

Description:

Classroom Behavior Management (Part 2: Elementary): Developing a Behavior Management Plan

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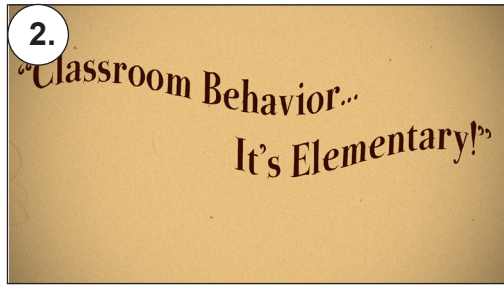
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Description:

"Classroom Behavior...It's Elementary!"

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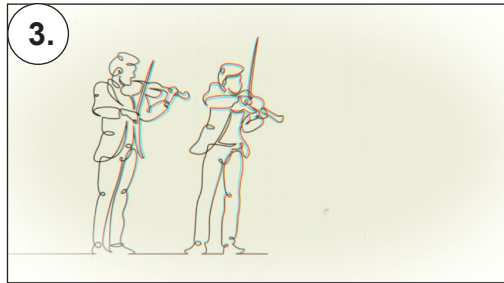
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Description:

Have you ever thought about the job of a symphony conductor? (Of course you have.)

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Description:

A conductor works with many different types of musicians and instruments, directing their individual sounds until they merge into a masterpiece of rhythm and accord.

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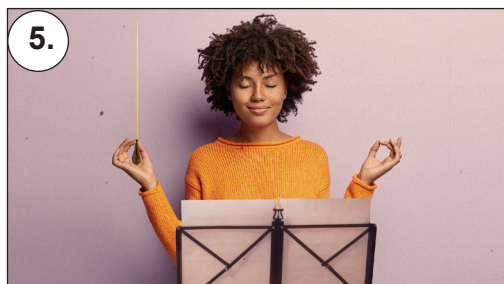
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Description:

Somebody once said a teacher is a lot like a symphony conductor,

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Description:

skillfully guiding her students' different backgrounds and abilities into a cohesive and harmonious classroom.

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Description:

Whoever made this comparison was wrong.

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Description:

For one thing, most teachers don't deal with professional musicians.

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Description:

They deal with children!

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Description:

Consider Ms. Amry, for example, a new teacher.

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Description:

Her 3rd-grade students rarely, if ever, play instruments outside of music class.

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Description:

When they do (we're talking about you, Jimmy),

Notes: \_\_\_\_\_

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Description:

Ms. Amry believes she's prepared to approach effective classroom behavior management in a thoughtful, planful way.

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Description:

Why, she's even convinced she might even get Jimmy here to stop playing music during math class.

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Description:

Put down the French Horn, Jimmy. There's a good lad.

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Description:

But what’s this? Not everything has gone as planned. There have been more bumps along the way than Ms. Amry anticipated:

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Description:

Some students aren’t lining up properly, even after she told them how.

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Description:

Others think they’re following rules but actually aren’t.

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Description:

After a student accused her of “being unfair,”

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Description:

Ms. Amry began to question herself. How fair was she?

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Description:

Far from harmonious, her classroom soon descended into outright discord.

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Description:

Ms. Amry wonders whether her plan was as effective as she first believed.

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Description:

She wants to get everything back into rhythm, transforming...er,

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Description:

*conducting* her students and their instruction and achieving a harmonious classroom.

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Description:

After all, like I said at the beginning, teachers and conductors have a lot more in common than you might think.

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26.

**Here  
is  
your  
challenge**

Description:

Here is your Challenge

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27.

**What should teachers understand  
about effective  
classroom behavior management?**

Description:

What should teachers understand  
about effective classroom behavior  
management?

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28.

**What should teachers understand  
about effective  
classroom behavior management?**

**How can teachers develop  
a classroom behavior  
management plan?**

Description:

How can teachers develop a  
classroom behavior management  
plan?

Notes: \_\_\_\_\_  
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29.



**IRIS  
CENTER™**



For more open educational resources  
(OERs) about evidence-based instructional  
and behavioral practices, visit:

iris.peabody.vanderbilt.edu  
or  
iriscenter.com

The contents of this resource were developed under a grant from the U.S. Department of Education, #12221170003.  
However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should  
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Notes: \_\_\_\_\_  
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