

DEVELOPMENTALLY APPROPRIATE BEHAVIOUR MANAGEMENT: TURKISH PRESCHOOL TEACHERS' PRACTICES

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ABSTRACT

Behaviour management is vital to the establishment and maintenance of a positive classroom environment and to children's development of self-control. In the classroom-management literature, there have been numerous studies of sub-topics such as rules, classroom-management strategies, and reward-and-punishment systems. This study looked at the actual practices of Turkish preschool teachers related to developmentally appropriate behaviour management, considered as a dimension of classroom management. Twenty teachers working in public schools were observed for 10 hours each on various days of the week, guided by the Developmentally Appropriate Classroom Management Observation Form (Şahin, 2013). Many of these teachers' developmentally inappropriate practices were related to rules: e.g., establishing too many, not presenting them in the classroom, and not creating opportunities to discuss them. Developmentally appropriate practices mostly related to empowering children, focusing on positive behaviour and showing consistent reactions to children's behaviour. However, teachers usually exhibited developmentally inappropriate practices when it came to coaching children to solve their conflicts and exemplifying pro-social behaviours.

Keywords: developmentally appropriate practice, classroom management, behaviour management, actual practices.