



March 2012

Dear Colleague,

As educators, we must be prepared to provide a positive learning environment to support the positive social/emotional development, to prevent problematic behaviors, and to be prepared to respond should problems occur. Children with disruptive or challenging behavior are a concern to all who interact with that child or have responsibility for that child.

The understanding of the importance of social/emotional development has greatly expanded in recent years. Also, the US Department of Education has identified positive social/emotional development as one of three outcomes for children. The information in this packet is based on the research and evidence-based practices in the field of early childhood education. Please disseminate as appropriate.

We hope that when you have taken the time to review the packet, you will find that it contains helpful information. After you have examined the packet, please complete the enclosed evaluation and return it to us at the address provided on the form or complete the evaluation online at: <https://www.surveymonkey.com/s/7XVC9Z7>. Thank you for your interest and your efforts toward the education of young children.

Sincerely,

A handwritten signature in black ink that reads 'David P. Lindeman'.

David P. Lindeman, Ph.D.
Director, Kansas Inservice Training System

DPL/kl

Kansas University Center on Developmental Disabilities

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Creating Environments to Support Positive Behavior Packet Evaluation

This packet has been developed as a resource to enable you to understand information and concepts related to Creating Supportive Environments. Its contents were chosen based on requests and needs assessment information. We would like you to evaluate how helpful this packet has been for you. Please tell us what you found most useful, what was not useful, and what material might have been helpful that was not included and return this form to us at the address below.

Please check the parts of the packet that you found most helpful. In the space provided briefly tell us how or why each part was helpful.

- | | |
|--|---|
| <input type="checkbox"/> <i>Introduction</i> | <input type="checkbox"/> <i>Schedules and Transitions</i> |
| <input type="checkbox"/> <i>Nurturing and Responsive Relationships</i> | <input type="checkbox"/> <i>Articles</i> |
| <input type="checkbox"/> <i>Physical and Programmatic Arrangement</i> | <input type="checkbox"/> <i>References and Resources</i> |
| <input type="checkbox"/> <i>Teaching Rules and Expectations</i> | |

Please identify why each part you checked was helpful.

Please check the parts of the packet that you found were not helpful. Then in the space provided, briefly tell us how or why each part was of little use or not helpful.

- | | |
|--|---|
| <input type="checkbox"/> <i>Introduction</i> | <input type="checkbox"/> <i>Schedules and Transitions</i> |
| <input type="checkbox"/> <i>Nurturing and Responsive Relationships</i> | <input type="checkbox"/> <i>Articles</i> |
| <input type="checkbox"/> <i>Physical and Programmatic Arrangement</i> | <input type="checkbox"/> <i>Resources and References</i> |
| <input type="checkbox"/> <i>Teaching Rules and Expectations</i> | |

Please identify why each part you checked was of little use or not helpful.

Please tell us what was not available in the packet that would have been helpful.

Please describe how you plan to use the information in this packet.

Other comments or suggestions for future packets:

Thank you for completing this form and returning it to us!

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Creating Environments to Support Positive Behavior

Introduction

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Susan L. Jack, M.Ed. and David P. Lindeman, Ph.D.

March 2012

Adapted from the technical assistance packet:
Environmental Support for Positive Behavior Management (1998).

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Introduction

Creating supportive environments provide structure in the classroom, and promote the development of children's social and emotional behavior and learning. Effective classroom environmental support strategies provide information to children about what is expected in the classroom at any given time, and help them move independently through routines and activities. These strategies include: consistent and structured routines, clear expectations, planful transitions, and providing group and play activities to promote child engagement and foster friendships.

Arranging a classroom environment to manage and support positive social/emotional development and appropriate behavior is a *proactive*, rather than *reactive*, approach to teaching children social skills while reducing the likelihood of problem behaviors. The environmental support strategies discussed in this packet are ones that will help develop a positive classroom environment and will prevent most problems before they occur. The article by McEvoy, Fox, and Rosenberg (1991) highlights many of the strategies discussed in this packet and gives useful suggestions for organizing preschool environments.