September 3, 1990.

150-300=Some Stress
Under 150=Average
Over 300=Serious

INDIVIDUAL COURSE REGISTRATION

NAME _____

STUDENT
NUMBER _____ COURSE _____

ADDRESS _____

TELEPHONE (_____) _____

If you have received your syllabus for this course, please sign below.

Your signature affirms both receipt of the syllabus as well as
acknowledgment of your responsibility to use the syllabus in determining
your mode of class participation.

SIGNATURE _____

DATE _____