Classroom Management (Part 2):
Developing Your Own 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: <mark>This module reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan</mark> (est. completion time: 2 hours).
- *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: As a new teacher, you may be somewhat overwhelmed by the prospect of managing a large classroom of students, including some with behavioral issues.

Notes

Initial Thoughts

- As a new teacher, what do you need to know about managing student behavior?
- How do you develop an effective behavior management plan?

Notes

VANDERBILT PEABODY COLLEGE

IDEAs that Work
U.S. Office of Special Education Programs

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  ◦ List the components of a comprehensive behavior management system
  ◦ Describe the key features of each of those components
  ◦ Consider how culture influences student behavior
  ◦ Develop your own comprehensive behavior management plan
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Prerequisites for Developing a Comprehensive Behavior Management Plan

- Disruptive behaviors often result in...
- Comprehensive Behavior Management Plan: Core Components
  ◦ Statement of purpose
  ◦ Rules
  ◦ Procedures
  ◦ Consequences
  ◦ Crisis plan
  ◦ Action plan
- IRIS Tip: The components of a comprehensive behavior management plan should be changed as necessary
- Research Shows
  ◦ Link: meta-analysis [definition]
- Audio: Lori Jackman points out how a comprehensive behavior management plan can help a new teacher enter the classroom with confidence

Notes

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

❖ **Page 2: Cultural Considerations and Behavior**

- Direct eye contact example
- Aspects of communication that are influenced by culture [drop-down list]
  ◦ Degree of Directness
  ◦ Level of Emotionality
  ◦ Degree of Movement
  ◦ Verbal Turn Taking
  ◦ Expressions of Consideration
  ◦ Attitudes Toward Personal Space
  ◦ Attitudes Toward Sharing
  ◦ Perceptions of Authority Figures
  ◦ Manner in Which Respect Is Shown to Authority Figures
  ◦ Response to Varying Management Styles
- Activity: Now that you have learned how culture can influence a student's behavior, it's time to practice
  ◦ Audio: Deborah Voltz suggests some possible teacher responses

Notes

❖ **Page 3: Statement of Purpose**

- Statement of purpose criteria (bulleted items)
- Sample statement of purpose (box)
  ◦ Link: Sample statement of purpose feedback
- Activity: Develop your own statement of purpose

Notes

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

❖ **Page 4: Rules**

- Good rules are:
  - Specific
  - Observable and Measurable
  - Positive
  - Convey Expected Behavior
- Link: Sample rules
- Example rules by grade level
- Audio: Lori Jackman describes how the posting of classroom rules allowed her to more efficiently address behavioral issues
- Activity: Develop your own classroom rules

Notes

❖ **Page 5: Procedures**

- Activities that procedures are used for…
- Audio: Lori Jackman explains the benefits of having procedures for transitions and how these procedures can be refined as needed
- As you begin to develop your procedures, be sure to keep "who, what, when, where, why, and how?" in mind
- Link: Sample procedures
- Activity: Develop your own classroom rules

Notes

❖ **Page 6: Positive Consequences**

- Consequences work best when they are…
- Consequences can be negative or positive
- Types of Positive consequences
- Audio: Lauren Acevedo discusses the benefits of intentionally recognizing students who display appropriate behavior
- IRIS Tip: Teachers often believe that…

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

- For consequences to be effective, teachers should…
- FYI
- Activity: Develop your own set of positive consequences

Notes

❖ Page 7: Negative Consequences

- Graphic: Negative Consequences Hierarchies
- Activity: Develop your own list of negative consequences
- Audio: Lauren Acevedo discusses the hierarchy of negative consequences that she uses with her students
- Audio: Lori Jackman discusses the circumstances under which it might be appropriate to skip the least-intrusive consequences and administer more-intrusive ones
- When they deliver negative consequences, teachers can…
- Did You Know?
- Audio: Lori Jackman describes what can happen when a teacher becomes upset and lets her emotions guide how she delivers a negative consequence
- Activity: Develop your own set of negative consequences

Notes

❖ Page 8: Crisis Plan

- By developing strategies for dealing with a behavior crisis, teachers can… [bullet points]
- Audio: Michael Rosenberg explains why teachers should develop a behavior crisis plan to address potential out-of-control behavior
- When developing your plan, it is important to answer the following questions [bullet points]
- Behavior Crisis Plan
  ◦ Link: crisis behavior card [definition]
- Activity: A well-thought out behavior crisis plan is crucial to the safety of your students
  ◦ Link: develop your own crisis plan

Notes

❖ **Page 9: Action Plan**

- To develop an action plan, teachers should… [numbered list]
- Link: View a sample action plan
- Did You Know?
- Audio: Mike Rosenberg discusses some considerations for teachers as they develop their action plans and ideas to ensure that the plan is sustained and reinforced over time
- Audio: Lori Jackman talks about the importance of including informative items in the action plan for substitute teachers

Notes

❖ **Page 10: References & Additional Resources**

- Suggested module citation
- References
- Additional Resources

❖ **Page 11: Credits**

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

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

Wrap Up

- Benefits of developing a behavior management system
- 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

Classroom Management (Part 2):
Developing Your Own Comprehensive Behavior Management Plan

You Have Completed This Module

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