

## Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

### Module Home

- **Module Description:** This module highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

### Challenge

- **Video:** It is the very first day of Ms. Rollison's teaching career. She is anxious about many things, as most new teachers are, but foremost in her mind is what to do if behavior problems arise.

Notes

### Initial Thoughts

- What does Ms. Rollison need to understand about student behavior?
- What can Ms. Rollison do to increase the chances that her students will behave appropriately in class?

Notes

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### Perspectives & Resources

#### ❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  - Understand how disruptive behavior negatively affects instruction and learning
  - Be familiar with how culture can influence behavior
  - Identify and describe the core components of a comprehensive behavior management system
  - Develop a comprehensive behavior management plan
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

#### ❖ Page 1: Effects of Disruptive Behavior

- Research Shows
- Audio: Michael Rosenberg relates the story of his first morning as a teacher and how the information in this Module can help you avoid a similar fate
- Disruptive behavior often results in...

Notes

#### ❖ Page 2: Cultural Influences on Behavior

- Two culturally influenced factors
- Did You Know?
- Styles of Interaction
  - Culture can influence a student's...
  - Interaction styles across cultures might vary in regard to... [drop-down menus with bullets]
- Response to Authority Figures
  - Link: Perceptions of Authority Figures

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- [Link: Manner in Which Respect Is Shown to Authority Figures](#)
- Audio: Deborah Voltz discusses how a teacher can become aware of whether culture is influencing a student's behavior
- Audio: Lauren Acevedo discusses how she became aware of the cultural influences on her students' behavior
- Activity: Rate your cultural responsiveness

Notes

### ❖ Page 3: Classroom and Teacher Influence on Behavior

- Teachers can minimize disruptive behavior by...
- Surface strategies
  - Redirecting
  - Planned ignoring
  - Signaling
  - Proximity control
  - Interest boosting
  - Use of humor
  - Hurdle help
  - Removal of the object
  - Antiseptic bouncing
  - Culture
- Audio: Michael Rosenberg talks about surface strategies
- Audio: Lori Jackman talks about surface strategies

Notes

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### ❖ Page 4: Introduction to Comprehensive Behavior Management Plans

- Research Shows
- Comprehensive Behavior Management: Six Key Principles
- Audio: Lauren Acevedo discusses why she developed a comprehensive behavior management plan before ever entering the classroom
- How does a comprehensive classroom behavior management plan fit with PBIS?
  - PBIS tiered model [graphic]
  - Audio: Michael Rosenberg discusses how a comprehensive behavior management plan fits within the PBIS framework
- Link: A memo from U.S. Secretary of Education Arne Duncan encouraging Chief State School Officers to consider PBIS

Notes

### ❖ Page 5: Components of a Comprehensive Behavior Management Plan

- Core components of a comprehensive behavior management plan
- Research Shows
- Cultural Differences
- Audio: Deborah Voltz shares some insight about respecting cultural differences
- Audio: Lauren Acevedo discusses how she considers students' cultural experiences when she addresses their behavior

Notes

### ❖ Page 6: Statement of Purpose

- A statement of purpose must be...
  - Sample statement of purpose
  - Review the sample statement of purpose below and notice that it is...
- Audio: Michael Rosenberg describes the importance of having a statement of purpose
- Activity: Help Ms. Rollison to evaluate how well her statement of purpose meets the criteria and, if necessary, to rewrite it

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- Link: Rewrite Ms. Rollison's statement of purpose
- Link: Compare your rewritten statement to Ms. Rollison's revised version

Notes

### ❖ Page 7: Rules

- Rules should adhere to these guidelines
- Link: View behaviors for which teachers often develop rules
- Research Shows
- Sample rules
  - Elementary School
  - Middle School
  - High School
- Audio: Lauren Acevedo discusses how she teaches her first-grade students the meanings of the school rules
- Activity: Write down your thoughts about Ms. Rollison's rules
  - Link: View feedback on Ms. Rollison's rules

Notes

### ❖ Page 8: Procedures

- Audio: Lori Jackman explains more about procedures, and why they are important
- Teachers should consider...
- Audio: Lauren Acevedo describes a situation in which she realized she needed to develop an additional classroom procedure
- Elementary school rules
  - Link: Entering the classroom
  - Link: Walking in the hallway
- Middle school rules
  - Link: Going to the restroom
  - Arriving late to class



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- High school rules
  - Link: Walking in the hallway
  - Link: Entering the cafeteria
- Definition: booster sessions
- Activity: Develop a set of procedures
  - Link: Evaluate how you did

Notes

### ❖ Page 9: Consequences: An Introduction

- Consequences work best when they...
  - Link: Natural and logical in the school environment

Notes

### ❖ Page 10: Positive Consequences

- Positive consequences should be...
- Common examples of reinforcers
- Audio: Lauren Acevedo discusses how she uses a token system in her classroom
- Delivering Consequences
  - Audio: Lori Jackman explains the importance of delivering positive consequences

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### ❖ Page 11: Negative Consequences

- Negative consequences should be...
- Keep in Mind
- Elementary School Consequences [graphic]
- Secondary School Consequences [graphic]
- Delivering Consequences
  - When delivering consequences, teachers should...
- Audio: Lori Jackman urges consistency in the delivery of negative consequences
- FYI

Notes

### ❖ Page 12: Action Plan

- To effectively implement her classroom behavior management plan, Ms. Rollison needs to...
- Action Plan
- IRIS Tip

Notes

### ❖ Page 13: Practice with Components

- Activity: Now that you've read about consequences, it's time to put what you've learned to the test.

Notes

## Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

### ❖ Page 14: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

### ❖ Page 15: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

### Wrap Up

- Video: Mike Rosenberg summarizes the components of a comprehensive classroom management plan
- Revisit your Initial Thoughts responses

Notes

### Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes



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Notes

### You Have Completed This Module

- Give Us Your Feedback
  - Link: [Module feedback survey form](#)
- Professional Development Hours
  - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]