**Coursework Planning Form: Faculty**

**Example: Addressing Behavior and
Classroom Management across Courses**

Following is an example of how to coordinate the use of IRIS resources across courses to address a specific topic.

|  | Behavior Management Fall Junior Year | Classroom Management Spring Junior Year | Pre-Student Teaching & Student Teaching Senior Year |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle](https://iris.peabody.vanderbilt.edu/module/bi1-elem/)OR[Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle](https://iris.peabody.vanderbilt.edu/module/bi1-sec/) | X |  |  |  |  |  |
| [Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies](https://iris.peabody.vanderbilt.edu/module/bi2-elem/)OR[Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies](https://iris.peabody.vanderbilt.edu/module/bi2-sec/) | X |  |  |  |  |  |
| [Behavioral Principles: The Basics of Understanding Student Behavior](https://iris.peabody.vanderbilt.edu/module/bp/) |  |  |  |  |  |  |
| [Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices](https://iris.peabody.vanderbilt.edu/module/beh1/) |  | X |  |  |  |  |
| [Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan](https://iris.peabody.vanderbilt.edu/module/beh2_elem/)OR[Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan](https://iris.peabody.vanderbilt.edu/module/beh2_sec/) |  | X |  |  |  |  |
| [Early Childhood Behavior Management: Developing and Teaching Rules](https://iris.peabody.vanderbilt.edu/module/ecbm/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](https://iris.peabody.vanderbilt.edu/module/fba/) |  |  |  |  |  |  |
| [SOS: Helping Students Become Independent Learners](https://iris.peabody.vanderbilt.edu/module/sr/) |  |  |  |  |  |  |
| [Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction](https://iris.peabody.vanderbilt.edu/module/jj1/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Defining Behavior](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_defbeh.pdf) | X |  |  |  |  |  |
| [Early Childhood Behavior Management](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_ec_behavior_mgmt.pdf) |  |  |  |  |  |  |
| [Effective Room Arrangement: Elementary](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_effrmarr_elementary.pdf)OR[Effective Room Arrangement: Middle & High School](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_effrmarr_middle_high.pdf) |  | X |  |  |  |  |
| [Encouraging Appropriate Behavior](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf) |  |  |  |  |  |  |
| [Establishing Classroom Norms & Expectations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf) |  |  | X |  |  |  |
| [Fostering Student Accountability for Classroom Work: Elementary](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_foster_ele.pdf) |  |  |  |  |  |  |
| [Measuring Behavior](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_measbeh.pdf) | X |  |  |  |  |  |
| Fundamental Skill Sheets |  |  |  |  |  |  |
| [Active Supervision](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2023/FSS_Active_Supervision_080823.pdf) |  | X | X |  |  |  |
| [Behavior-Specific Praise](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf) |  | X | X |  |  |  |
| [Choice Making](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_choice_making.pdf) |  | X | X |  |  |  |
| [High-Probability Requests](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_high_p.pdf) |  | X | X |  |  |  |
| [Proximity Control](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_proximity_control.pdf) |  | X | X |  |  |  |
| [Virtual Instruction: Behavior-Specific Praise](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2021/fss_Virtual_Instruction_behavior_specific_praise.pdf) |  |  |  |  |  |  |
| [Virtual Instruction: Precorrection](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2022/FSS_Virtual_Precorrection.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Behavior Management & ADHD: He Just Needs a Little Discipline](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_He_Just_Needs_A_Little_Discipline.pdf) |  |  |  |  |  |  |
| [Behavior Management, ADHD & LD: Back to Square One](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Back_to_Square_One.pdf) |  |  |  |  |  |  |
| [Supporting Beginning Teachers: Hang in There](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Hang_in_There.pdf) |  |  |  |  |  |  |
| [Behavior: Social Relationships in Secondary Education](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_Social_Behavior_Relationships_Secondary.pdf) |  |  |  |  |  |  |
| [Early Childhood Behavior Management: Teaching and Reinforcing Rules](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_EC_Beh_Teaching_Rules.pdf) |  |  |  |  |  |  |
| [Behavior Assessment: Conduct an A-B-C Analysis](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Conduct_an_ABC_Analysis.pdf) | X |  |  |  |  |  |
| [Behavior Assessment: Duration and Latency Recording](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Duration_and_Latency_Recording.pdf) | X |  |  |  |  |  |
| [Behavior Assessment: Frequency and Interval Recording](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Frequency_and_Interval_Recording.pdf) | X |  |  |  |  |  |
| [Behavior Games - Elementary](https://iris.peabody.vanderbilt.edu/mcontent/behavior-games-parent/elem/eng/activity-behavior-game-introduction-elem/#content) |  | X |  |  |  |  |
| [Behavior Games - Secondary](https://iris.peabody.vanderbilt.edu/mcontent/behavior-games-parent/sec/eng/activity-behavior-game-introduction-sec/#content) |  | X |  |  |  |  |
| [Early Childhood Behavior Management: Rule Reminders](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_EC_Beh_Rule_Reminders.pdf) |  |  |  |  |  |  |
| [Juvenile Corrections: Identifying Reliable and Useful Resources](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Juv_Corr_Ident_RSRC.pdf) |  |  |  |  |  |  |
| [Reinforcement: Positive versus Negative](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Reinforcement_Positive_versus_Negative.pdf) | X |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports with Strong Evidence of Effectiveness from High-Quality Research](https://meadowscenter.org/wp-content/uploads/10Keys_Behavior_Web_Revised.pdf) |  |  |  |  |  |  |
| [4 Common Classroom Management Mistakes New Teachers Make - and How to Avoid Them](https://www.edutopia.org/article/4-common-classroom-management-mistakes-new-teachers-make-and-how-avoid-them) |  |  |  |  |  |  |
| [A 5-Point Intervention Approach for Enhancing Equity in School Discipline](https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline) |  |  |  |  |  |  |
| [A Practice Guide for Teaching Executive Skills to Preschoolers through the Pyramid Model](https://challengingbehavior.org/docs/Executive-Function_Practice-Guide.pdf) |  |  |  |  |  |  |
| [Antecedent Interventions](https://specialconnections.ku.edu/behavior_plans/positive_behavior_support_interventions/teacher_tools/antecedent_interventions) |  |  |  |  |  |  |
| [Behavior Contracts](https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts) |  |  |  |  |  |  |
| [Behavior or Conduct Problems in Children](https://www.cdc.gov/childrensmentalhealth/behavior.html) |  |  |  |  |  |  |
| [Building Connections with Students from Diverse Cultural Backgrounds through Perspective-Taking](https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/building-connections.asp) |  |  |  |  |  |  |
| [Building Environments That Encourage Positive Behavior: The Preschool Behavior Support Self-Assessment](https://www.naeyc.org/resources/pubs/yc/mar2016/building-environments-encourage-positive-behavior-preschool) |  |  |  |  |  |  |
| [Classroom Integrated Academics and Behavior Brief](https://assets-global.website-files.com/5d3725188825e071f1670246/5d702010ea5148562b2cb383_class%20integrated%20academic%20%26%20behavior%20brief%20rev.%203.20.18.pdf) |  |  |  |  |  |  |
| [Creating a Classroom Teaching Matrix](https://global-uploads.webflow.com/5d3725188825e071f1670246/62f6bad84d68af564c04e030_Creating%20a%20Classroom%20Teaching%20Matrix.pdf) |  |  |  |  |  |  |
| [DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead](https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead) |  |  |  |  |  |  |
| [Effective Instruction as a Protective Factor](https://assets-global.website-files.com/5d3725188825e071f1670246/60353ff902fbf7f24aa6cc43_Effective_Instruction_as_Protection_1.21.2020.pdf) |  |  |  |  |  |  |
| [Five Classroom Management Strategies That Work](https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog23-five-classroom-strategies-that-work.asp) |  | X |  |  |  |  |
| [Group Contingencies Tip Sheet](https://tnmtsscenter.org/wp-content/uploads/2020/12/Group-Contigencies-Teacher-Tip-Sheet.pdf) |  |  |  |  |  |  |
| [Habits of Effective Classroom Practice](https://assets-global.website-files.com/5d3725188825e071f1670246/6035475ae3842049349ba1b2_Habits%20of%20Effective%20Classroom%20Practice%2012.14.20%20%28Long%20Template%29.pdf) |  |  |  |  |  |  |
| [High School Acknowledgement Systems](https://global-uploads.webflow.com/5d3725188825e071f1670246/5f3abce24c49c792dfa9f360_High%20School%20Acknowledgement%20Systems.pdf) |  |  |  |  |  |  |
| [High School PBIS Implementation: Student Voice](https://assets-global.website-files.com/5d3725188825e071f1670246/5dd31565dbc8c81445cd81c3_High%20School%20PBIS%20Implementation-%20Student%20Voice.pdf) |  |  |  |  |  |  |
| [Implementing Positive Behavioral Intervention and Support: The Evidence-Base of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children](https://challengingbehavior.org/docs/Implementing-PBIS_evidence-base.pdf) |  |  |  |  |  |  |
| [Improving Outcomes for Youth with Disabilities in Juvenile Corrections Facility-Wide Practices](https://osepideasthatwork.org/sites/default/files/JJ-TIB-Facility-Practices-508.pdf) |  |  |  |  |  |  |
| [Improving Racial Equity in School Discipline through Culturally Responsive SEL](https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/culturally-responsive-sel.asp) |  |  |  |  |  |  |
| [Including Voice in Education: Addressing Equity through Student and Family Voice in Classroom Learning](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Including_Voice_in_Education_Addressing_Equity_Through_Student_and_Family_Voice_in_Classroom_Learning.pdf) |  |  |  |  |  |  |
| [Parent Tip Sheet: How Can I Help My Elementary Child Stay Focused during Online Learning?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/information_briefs/parent_tip_sheet_02.pdf) |  |  |  |  |  |  |
| [Parent Tip Sheet: How Can I Keep My Teen Engaged while She Learns Online?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/information_briefs/parent_tip_sheet_04.pdf) |  |  |  |  |  |  |
| [Parent Tip Sheet: How Can I Support My Teen while He Learns Online?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/information_briefs/parent_tip_sheet_03.pdf) |  |  |  |  |  |  |
| [Parent Tip Sheet: My Child Says She Doesn't Like Online Learning. How Can I Help?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/information_briefs/parent_tip_sheet_01.pdf) |  |  |  |  |  |  |
| [PBIS in Early Childhood Classrooms on School Campuses](https://assets-global.website-files.com/5d3725188825e071f1670246/5eaca05ea46b761ef5f50efa_Early%20Childhood%20in%20Schools%202019%20RDQ%20Brief.pdf) |  |  |  |  |  |  |
| [Positive Greetings at the Door](https://assets-global.website-files.com/5d3725188825e071f1670246/5e7e3999b3c8b85b50c80c6f_POSITIVE_GREETINGS_AT_THE_DOOR.pdf) |  |  |  |  |  |  |
| [Precorrection: A Step-by-Step Guide for Virtual Learning Environments](https://www.ci3t.org/wp-content/uploads/2020/08/PC-Virtual-Implementation-Checklist-F.pdf) |  |  |  |  |  |  |
| [Preferential Seating: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/preferential-research) |  |  |  |  |  |  |
| [Promising Practices for Improving the Middle to High School Transition for Students with Emotional and Behavioral Disorders](https://assets-global.website-files.com/5d3725188825e071f1670246/609967fe9e1de9a85119a55a_Promising%20Practices.pdf) |  |  |  |  |  |  |
| [Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities](https://assets-global.website-files.com/5d3725188825e071f1670246/62d7423cc5c6b76a24b934e3_ties_PBISCenter__brief10_PBIS_69_%20%281%29.pdf) |  |  |  |  |  |  |
| [Self-Management: Step-by-Step Guide](https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/SM%20Step-by-Step.pdf) |  |  |  |  |  |  |
| [Strategies for De-Escalating Student Behavior in the Classroom](https://global-uploads.webflow.com/5d3725188825e071f1670246/632ccb7a3756f3529d3a7391_Strategies%20for%20De-escalating%20Student%20Behavior%20in%20the%20Classroom.pdf) | X |  |  |  |  |  |
| [Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals](https://intensiveintervention.org/sites/default/files/Behavior_IEP_Guide-508.pdf) | X |  |  |  |  |  |
| [Strategy: Identifying Reinforcers for the Classroom](https://www.doublecheckcoaching.org/identifying-reinforcers-for-the-classroom/) |  |  |  |  |  |  |
| [Strengthening Family Participation in Addressing Behavior in an IEP](https://assets-global.website-files.com/5d3725188825e071f1670246/61b29058b762886c615a80d1_Strengthening%20Family%20Participation%20in%20Addressing%20Behavior%20in%20an%20IEP.pdf) |  |  |  |  |  |  |
| [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers) |  |  |  |  |  |  |
| [Supporting Students with Disabilities in the Classroom within a PBIS Framework](https://global-uploads.webflow.com/5d3725188825e071f1670246/5f4ede9c0d2af7e672802ef7_Supporting%20Students%20with%20Disabilities%20%20in%20the%20Classroom%20within%20a%20PBIS%20Framework.pdf) |  |  |  |  |  |  |
| [Teaching Social Behaviors: What Do Teachers Need to Know about Teaching Social Behaviors?](https://promotingprogress.org/sites/default/files/2021-08/Teaching-Social-Behaviors-508.pdf) |  |  |  |  |  |  |
| [The Key to Effective Classroom Management](https://www.edutopia.org/article/key-effective-classroom-management) |  | X |  |  |  |  |
| [The Power of Effective Praise: A Guide for Teachers](https://www.understood.org/en/articles/the-power-of-effective-praise-a-guide-for-teachers) |  |  |  |  |  |  |
| [Tip #30: Behavior Is Communication](https://publications.ici.umn.edu/ties/communicative-competence-tips/behavior-is-communication) |  |  |  |  |  |  |
| [Tips for Responding to Challenging Behavior in Young Children](https://challengingbehavior.org/docs/PEP_Tips-responding-challenging-behavior.pdf) |  |  |  |  |  |  |
| [Understanding Behavior as Communication: A Teacher’s Guide](https://www.understood.org/en/articles/understanding-behavior-as-communication-a-teachers-guide) | X |  |  |  |  |  |
| [Using Precorrection](https://www.doublecheckcoaching.org/using-precorrection/) |  |  |  |  |  |  |
| [What Is Executive Function?](https://www.understood.org/en/articles/what-is-executive-function) |  |  |  |  |  |  |
| [What Is PBIS?](https://www.understood.org/en/articles/what-is-pbis) |  |  |  |  |  |  |
| [Why Prioritize Behavior Support?](https://assets-global.website-files.com/5d3725188825e071f1670246/605d10dbd5b5dfef2910e510_Why_Prioritize_Behavior_Support.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Cultural Considerations for Developing a Behavior Management Plan](https://iris.peabody.vanderbilt.edu/interview/cultural-considerations-for-developing-a-behavior-management-plan/) |  |  | X |  |  |  |
| [Cultural Influences on Behavior](https://iris.peabody.vanderbilt.edu/interview/cultural-influences-on-behavior/) |  |  | X |  |  |  |
| [PBIS in Juvenile Corrections](https://iris.peabody.vanderbilt.edu/interview/pbis-in-juvenile-corrections/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [A Snapshot of the PBiS 4:1 Ratio in a High School Classroom](https://www.youtube.com/watch?v=Q3wpviS5gaQ) |  |  |  |  |  |  |
| [A Summary of Functional Behavioral Analysis (FBA)](https://www.youtube.com/watch?v=NFHck-X43y4&t=47s) | X |  |  |  |  |  |
| [Behavior Has Meaning](https://eclkc.ohs.acf.hhs.gov/video/behavior-has-meaning) |  |  |  |  |  |  |
| [Behavior Specific Praise in the Virtual Learning Environment](https://www.youtube.com/watch?v=Tw_6l0UhBuc) |  |  |  |  |  |  |
| [Behavior-Specific Praise: Elementary School Example & Non-Example](https://www.youtube.com/watch?v=ijV6FkDWLAs&feature=youtu.be) |  | X |  |  |  |  |
| [Behavior-Specific Praise: High School Example & Non-Example](https://www.youtube.com/watch?v=oCnZu8sqWhA&feature=youtu.be) |  | X |  |  |  |  |
| [Choice Making: Elementary School Example & Non-Example](https://www.youtube.com/watch?v=dWN__65eoN4&feature=youtu.be) |  |  |  |  |  |  |
| [Classroom Management: Opportunities to Respond](https://www.youtube.com/watch?v=NDlShLvRNaM&list=PL5i3GDyRBavbf0R6Ndhe0ngJRxqd2r49S&index=6) |  |  | X |  |  |  |
| [Classroom Management: Validating, Affirming, Building, and Bridging in Your Classroom](https://www.youtube.com/watch?v=eAx7-9TPatQ&list=PL5i3GDyRBavbf0R6Ndhe0ngJRxqd2r49S&index=3) |  |  |  |  |  |  |
| [Creating a Positive Learning Environment](https://www.youtube.com/watch?v=T9ynlPs_NTM) |  |  | X |  |  |  |
| [Functional Behavioral Assessment: Conducting an ABC Analysis](https://www.youtube.com/watch?v=Sxf9GPH5A-8&t=28s) |  |  |  |  |  |  |
| [High-P Requests: High School Example & Non-Example](https://www.youtube.com/watch?v=1tT2M0bCi64&feature=youtu.be) |  |  | X |  |  |  |
| [HLP #7: Establish a Consistent, Organized and Respectful Learning Environment](https://www.youtube.com/watch?v=F-y48KAijbE) |  |  |  |  |  |  |
| [HLPs #8 and #22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior](https://highleveragepractices.org/hlps-8-and-22-provide-positive-and-constructive-feedback-guide-students-learning-and-behavior) |  |  |  |  |  |  |
| [How to Respond when a Student Acts Out](https://www.youtube.com/watch?v=Jm5knZzeaWU) |  |  |  |  |  |  |
| [Proximity Control: Elementary School Example & Non-Example](https://www.youtube.com/watch?v=W6stU9clh2Q&feature=youtu.be) |  |  |  |  |  |  |
| [Proximity Control: High School Example & Non-Example](https://www.youtube.com/watch?v=6AZsS5b311c&feature=youtu.be) |  |  |  |  |  |  |
| [Research-Backed Strategies for Better Classroom Management](https://www.youtube.com/watch?v=y_v_G7ub-n0) |  |  |  |  |  |  |
| [Self-Modeling](https://www.youtube.com/watch?v=rKKh-a-2OJM&t=2s) |  |  |  |  |  |  |
| [Strengthening Relationships with Students from Diverse Backgrounds](https://www.youtube.com/watch?v=AWliHzJVVeQ) |  |  |  |  |  |  |
| [The First Days of School: Building a Community of Learners](https://www.youtube.com/watch?v=_bKkbjWXjL8) |  |  |  |  |  |  |
| [The First Days of School: Teaching Procedures Through Activities](https://www.youtube.com/watch?v=h5AUCnN-oY4&list=PL66beNHdZM5JtOjQQbCTjP8bdlQaeDAp-&index=8) |  |  |  |  |  |  |
| [The Importance of Relationships and Trust: Trauma-Sensitive Schools](https://www.youtube.com/watch?v=7JTQKrjF14A) |  |  |  |  |  |  |
| [Utilizing Proximity to Manage Classroom Discipline and Behavior](https://www.youtube.com/watch?v=9KPihoCVnvE) |  |  |  |  |  |  |
| [Welcome to Our New Series on High-Leverage Practices](https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices) |  |  |  |  |  |  |

**Notes on Use**

**Behavior Management Course:** The *Addressing Challenging Behaviors (Part 1): Understanding the Acting-Out Cycle* module (either the elementary or secondary version depending on the targeted grade range) will be used in the Behavior Management class at the beginning of the semester. This module will be completed during class as a whole group, with small-group discussions throughout. The *Addressing Challenging Behaviors (Part 2): Behavioral Strategies* module (either the elementary or secondary version depending on the targeted grade range) will be an assignment due toward the end of the course. The case study *Defining Behavior* will be completed as a group activity during a class session. The case study *Measuring Behavior* will be an individual graded homework assignment. All IRIS Activities will be completed as in-class, small-group activities followed by whole-group discussions. All listed information briefs will be assigned as course readings to be completed prior to class as specified on the course syllabus. The video vignettes will be incorporated into the course lecture on functional behavioral analysis.

**Classroom Management Course:** The *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices* module will be completed in class at the beginning of the semester. The module will be completed during class as a whole group, with small-group discussion throughout. The discussions will allow the instructor to determine the level of background knowledge students have, plus any misconceptions they may have regarding classroom management (e.g., personal experiences, observations). The *Classroom Behavior Management (Part 2): Developing a Behavior Management Plan* module (either the elementary or secondary version depending on the targeted grade range) will be completed individually toward the middle of the semester as students are developing their classroom management plan assignment. Students will complete the case study *Effective Room Arrangement* (either the elementary or secondary version depending on the targeted grade range) in small groups during class to foster discussions. The five Fundamental Skill Sheets will be introduced within course lectures as the topics are discussed. The *Behavior Games* activity will be completed during class in small groups. The information briefs will be assigned readings to be completed before class on the date(s) specified in the course syllabus. The video vignettes will be incorporated into the course lecture on behavior-specific praise.

**Pre-Student Teaching and Student Teaching:** The case study *Establishing Classroom Norms and Expectations* will be completed in small groups during seminar. Students will be able to use the knowledge and experiences gained in the classroom to complete the case study. Hearing how peers think about the process will be a learning experience for all. The Fundamental Skill Sheets will be shared as a reminder of how to use those skills while they are teaching. The two interviews and three video vignettes will be shown and discussed in seminar. These interviews and vignettes will have more value for students, as they will be able to make connections to their current teaching experiences.