

Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan

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: Developed specifically with middle and high school teachers in mind (e.g., 6th–12th 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).
- 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: What is "behavior" and how do you "manage" it? Mr. Medina wants to know. His fourth-period history class is misbehaving. He wants them to cool it, but he's afraid of coming across as a square. Most of us are afraid of being called a square. Are you?

Notes

Initial Thoughts

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

Notes

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Perspectives & Resources

❖ Module Objectives

- By completing the entire Perspectives & Resources section and reviewing the accompanying activities, the learner will be able to:
 - 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Creating a Classroom Behavior Management Plan

- Link: disruptive behaviors [definition]
- Many disruptive behaviors can be avoided
- For Your Information
- To learn more about the key concepts related to behavior and of foundational behavior management practices, visit this IRIS Module [links to IRIS resource]
- Core components of classroom behavior management [table]
- The components of your behavior management plan should be revised as circumstances dictate
- Audio: Lori Jackman discusses how a classroom behavior management plan can help a teacher enter the classroom with confidence
- Audio: Melissa Patterson discusses the importance of being flexible and making changes to the plan as needed
- Research Shows
- Returning to School [box with bullets]
 - Link: social emotional learning (SEL) [definition]
- Activity: Look for these boxes to put each the components of a classroom behavior management plan into action

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Notes

❖ Page 2: Cultural Considerations and Behavior

- Definition of “culture”
- “Visible” versus “subtle” cultural practices
- Teachers should understand that culture can... [bullet points]
- Link: cultural gaps [definition]
- Link: View examples of specific perspectives that might result in cultural gaps
- For Your Information
- Teachers should have an understanding of their own culture and their students’ culture [drop-down menus]
 - Understanding One’s Own Culture
 - Activity: Complete a Double-Check Self-Assessment
 - Understanding Students’ Cultures
 - Learning about students’ cultures can help teachers... [bullet points]
 - Examples of how teachers can learn more about their students and their cultural backgrounds, experiences, and practices [bullet points]
 - Audio: Andrew Kwok discusses the importance of teachers understanding their students’ cultures
 - Audio: KaMalcris Cottrell highlights how her school creates a safe space where students are able to share their beliefs and values
 - To learn more about student diversity, visit these IRIS Modules [links to IRIS resources]
- Link: cultural norms [definition]
- Explanation of “cultural capital”
- Student/teacher cultural conflicts can have a range of effects [bullet points]
- Discussion of the effects of teachers misinterpreting student behavior
- Checking in with Mr. Medina [box]
- Research Shows
- Link: culturally sustaining [definition]
- Some ways to make a plan more culturally sustaining is to... [bullet points]

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- Audio: Andrew Kwok discusses the discrepancies that may exist between the school and classroom culture and students' cultures
- Audio: Andrew Kwok discusses cultural capital and what it means for students in the classroom
- Audio: Andrew Kwok talks about developing a culturally sustaining classroom behavior management plan
- Keep in Mind
 - Link: English language learners (Ells) [definition]
 - Link: To learn more about English language learners, visit the following IRIS Module [link to IRIS resource]
- For more information on cultural influences on behavior, view the following IRIS Module [link to IRIS resource]

Notes

❖ Page 3: Statement of Purpose

- Explanation of "statement of purpose"
- Four key criteria [table]
- Audio: Andrew Kwok discusses how a teacher can create a statement of purpose that is culturally respectful and responsive
- Audio: KaMalcris Cottrell describes her classroom's statement of purpose
- Checking in with Mr. Medina [box]
 - Link: Feedback
- Research Shows
- Activity: Develop your own statement of purpose
 - Link: Click here to get started

Notes

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❖ Page 4: Rules

- Definition of “behavior expectations”
- Definition of “rules”
- Rules are important because they... [bullet points]
- Rules often address a common set of expected behaviors [bullet points]
- Developing Rules
 - For Your Information
 - Guidelines with Examples and Non-Examples [table]
 - Teachers can also ensure that their rules are culturally sustaining by... [bullet points]
 - Audio: Andrew Kwok discusses some of these strategies in more detail
 - Audio: Andrew Kwok discusses strategies for ensuring that rules are not culturally biased
 - The order of priority may vary
 - Middle school
 - High school
 - For Your Information
 - Ms. Oman’s Rules (Middle School) [graphic]
 - Mr. Medina’s Rules (High School) [graphic]
 - For Your Information
- Teaching Rules
 - Four steps for explicitly teaching rules
 - Step 1: Introduce
 - Step 2: Discuss
 - Step 3: Model
 - Step 4: Practice
 - Step 5: Review
 - Reviewing rules is especially important during... [bullet points]
 - Tip
 - Audio: Lori Jackman describes how the posting of classroom rules allowed her to address behavioral issues more efficiently
 - Audio: KaMalcris Cottrell explains how she gives her students the opportunity to help develop classroom rules
- Research Shows
- Activity: Create your own set of rules
 - Link: [Click here to get started](#)
- Returning to School [box with bullets]

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Notes

❖ Page 5: Procedures

- Definition of “procedures”
- Developing Procedures
 - Is the procedure warranted? [table]
 - Common elementary routines or activities that might benefit from procedures [bullet points with links]
 - For Your Information
 - Tip
 - Audio: Andrew Kwok discusses developing procedures that are culturally responsive or sustaining
 - For Your Information
 - Link: transitions [definition]
 - Transition Steps/Examples [table]
 - Link: PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
- Teaching Procedures
 - Steps for explicitly teaching classroom procedures [numbered list]
 - Step 1: Introduce
 - Step 2: Discuss
 - Step 3: Model
 - Step 4: Practice
 - Step 5: Review
 - Keep in mind
 - Tip
 - Link: behavior-specific praise [definition]

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- Audio: Lori Jackman describes thinking about the steps required to successfully perform a procedure
 - Link: task analysis [definition]
- Audio: Melissa Patterson explains how creating, explicitly teaching, and practicing a procedure for entering her classroom helped students know what to expect and in turn helped the learning environment run more smoothly
- Research Shows
 - Link: corrective feedback [definition]
- Activity: Create some procedures for your classroom setting
 - Link: Click here to get started
- Returning to School [box with bullets]

Notes

❖ Page 6: Positive Consequences

- Definition of “consequence”
- Consequences work best when they are... [bullet points]
- Definition of “positive consequence”
- Definition of “negative consequence”
 - Note
- Developing Positive Consequences
 - Explanation of “intrinsic motivators”
 - For Your Information
 - Tangible/Social/Activity [table]
 - Link: tokens [definition]
 - Did You Know?
 - Audio: Melissa Patterson gives examples of positive consequences she uses in her classroom
 - Audio: KaMalcris Cottrell discusses some considerations for delivering positive consequences
 - Audio: Angela Mangum explains how even the smallest positive consequences sometimes yield the best results

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- Delivering Positive Consequences
 - When delivering consequences, the teacher should... [bullet points]
 - Did You Know?
 - Link: To learn more about behavior-specific praise, view the following IRIS Fundamental Skill Sheet [IRIS resource]
- Research Shows
- Activity: Create positive consequences for the students in your class
 - Link: Click here to get started

Notes

❖ Page 7: Negative Consequences

- Explanation of “negative consequences”
- Negative consequences should be... [bullet points]
 - Link: natural and logical consequences [definitions]
- For Your Information
- Developing Negative Consequences
 - Negative consequence hierarchy
 - Negative Consequences [graphic]
 - Negative Consequences/Examples [table]
 - Link: proximity control [definition]
 - Link: Learn how to conduct a student conference
 - Link: Watch a teacher addressing problem behaviors using student conferences [video]
 - Audio: Angela Mangum describes how contact with parents is one of the best ways to reduce undesirable behaviors
- Delivering Consequences
 - Negative consequences work best when teachers... [bullet points]
 - Teachers can respond more effectively if they... [bullet points]
 - To develop more equitable classroom consequences, teachers can... [bullet points]

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- Tip
- Audio: KaMalcris Cottrell discusses how negative consequences should be equitable and appropriate to the infraction
- Audio: Andrew Kwok discusses the need for teachers to consider student intent when delivering consequences
- Audio: Andrew Kwok discusses restorative practices (sometimes referred as restorative justice) as a means to reestablish relationships after delivering consequences
 - Link: restorative practices [definition]
- Keep in Mind
 - Link: Learn more about surface management strategies
- Audio: Melissa Patterson describes how she gives negative consequences in her classroom
- Audio: KaMalcris Cottrell discusses some considerations for delivering negative consequences
- Audio: Lori Jackman describes what can happen when a teacher becomes upset and lets her emotions guide how she delivers a negative consequence
- Research Shows
- Activity: Create negative consequences for the students in your class
 - Link: Click here to get started

Notes

❖ Page 8: Crisis Plan

- Description of “crisis plan”
- Teachers with a crisis plan in place are more likely to... [bullet points]
- Questions answered by Mr. Medina’s crisis plan [bullet points]
- Note
- Mr. Medina’s Behavior Crisis Plan [box with numbered list]
 - Link: crisis behavior card [definition]
- For more information on how teachers can prevent a student’s behavior from escalating and can avoid a behavior crisis altogether, view the following IRIS Modules [links to IRIS resources]
- Audio: Michael Rosenberg explains why teachers should develop a behavior crisis plan to address

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out-of-control behavior

- Audio: KaMalcris Cottrell further discusses the need to develop such a plan
- Activity: Create a crisis plan
 - Link: Click here to get started
- Return to School [box with bullets]
 - Link: Trauma: Brief Facts and Tips
 - Link: Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators
 - Link: How Children Cope with Ongoing Threat and Trauma: The BASIC Ph Model

Notes

❖ Page 9: Action Plan

- Description of “action plan”
- The action plan includes... [bullet points]
- Actions/Descriptions [table]
- Did You Know?
- Checking in with Mr. Medina
 - Link: View Mr. Medina’s action plan
- Audio: Michael Rosenberg discusses some considerations for teachers who want to ensure that their classroom behavior management plan is sustained and reinforced over time
- Audio: Lori Jackman talks about the importance of including informative items in the action plan for substitute teachers
- Activity: Create an action plan
 - Link: Click here to get started

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Notes

❖ Page 10: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 11: Credits

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

Wrap Up

- Summary of the module
- To create an effective plan, teachers also need to... [bullet points]
- Core Components/Take Away [table]
 - Audio: Michael Rosenberg offers a brief overview of these components
- Revisiting Initial Thoughts

Notes

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Assessment

- Take some time now to answer the following questions
 - Student Behavior/Consequence [interactive table]

Notes

You Have Completed This Module

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