Classroom Behavior Management (Part 1) : Key Concepts and Foundational Practices

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module overviews the effects of disruptive behaviors as well as important key concepts and foundational practices related to effective classroom behavior management, including cultural influences on behavior, the creation of positive climates and structured classrooms, and much more (est. completion time: 2 hours).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: This is an IRIS Center News special report. Breaking: Local Teacher Fears Students Will Misbehave! Mere days before the beginning of the school year, rookie teacher Ms. Rollison has begun to fret about her ability to manage classroom behavior.

Notes

Initial Thoughts

- What should teachers understand about effective classroom behavior management?
- How can teachers increase the chances that their students will behave appropriately?

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Perspectives & Resources

❖ Module Objectives

- By completing the entire Perspectives & Resources section and reviewing the accompanying activities, the learner will:
  ◦ Understand how disruptive behavior negatively affects instruction and learning
  ◦ Understand the importance of comprehensive classroom behavior management
  ◦ Recognize that classroom behavior management should align with the broader school-wide behavior management system
  ◦ Be familiar with how culture can influence behavior
  ◦ Be aware of key concepts related to behavior and foundational behavior management practices needed to implement comprehensive classroom behavior management
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ Page 1: Effects of Disruptive Behavior

- Definition of "disruptive behavior"
- For Your Information
- Audio: Michael Rosenberg describes what happened on his first morning as a teacher.
- Teachers report that behavior is one on the most challenging aspects of the profession
- Impacts of disruptive behavior [bullet points]
- For Your Information
- Research Shows
- Returning to School [box with bullets]

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❖ **Page 2: Classroom and School-Wide Behavior Management**

- Classroom behavior management is a core component of effective instruction
  - High-Quality Instruction/Behavior Management Cycle [graphic]
- Comprehensive Classroom Behavior Management
  - Explanation of comprehensive classroom behavior management [bullet points]
  - Definition of "proactive"
  - Did You Know?
    - Link: evidence-based practices [definition]
  - Key Concepts and Behavior Management Practices [table with bullets]
  - Research Shows
  - Audio: Angela Mangum discusses the benefits of comprehensive behavior management
  - Audio: Ashley Lloyd discusses the benefits of comprehensive behavior management
- School-Wide Behavior Management
  - Link: Positive Behavioral Interventions and Supports (PBIS) [definition]
  - Explanation of Tier 1
  - Explanation of Tier 2
  - Explanation of Tier 3
  - PBIS pyramid [graphic]
  - School-Wide
    - Example
    - For Your Information
  - Classroom
    - Example
    - School-Wide Expectations/Ms. Rollison's Classroom Expectations [table with bullets]
  - Research Shows
  - Audio: Ashley Lloyd explains how her comprehensive classroom behavior management aligns with the school-wide behavior management system
- Ms. Rollison — The Story Unfolds

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❖ Page 3: Cultural Influences on Behavior

- Discussion about "culture"
- For Your information
  - Student/Teacher Demographics [pie charts]
- Defining Cultural Gaps
  - Link: cultural norms [definition]
  - Explanation of "cultural gaps"
  - For Your Information
- Identifying Cultural Gaps
  - Differing Cultural Perspectives [table]
  - Explanation of "cultural stereotypes"
  - For Your Information
  - Activity: Consider some questions about culture and behavior
  - Audio: Ashley Lloyd discusses strategies for identifying cultural gaps and describes an experience that lead to a deeper understanding of how culture might influence behavior
  - Audio: KaMalcris Cottrell discusses how she addresses cultural gaps
  - Audio: Melissa Patterson discusses how she respectfully addresses cultural gaps
- Addressing Cultural Gaps
  - Explanation of "culturally sustaining practices"
  - For Your Information
    - Link: asset-based approach [definition]
    - Link: deficit-based approach [definition]
  - Ways to use culturally sustaining practices [bullet points]
  - Did You Know?
  - Audio: Lori Delale-O'Connor discusses culturally sustaining practices
  - Audio: Lori Delale-O'Connor explains how culture plays a role in classroom behavior management practices and why it is important to examine these practices with a cultural lens
- To learn more about student diversity, visit these IRIS Modules [links to IRIS resources]
- Activity: Identify some of your own strengths and areas for growth
- Ms. Rollison — The Story Unfolds

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❖ Page 4: Key Principles of Classroom Behavior Management

- About effective implementation
- Key principles [drow-down menus]
  - Plan Early
    - Audio: Melissa Patterson discusses the benefits of early planning
  - Be Consistent
    - Keep in Mind
    - Audio: Michael Rosenberg discusses the importance of being consistent in the classroom
  - Understand Student Diversity
    - Did You Know?
      — Link: Equity resources from the Center on Positive Behavior and Intervention Supports (PBIS)
  - Focus on the Positive
    - Link: behavior-specific praise [definition]
    - Tip
    - Audio: Michael Rosenberg describes how implementing the "I Caught You Being Good" strategy during the transition period between classes had a positive impact on both student and teacher behavior
  - Use High-Quality Instruction
    - For Your Information
    - To learn more about student diversity, visit these IRIS Modules [links to IRIS resources]
  - Maintain Professionalism
    - Keep in Mind
    - Audio: Michael Rosenberg discusses how to address challenging behaviors in a professional and productive manner
    - Audio: Angela Mangum emphasizes the importance of giving students a fresh start each day
- Returning to School

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❖ **Page 5: Create a Positive Environment**

- Practices/Action Steps/Examples [table with bullet points]
  - Link: Family Engagement: Collaborating with Families of Students with Disabilities [IRIS Module]
  - Explanation of "Two-by-Ten strategy"
  - Link: verbal turn taking [definition]
  - Link: talk story [definition]
- Research Shows
- Audio: Angela Mangum discusses how she builds relationships and holds high expectations for her students
- Audio: Melissa Patterson discusses the importance of positive communication and how she uses positive phone calls to build relationships with families
- Audio: Ashley Lloyd talks about how she treats students with respect and is responsive to student needs
- Returning to School [box with bullets]

Notes

❖ **Page 6: Create a Structured Classroom**

- Effective Classroom Arrangement
  - Explanation of "effective classroom arrangement"
  - Well-designed and organized classroom environments... [bullet points]
  - For Your Information
  - Do's and don'ts for setting up a structured classroom space [table]
  - To learn more about effectively organizing the classroom, view these IRIS Case Studies [links to IRIS resources]
- Establishing Classroom Routines
  - At the elementary level, routines typically include... [bullet points]
    - Link: guided practice [definition]
    - Link: exit ticket [definition]
  - In secondary classrooms, routines can include... [bullet points]

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- ▪ Link: bell work [definition]
- ▪ Link: independent practice [definition]
- ▪ Link: formative assessment [definition]
- ◦ Keep in Mind
- ◦ Do's and don'ts for setting up classroom routines [table]
- ◦ Audio: KaMalcris Cottrell offers examples of how she creates a structured classroom environment
- ◦ Audio: Ashley Lloyd offers examples of how she creates a structured classroom environment

Notes

❖ Page 7: Use Surface Management Strategies
- Explanation of "surface management strategies"
- Strategy/Definition [table]
  - ◦ Link: Proximity Control [IRIS Fundamental Skill Sheet]
- Activity: Try to spot the surface management strategies Ms. Rollison uses with her students

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❖ Page 8: Develop a Comprehensive Classroom Behavior Management Plan

- Core Components/Definitions/Examples [table]
  ◦ Link: crisis behavior card [definition]
  ◦ To learn more about each of these components and to develop your own comprehensive classroom behavior management plan, visit the following IRIS Modules… [links to IRIS resources]

Notes

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media

Wrap Up

- Summary of the module
  ◦ High-Quality Instruction/Behavior Management Cycle [graphic]
  ◦ Comprehensive classroom behavior management is a proactive, positive system in which the teacher… [bullet points]
  ◦ Key Concepts/Take Away [table]
  ◦ Behavior Management Practices/Take Away [table]
- Audio: Michael Rosenberg discusses the importance of effective classroom behavior management
- Revising Initial Thoughts

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Notes

Assessment

- Take some time now to answer the following questions

Notes

You Have Completed This Module

- Give Us Your Feedback
- Professional Development Hours
- Related Resources