Module Home

**Outline­**

**Classroom Behavior Management (Part 2, Elementary)**:

Developing a Behavior Management Plan

* Module Description: Developed specifically with primary and intermediate elementary teachers in mind (e.g., K–5th grade), this module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences) and guides users through the steps of creating their own classroom behavior management plan (est. completion time: 2 hours).
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]

Challenge

* Video: Have you ever thought about the job of a symphony conductor?...

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Initial Thoughts

* What should teachers understand about effective classroom behavior management?
* How can teachers develop a classroom behavior management plan?

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Perspectives & Resources

* Module Objectives
* List the core components of a comprehensive classroom behavior management plan
* Describe the key features of each of those components
* Understand how to develop, teach, and implement these components
* Consider how culture influences student and teacher behavior
* Develop the components of a comprehensive classroom behavior management plan in a culturally respectful and sustaining manner
* Develop a personalized comprehensive classroom behavior management plan

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* Page 1: Creating a Classroom Behavior Management Plan
* Behavior management can be challenging for elementary teachers…
* Link: disruptive behavior [definition]
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
* For Your Information
* Classroom Behavior Management Plan [table]
* Audio: Listen as Lori Jackman discusses how a classroom behavior…
* Audio: Melissa Patterson talks about the importance of being flexible…
* Research Shows
* Returning to School
	+ Link: social emotional learning (SEL) [definition]
* Activity
* High-Leverage Practices
	+ Link: High-Leverage Practices in Special Education [definition]

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* Page 2: Cultural Considerations and Behavior
* *Culture* is a word we use to describe any of the practices, beliefs and…
* It’s important for teachers to understand that culture can… [bullet points]
* Link: cultural gaps [definition]
* Examples that illustrate specific perspectives… [drop-down menu]
* For Your Information
* Understanding One’s Own Culture [drop-down menu]
	+ Audio: Listen as Lori Delale O’Connor discusses why…
	+ Activity
		- Link: Double-Check Self-Assessment [web page]
* Understanding Students’ Cultures [drop-down menu]
	+ Audio: Listen as Andrew Kwok discusses the importance of…
	+ Audio: KaMalcris Cottrell highlights how her school creates…
	+ Link: Classroom Diversity: An Introduction to Student Differences [IRIS Module]
	+ Link: Cultural and Linguistic Differences: What Teachers Should Know [IRIS Module]
* Link: cultural norms [definition]
* These conflicts can have a range of effects… [bullet points]
* Checking in with Ms. Amry
* Research Shows
* Link: culturally sustaining [definition]
* Audio: Listen as Lori Delale O’Connor discusses cultural capital and…
* Audio: Andrew Kwok discusses the discrepancies that may exist…
* Keep in Mind
	+ Link: English language learners (ELL) [definition]
	+ Link: Teaching English Language Learners: Effective Instructional Practices [IRIS Module]
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [web page]

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* Page 3: Statement of Purpose
* An effective classroom behavior management plans begins with…
* Criteria/Description [table]
* Audio: Andrew Kwok discusses how a teacher can create…
* Audio: KaMalcris Cottrell describes her classroom’s statement…
* Checking in with Ms. Amry
	+ Click for feedback [drop-down menu]
* Research Shows
* Activity
	+ Click to develop your own… [drop-down menu]

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* Page 4: Rules
* Now that the teacher has created a statement of purpose…
* Rules are important because they… [bullet points]
* Although rules vary across classrooms… [bullet points]
* Developing Rules
	+ For Your Information
	+ Guidelines/Example/Non-Example [table]
	+ To do this, teachers can… [bullet points]
	+ Audio: Listen as Andrew Kwok discusses some of these…
	+ Audio: Andrew Kwok discusses strategies for ensuring…
	+ For Your Information
	+ For Your Information
* Teaching Rules
	+ This is especially the case during the following… [bullet points]
	+ Tip
	+ Audio: Listen as Lori Jackman describes how the posting of…
	+ Audio: KaMalcris Cottrell explains how she gives her students…
	+ Audio: Ashley Lloyd explains how she teaches rules…
	+ Research Shows
	+ Activity
		- Link: Click here to develop your own set of rules [web page]
	+ Returning to School

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* Page 5: Procedures
* In addition to creating rules, effective teachers develop…
* Developing Procedures
	+ Procedure questions [table]
	+ Morning arrival [drop-down menu]
	+ Morning meeting [drop-down menu]
	+ Dismissal [drop-down menu]
	+ Walking in the hallway [drop-down menu]
	+ Turning in assignments [drop-down menu]
	+ Restroom use [drop-down menu]
	+ Throwing away trash/recycling [drop-down menu]
	+ Asking for help [drop-down menu]
	+ Getting/putting away laptops [drop-down menu]
	+ Lining up (e.g., before lunch, to go to recess) [drop-down menu]
	+ Going to lunch [drop-down menu]
	+ Sharpening pencil [drop-down menu]
	+ Fire and disaster drills [drop-down menu]
	+ For Your Information
	+ Tip
	+ Audio: Listen as Andrew Kwok discusses developing procedures…
	+ For Your Information
		- Link: transitions [definition]
		- Transition steps/Example [table]
		- Link: PBIS Cultural Responsiveness Field Guide… [PDF]
* Teaching Procedures
	+ Keep in Mind
	+ Link: Click here to watch a teacher model and… [YouTube]
	+ Tip
		- Link: behavior-specific praise [definition]
	+ Audio: Lori Jackman describes thinking about the steps…
	+ Audio: Melissa Patterson emphasizes the importance of…
		- Research Shows
			* Link: corrective feedback [definition]
		- Activity
			* Link: Click here to develop procedures [web page]
		- Returning to School

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* Page 6: Positive Consequences
* Once they’ve developed their rules and procedures…
* More, consequences work best when they are… [bullet points]
* There are two major types of consequences… [bullet points]
* Developing Positive Consequences
	+ For Your Information
	+ Tangible/Social/Activity [table]
		- Link: token [definition]
	+ Audio: Melissa Patterson gives examples of positive…
	+ Audio: KaMalcris Cottrell discusses some considerations for…
	+ Audio: Angela Mangum explains how even the smallest positive…
* Delivering Positive Consequences
	+ Generally, when delivering consequences… [bullet points]
	+ Did You Know?
		- Link: Fundamental Skill Sheet: Behavior-Specific… [PDF]
	+ Research Shows
	+ Activity
		- Link: Click here to develop your own set of… [web page]

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* Page 7: Negative Consequences
* While a positive consequence is a means by which a teacher…
* These should be… [bullet points]
	+ Link: natural consequence [definition]
	+ Link: logical consequence [definition]
* For Your Information
* Developing Negative Consequences
	+ Negative Consequences/Examples [table]
		- Link: proximity control [definition]
	+ Audio: Listen as Ashley Lloyd describes the importance of…
	+ Audio: Listen as Angela Mangum describes how contact…
	+ Activity
		- Link: Click here to play IRIS Behavior Games [web page]
* Delivering Consequences
	+ As with positive consequences, negative… [bullet points]
	+ Teachers can respond more effectively if they… [bullet points]
	+ To develop more equitable classroom… [bullet points]
	+ Tip
	+ Audio: Listen as KaMalcris Cottrell discusses how…
	+ Audio: Andrew Kwok discusses the need for teachers to…
	+ Audio: Andrew Kwok discusses restorative practices…
	+ Link: restorative practices [definition]
	+ Keep in Mind
		- Surface management strategies… [drop-down menu]
	+ Audio: Listen as Melissa Patterson describes how she…
	+ Audio: KaMalcris Cottrell discusses some considerations for…
	+ Audio: Lori Jackman describes what can happen when…
	+ Research Shows
	+ Activity
		- Link: Click here to develop your own… [web page]

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* Page 8: Crisis Plan
* Once teachers have developed a statement…
* When teachers have such a plan in place… [bullet points]
* As you examine Ms. Amry’s behavior crisis plan… [bullet points]
* Ms. Amry’s Behavior Crisis Plan
	+ Link: crisis behavior card [definition]
* Link: Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle [IRIS Module]
* Link: Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies [IRIS Module]
* Audio: Michael Rosenberg, a researcher and expert in…
* Audio: KaMalcris Cottrell further discusses the need to do so…
* Activity
	+ Link: Click here to develop your own crisis plan [web page]
* Returning to School
	+ Link: Trauma: Brief Facts and Tips [web page]
	+ Link: Supporting Students Experiencing Childhood… [web page]
	+ Link: How Children Cope with Ongoing Threat and… [web page]

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* Page 9: Action Plan
* The final core component of a classroom behavior management…
* The action plan includes… [bullet points]
* Actions/Description [table]
* Did You Know?
* Checking in with Ms. Amry
	+ Click to view Ms. Amry’s action plan [drop-down menu]
* Audio: Listen as Michael Rosenberg discusses some considerations…
* Audio: Lori Jackman talks about the importance of including informative…
* Audio: Lori Delale O’Connor explains how to make an action plan more…
* Activity
	+ Link: Click here to develop your own action plan [web page]

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* Page 10: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 11: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Core Components/Take Away [table]
* Audio: Listen as Michael Rosenberg offers an overview of…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* We Value Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [links]