



Going Beyond Behavior Management: Prevention vs. Intervention

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Prevention vs. Intervention

- ◆ Opportunities for discovery and divergent learning versus worksheets and prepackaged, convergent (one correct answer) curriculum and instruction.
- ◆ Brain functions optimally in a high challenge and low threat environment.
- ◆ Brain likes novelty.
- ◆ Brain works best in a social situation—co-construction of knowledge (i.e., Vygotsky).
- ◆ Manipulatives enhance learning—more neural connections between fingertips and brain than any other part of the body—including the heart.
- ◆ The environment must allow for “play” and exploration as well as inquiry. The language interchange—communication—is significant and of importance for the solidifying of learning in the brain.
- ◆ Environment must be appealing and stimulating—visual, tactile, options present with materials and

ideas, allow for differences and follow-through, organized, and creative.

- ◆ Set up of classroom is critical—labels, soft areas, stimulating and relaxing areas, multiples of materials, opportunities for interaction and communication, opportunities for sharing, opportunities for helping, opportunities for being responsible, and opportunities for thought provocation.

- ◆ Environment supports resiliency skills—child has opportunities to be successful—always working from a basis of knowledge rather than a deficit model. Learning evolves from what child already knows and is capable of doing rather than what child “can’t” do.

- ◆ Specific items that should be in an optimal environment should reflect the needs of the children in that particular area of the country/world.

- ◆ Teachers respond to child’s promptings and questions—develop study topics/projects accordingly.

- ◆ One of the teacher’s main objectives is always safety: physical, verbal, emotional.

S E A L

Stimulus (any sensory provocation)



Emotion (positive or negative)



Attention (positive emotions drive executive functions—negative emotions drive survival)



Learning (the response to the attentional variant)

(adapted from Robert Sylwester's *A Biological Brain in a Cultural Classroom*)