Challenge behaviors in the classroom what a topic, if I had the answer I would be a multi-millionaire! So we have to do what we can do -when we can do it! The very 1st thing that we tell teachers about challenging behavior is to make sure that they are doing everything that they can do to prevent the problem. They need to be proactive, trying to get in front of the problem before it occurs.

We know that most of the children your classrooms behavior can be permitted either by the way we design their environment, how we teach them their routines, how we teach them our expectations, how we provide predictability and consistency throughout the day.

Also how do we teach our expectations to the children? Are we providing predictability and our expectations -do they know what our expectations are? Are we always staying consistent with those expectations? So, today's expectations are the same as tomorrow's expectations that sometimes, especially young teachers, tends to be a little wishy-washy about that consistency. Consistency is definitely a key!

Most of the time challenging behavior in young children is related to not following directions or not doing what you ask them to do. Right? So by having behavior expectations that tell children what you expect them to do you're being proactive about teaching them the expectations, reinforcing those expectations rather than telling them what not to do when they're engaged in a problem behavior. For instance, instead of saying stop running, we say use your walking feet, this tells them the behavior or the expectation that you are expecting them to do. If you look at it as a whole, we really see behavior expectations as a way to promote the skills that you want to see and by doing that you automatically will prevent some of the behavior problems from occurring. Not all but some.