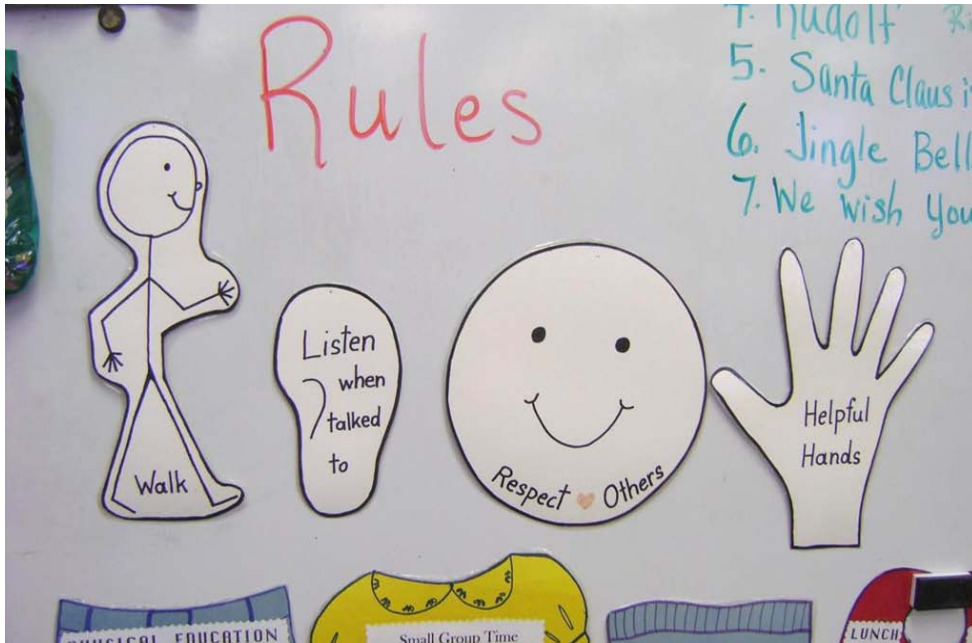


# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17a. Teaching staff establishes, posts, and teaches rules and routines.



**Description:** Daily review of the classroom rules (posted with pictures and words) promotes understanding of classroom expectations and reinforces good social skills



# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17b. Teaching staff organizes the environment to avoid behavior problems.

**Description:** Advance preparation will support smooth classroom management. Labeling on the table tops is one management strategy that helps the children learn adult expectations and provide order in the classroom.



# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17c. Teaching staff is aware of what is happening at all times, monitoring classroom activities and the use of materials, intervening when necessary.



**Description:** By circulating throughout the room, the teacher is aware of all activities and can intervene if necessary.

**Description:** Teachers work with children during free play activities to establish trust and model a community environment.





# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17d. Teaching staff ensures that an ample number of educational activities and materials are available to prevent unnecessary conflict among the children.



**Description:** Duplicates of high interest toys help to prevent unnecessary conflict among children.

**Description:** Fine motor/manipulative toys are neatly stored in clear bins to promote easy access and clean up



# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17e. Teaching staff plans transitions between activities and keeps those times as minimal as possible.

**Description:** On a busy day, teaching staff set the snack table while children wash their hands to minimize transition time.



## 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17f. Transitions and routines (including toileting and hand washing) are well planned, efficient, and limit the amount of time children spend waiting.

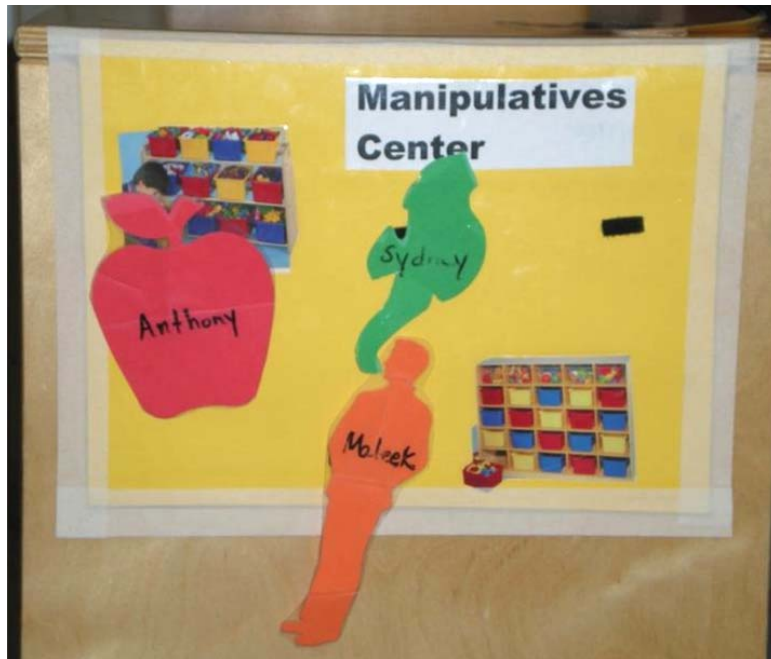
**Description:** The teacher minimizes wait time between activities so behavioral issues are less likely to arise. This child is washing up before snack time.





# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17g. Visual cues, including gestures, written labels, pictures, or objects are used to assist children in understanding routines and managing time as needed.



***Description:*** In the picture to the left, the chart indicates the number of children that can work in this area, and their names.

***Description:*** The mini-schedule posted by the coat rack identifies steps for children to complete when they arrive at school. This supports children in following rules and meeting expectations



# 17. Teaching staff uses positive classroom management strategies and discipline procedures.

17h. Teaching staff encourages and assists children in identifying problems and developing solutions, using incidental or spontaneous situations as teaching opportunities.

**Description:** Teachers are ready to help children solve problems as they arise. This teacher is helping the boys solve a problem about how to share the trucks.



**Description:** The teachers use scripted stories for social situations, such as Tucker the Turtle, to help teach strategies for anger management and problem solving.