

WHO'S IN CHARGE?: DEVELOPING A COMPREHENSIVE BEHAVIOR MANAGEMENT SYSTEM

CHALLENGE

- **Media:** It is Ms. Rollison's first day her teaching career. She is worried about what to do if behavior problems arise. (movie)

INITIAL THOUGHTS

- Can new teachers be prepared to address behavior issues before they ever set foot in a classroom?
- Do you think Ms. Rollison's concerns about student behavior are justified?
- If she came to you with these concerns, what advice might you give her?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Identify the core components of a comprehensive behavior management system
 - Describe key features of each of those components

🎧 Page 1: Introduction to Comprehensive Behavior Management Systems

- **Media:** Mike 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 (audio)
- Six Key Assumptions (table)
- Core elements contained in successful comprehensive behavior management systems (bulleted list)

🎧 Page 2: Understanding Cultural Influences on Behavior

- **Media:** Deborah Voltz discusses how a teacher can become aware of whether culture is influencing a student's behavior (audio)
- Interaction Styles
 - *Link:* Degree of Directness
 - *Link:* Level of Emotionality
 - *Link:* Degree of Movement
 - *Link:* Degree of Vocalizations
 - *Link:* Expressions of Consideration
 - *Link:* Attitudes Toward Personal Space
 - *Link:* Attitudes Toward Sharing
- Response to Authority Figures
 - *Link:* Perceptions of Authority Figures
 - *Link:* Manner in Which Respect is Shown to Authority Figures
 - *Link:* Response to Varying Management Styles
- **Media:** Deborah Voltz provides insight into setting up a culturally responsive behavior management

plan (audio)

🔊 Page 3: Statement of Purpose

- A statement of purpose is...
 - Sample statement of purpose (box)
- *Link:* Feedback on Ms. Rollison's statement of purpose

🔊 Page 4: Rules and Expectations

- Rules are the explicit statements of teacher expectations for student behavior in a classroom.
- Expectations are the desired behaviors or outcomes.
- **Media:** Lori Jackman explains why it is important for classroom teachers to have rules (audio)
- When developing classroom rules it is essential that they... (bulleted list)
- Sample rules: Elementary School
- Sample rules: Middle School
- *Link:* Feedback on Ms. Rollison's rules

🔊 Page 5: Consequences

- Consequences work best when they... (bulleted list)
- Positive consequences are used to...
- *Link:* Sample positive consequences
- Negative consequences are used to decrease a student's problem behavior.
- *Link:* More about surface management strategies
- *Link:* Example of negative consequences
- Delivering consequences (bulleted list)
- **Activity:** Sorting consequences

🔊 Page 6: Procedures

- **Media:** Lori Jackman explains more about procedures, and why they are important (audio)
- Why the procedure is needed
- Where the procedure is needed
- When the procedure is needed
- The steps necessary for completing the procedure
- *Link:* Sample bathroom procedure
- *Link:* sample entry procedure
- *Link:* Sample late-entry procedure
- *Link:* Sample hallway procedure (elementary)
- *Link:* Sample hallway procedure (middle)
- *Link:* Feedback on your procedure

🔊 Page 7: Action Plan

- A typical action plan includes... (bulleted list)
- *Link:* Sample action plan
- Ms. Rollison's action plan (table)
- *Link:* Feedback on Ms. Rollison's action plan

🔊 Page 8: References, Additional Resources and Information

- References
- Additional Resources and Information

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- **Media:** Mike Rosenberg summarizes the advantages of developing a comprehensive classroom management plan (movie)
- Think back to your initial responses to the following questions (box)