

**YOU'RE IN CHARGE!****DEVELOPING YOUR OWN COMPREHENSIVE BEHAVIOR MANAGEMENT PLAN****CHALLENGE**

- **Media:** Imagine that you have just been hired to teach 5th grade. What do you think you should keep in mind as you anticipate a crowded classroom with kids of all types—including some who might have so-called “behavior issues”? Which elements of a behavior plan do you think would be important to have in place on the first day of school? (movie)

**INITIAL THOUGHTS**

- What do you think you should keep in mind as you anticipate a crowded classroom with kids of all types—including some who might have so-called “behavior issues”?
- Which elements of a behavior plan do you think would be important to have in place on the first day of school?

**PERSPECTIVES AND RESOURCES**

- Module Objectives (box)
  - After you’ve completed the entire Perspectives and Resources section and reviewed 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
    - Develop your own comprehensive behavior management plan

**🎧 Page 1: Overview of Comprehensive Behavior Management**

- **Media:** Lori Jackman points out how a comprehensive behavior management plan can help a new teacher enter the classroom with confidence (audio)

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

- Direct eye contact example (illustration)
- Aspects of communication that are influenced by culture (bulleted list)
- **Link:** *Who’s in Charge* module
- **Activity:** Four common scenarios have been suggested for your consideration. Read about each and then choose the aspect of communication that might be influencing these interactions.
  - Keone
  - Jamal
  - Amy
  - Pilar’s Parents

### 🎧 Page 3: Statement of Purpose

- What?
- Why?
- When?
- How? (numbered list)
- Guide for your statement of purpose (check box)
- *Link*: Sample statement of purpose
- How did the above sample fare on the checklist? (check box)
- **Activity**: Develop your own statement of purpose

### 🎧 Page 4: Rules

- **Media**: Mike Rosenberg explains the importance of classroom rules (audio)
- Good rules are:
  - o Specific
  - o Observable and Measurable
  - o Positive
  - o Convey expected Behavior
  - o Five or fewer
- *Link*: Sample rules
- **Activity**: Develop your own classroom rules

### 🎧 Page 5: Procedures

- **Activity**: Reflect on your own school experiences, any work that you've done with students or classroom observations you've made (box with bulleted list)
- Activities that procedures are used for... (bulleted list)
- **Media**: Lori Jackman describes the value of effective procedures (audio)
- As you begin to develop your procedures, be sure to keep "who, what, when, where, why, and how?" (not necessarily in that order) in mind (check box)
- *Link*: Sample procedures
- **Activity**: Develop your own classroom rules

### 🎧 Page 6: Positive Consequences

- Consequences work best when they are... (numbered list)
- Consequences can be negative or positive
- Effective consequences are... (bulleted list)
- **Media**: Mike Rosenberg explains the three types of positive consequences listed list in a box on the page (audio)
- Types of positive consequences (table)
- *Link*: *Who's in Charge* module
- **Activity**: Develop your own set of positive consequences

### 🎧 Page 7: Negative Consequences

- When you develop negative consequences, make sure that they are... (bulleted list)
- Negative Consequences Hierarchies
- **Activity**: Develop your own list of negative consequences

## 🎧 Page 8: Practice with Consequences

- **Activity:**
  - **Media:** A clip of a classroom with several different behaviors going on
  - *Link:* Worksheet option 1
  - *Link:* Worksheet option 2
- **Activity:** Tie your newly developed consequences to the procedures that you developed earlier in the module

## 🎧 Page 9: Crisis Plan

- Why does a classroom teacher need a crisis plan?
- Identifying students in crisis
  - Physical Signs and Symptoms (list)
  - Emotional Signs (list)
  - Behavioral Signs (list)
- Addressing crisis behavior
- Developing a crisis plan
  - **Media:** Lori Jackman gives an example of a crisis plan (audio)
- When developing your plan, it is important to include the following... (bulleted list)
- Sample Crisis Plans
- **Activity:** Develop your own crisis plan

## 🎧 Page 10: Action Plan

- **Media:** 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)
- Action plans can contain several key items (numbered list)
- **Activity:** Now it's time for you to decide how you will implement your behavior management system

## 🎧 Page 11: Viewing Your Plan

- *Link:* Print out your rules, procedures, and consequences

## 🎧 Page 12: References, Additional Resources, and Information

- Articles
- Books
- Videos
- Online resources

## ASSESSMENT

- “Please complete the items below” (numbered questions)
- **Media:** Lori Jackman explains that there are effective ways to edit parts of your plan that aren't working—even after the school year has started (audio)

## WRAP UP

- *Link*: Information on other components
- Benefits of developing a behavior management system (numbered list)
- **Media**: Mike Rosenberg explains some additional points to keep in mind (movie)
- Reflection on Initial Thoughts (box)