

**Indicator #4  
Behavior Regulation**

**Student is aware of limits and expectations and adjusts behavior accordingly.**

**Research**

Studies have documented that schedules and routines have a strong influence on children’s emotional, cognitive, and social development. Predictable and consistent schedules and rules help children understand the expectations within their environment and reduce the frequency of behavior problems. Planning transitions where adult’s model behavior has major benefits within a program. Children find it difficult to cope with transitions and this can lead to challenging behavior. It is important for children to regulate their own behaviors to allow them to pay attention, take turns, follow rules, take one challenges, and adapt to difficult situations. Studies show that there is a strong correlation between behavior regulation and increased vocabularies and literacy in children. Children’s classroom behavior is an important determinant of academic progress. It is important to note that play and games should never be pushed out of the kindergarten classroom to make room for more “academic” learning, in fact, they need to be taken very seriously. Kindergartners learn self-regulation best through activities in which children—and not adults—set, negotiate, and follow the rules. These include make-believe play as well as games with rules.

Hemmeter, M. L., Ostrosky, M. M., Artman, K. M., & Kinder, K. A. (2008, May). Planning Transitions to Prevent Challenging Behavior. *Beyond the Journal*. Retrieved June 02, 2016, from [http://journal.naeyc.org/btj/200805/pdf/BTJ\\_Hemmeter\\_Transitions.pdf](http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf)

Understanding Social Norms  
16.3.PK.B

**Recognize there are socially acceptable ways to behave in different places.**

The learner will:

Follow rules and routines of the classroom/school with occasional reminders

The learner may also:

- Make transitions between places and people with minimal distress
- Use inside voices while indoors and outside voices when outdoors
- Cooperate in both large and small group activities that are facilitated by adult
- Apply classroom rules to new situations
- Adjust to changes in routines and activities

Effective Practices:

- Discuss expectations of differing environments (e.g. library, restroom, cafeteria, classroom)
- Discuss expectations of a new or unfamiliar environment or situation
- Model appropriate behavior
- Provide visual reminders of classroom rules and expectations
- Provide consistent rules and expectations in classroom environment
- Encourage families to provide consistent rules and expectations in home environment

# ACTIVITIES

**Activity:**

Class will discuss/answer the question “Why do we have rules?” or “Why are rules important?” After initial discussion/activation of prior knowledge, teacher will read *Jazzbo Goes to School*. Students will be encouraged to compare and contrast the schools that Jazzbo and his mother visit, “Grumpity School” (many strict rules) and “Willy Nilly School” (no rules). Students and teacher will complete a class chart with three columns describing the two schools in the story and their own school/classroom. Discussion will include reasons why students would or would not want to attend Grumpity School or Willy Nilly School.

**Activity Prompts:**

“What would it be like to go to Grumpity School? To Willy Nilly School?”  
“Which school would you like to go to?” “Why?”  
“Which school is more like our school?”  
“What rules do we have?”

**Evidence Collection Strategies:**

- Students will complete an exit ticket/prompt that lets them choose which school they would like to attend and justify their choice with an illustration. Teacher will conference with students to provide a caption/underwriting for the students’ writing. “Why would you choose that school? Please explain.”

**Activity:**

The teacher can observe children transitioning between the classroom and lunchroom. The teacher will reinforce hallway rules, i.e., “hips and lips” (hand on hip, finger on lips), bubbles in the mouth, marshmallow toes.

**Activity Prompts:**

Remind children of hall rules before leaving the classroom. Ensure that the students understand the expectations.

**Evidence Collection Strategies:**

Teacher can carry a checklist listing children who observe hall rules. Also note children who self-correct and peer correct.