

Additional Resources and Activities

While considering strategies 1-4, view the video [Elementary Live Feed...](#)

Reflect on the following questions:

- Is this lesson play based?
- Is the teacher facilitating play?
- What is being taught? Is the content of the lesson appropriate for the “students”?
- How is it being taught? Is this the best way to teach the concept?

Use the same questions to reflect on your own large group lessons with children.

Lesson Planning to Prevent Challenging Behaviors

When writing your lesson plan consider these questions:

- What do I want the children to learn and is it relevant to their current developmental stage (not too easy, not too hard)
- Is the activity relevant to their current life and circumstances?
- Why do I want the children to know this information?
- Which teaching format is best for this lesson (large group, small group, one-on-one)?
- What should I do if children appear to already know the information I am teaching?
- Do I have a plan for adapting the lesson if it is too easy or too difficult for some children?

Reflect on your answer to each question and jot down any changes

Using the 10 Strategies for Reflection on Your Classroom

1. Free Choice Play

- Is most of my day spent in free play?
- Where in my schedule could I add more time for it?
- What should I do more of, or change?

2. Adults Engaging in Play to Facilitate Learning

- How often do I join in when children are playing?
- What can I help them learn through our playtime conversations?
- How do my interactions influence their behavior?

3. What We Teach Matters in a Child's Life

- Does this lesson cover something meaningful for children at their developmental stage?
- Have I included their interests in my planning?
- Is the lesson at the right level — not too hard, too easy, or something they already know?

4. How We Teach Matters as much as What We Teach

- Should I teach this lesson to the whole class, a small group, or one student at a time?
- Is the lesson interesting and enjoyable?
- Have I included activities that use the five senses?

5. Arranging the Room for Small Group Play and Learning

- Do children often crowd together around one activity or toy?
- How many small learning spaces can I make using the classroom furniture?
- How many children can fit in each space?
- Do I change the size of the spaces and the number of children in them based on their play interests?

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6. Selecting Appropriate Materials

- Do I have enough toys to prevent kids from fighting over them, especially the popular ones?
- Are the materials interesting and challenging, but not too hard?
- Are all the items on the shelves safe for the children's age group?
- Are the materials organized so children can easily find what they need?
- Do I have a good mix of materials to support learning in math, science, art, language, and more?

7. Efficient Transitions

- How many times do I switch between activities each day?
- Can I reduce how often these switches happen?
- Can I cut down on how many times children have to clean up (for example, leaving toys out if they'll play with them again soon)?
- How long do transitions take (find someone who can time them for you for an accurate answer)?
- When you announce an activity is done, do you let children know what is coming next?
- When you announce an activity is done, do you have an activity for children to do if there is waiting before the next one begins?

8. Supporting Active Bodies

- Do you have children who are very physically active? How can you support their need to move while preventing challenging behaviors?
- Is there space in your classroom for a gross motor area with things like balls, a balance beam, or tossing games?
- How much time do the children spend outside or in a gym each day to use their energy? Do they need more time for that?

9. How to Say "Yes" Instead of "No."

- When children do something, they're not allowed to do, do I find a safe or appropriate way for them to do it instead?
For example, if children throw blocks, do I give them something they *can* throw? Or if they climb on tables, do I show them a place where climbing *is* allowed?
- Do you allow flexibility in the schedule to meet the needs of the children when they vary from others. For example, if I child says they are hungry before snack and are displaying challenging behaviors, could you offer a small snack?

10. Build Relationships to Promote Positive Behavior

- Do you take time to really get to know each child as a person?
- Do you focus only on what they know, or also on who they are?
- Do your interactions help children feel loved and valued?