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# Classroom Management for Early Literacy Programs

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# Setting Expectations

Me:



Discuss some background of the topic

Look at methods to create/update your early literacy management plan

Talk about common issues and brainstorm solutions

You:



Save questions until the end

Get down comments, issues and concerns on or submit on the presentation online (assuming the technology works)

Provide feedback on volume

# Definitions

Classroom Management-

Preschool Age Group-

Librarian/ Early Literacy  
Provider/ Staffer

Early Literacy Program/ Story  
Time

Parents / caregivers



# Why do we need it?

Social and behavioral skill building for children

Creating a safe and comforting space to learn

Modelling discipline for parents and caregivers

Differentiating the early literacy event behavior from behavior in other library spaces



# Why YOU need it?

Self-efficacy

Imposter Syndrome

Having a plan so you can focus on the content

Behavior management IS content



# Why it's Hard

Bad feelings and complaints

Lack of institutional support

Space issues

Colleagues and consistency issues

Dislike of confrontation



# “Toddler Discipline”

DO NOT GET ANGRY- this is for you as well as the parent

Recognize that children are not adults and discussions are not possible- they can not respond to adult reasoning and you likely can not comprehend why the child is having a tantrum

Be consistent

Do not threaten consequences you will not follow through on

Look over programs like 1,2,3 Magic and the Incredible Years

# Expectations and “RULES”

1. Policy
2. Safety
3. Efficacy
4. Sanity

\* r u l e s n e e d t o a p p l y  
t o e v e r y o n e \*



play • pretend



share • imagine



and help clean up  
when you're done!

## Tips for a Successful Storytime

1. Bring your best can-do attitude.
2. Be on time.
3. Get a drink and use the restroom before you come inside.
4. Park strollers in the hall.
5. Have fun!



# Applying “Rules”

Posting/ Signage/ Wording

Applying

Enforcement

Discipline



Re-evaluate  
your rules  
regularly.

Look for  
exceptions

# NO into YES/ DON'T into DO

1. No touching the puppets
  2. No hitting or touching
  3. No strollers in the story room
  4. Don't chat with other parents
  5. No eating at story time
  6. Don't touch the librarian!
1. Please wait for the librarian to direct you to use the puppets
  2. Please ask before giving a high five or a hug
  3. Please park your stroller outside
  4. Did you know we have 10 minutes saved at the end of storytime to chat with each other?
  5. Save your snacks for after story time
  6. Librarians love high fives! Want to gimme 5?

# Sample Handout or Website Description

Storytime is about your child's individual development in a group setting. Do your best to participate and keep your child engaged. If you need a break please feel free to leave the room quietly and return when you are both ready.

Storytime begins promptly. If you arrive late please enter quietly and join in.

The last 10 minutes are reserved for socialization and play. Please save all conversations for the end.

All materials and toys in the story hour room should be used only at the direction of the librarian. Please protect your child's safety and refrain from taking items from the shelves or allowing your child to do so.

Above all - HAVE FUN! Enjoy this special time with your child!

# Enforcement and Discipline

## BE CONSISTENT

Always suggest an alternate course of action - give the family an opportunity to make a better choice

If someone does have to leave- or is asked to leave, try to follow up later. Ensure that everyone knows, that they are wanted back- clean and fresh slate.

Say no- to baby jail or loss of privilege

Listen to complaints and feedback with an open mind



**Unattended Children  
Will Be Given  
A Shot Of Espresso  
And A Free Puppy**

# Creating a Plan

You style

Your community

Your space

Your colleagues

Your administration



# Your Style

Know yourself and your relationship with your community

Learn more about yourself  **16 Personalities**

Experiment with different ways of expressing yourself

## SENSORY PLAYTIME

0-35 mos

10-10:30

Every sensory experience provides the foundations on which all subsequent knowledge, thought and creativity are based.

## Music and Movement 9:30-10 am

- Find a spot; floor is preferred, chair if you need one
- Join in and engage with your child,
- Model movements and rhythms

# Your Space

Examine your space

Look for challenges

Adjust what can be adjusted

Accept what can't be changed



# Your Institution

Policies and guidelines

Managers and your Board

Keep your statistics





# Applying the Plan

Consistency- go over the “rules” at every storytime.

Talk to caregivers, before, during and after

Be willing to engage directly with children

Write up a script or talking points- practice them until it feels natural.

Compliment Sandwich



I love the way you encourage your child

Perhaps you can slow down a little to help other families get to the answer

Thanks for participating so I'm not the only voice in the room

# Know Your Whys

Grounded in parenting and educational theory

Creating a safe and educational library experience

Being respectful of other participants- fostering community spirit



# What do I do...

- when a caregiver just won't participate
- when caregivers are too strict/harsh
- when a child hates the book/activity
- when other caregivers complain about another family
- when I'm having a bad day
- when a family doesn't respect the age rules
- when your administration changes a rule or makes an exception
- dealing with late comers
- snacks or no snacks?

YOUR SCENARIO

# Resources

**How to talk so Little Kids Will Listen** by Janna Faber and Julie King

**Cribsheet** by Emily Oster

**Real Talk about Classroom Management** by Seena Pariser

**Crash Course in Storytime Fundamentals** by Penny Peck

**Caring for you Baby and Young Child Birth to Age 5** by Steven Shelov (American Academy of Pediatrics)

**The Whole-Brain Child** by Daniel Siegel

Me :- ) Cathy Brenner, [cathy@bethpl.org](mailto:cathy@bethpl.org)

Managing Children's Behavior at Storytime by Carrie Rogers-Whitehead and Jennifer Fay (2010)

<https://www.journals.ala.org/index.php/cal/article/download/46/21>

Storytime Underground Ninja Archives

<https://storytimeunderground.org/resources-2/ask-a-storytime-ninja-archives/index.html>

123 Magic <https://www.123magic.com/> by Thomas Phelan

Incredible Years Program <http://www.incredibleyears.com/>

Secrets to Storytime Success- Letter to Parents- Kitsap Regional Library <https://www.krl.org/blog/secrets-storytime-success>

Advanced Storytime: Beyond the Basics of Discipline by Stephanie Molinaro (2017)

<https://hacklibraryschool.com/2017/07/10/advanced-storytime-beyond-the-basics-of-discipline/>