

Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

Challenge

<http://iris.peabody.vanderbilt.edu/module/beh1/challenge/>

Watch the Challenge video.

Ms. Rollison's first day of teaching is here...but she is worried about what to do if behavior problems arise...

Optional: Download the "Transcript with Images" PDF for use as a note-taking guide.

Initial Thoughts

<http://iris.peabody.vanderbilt.edu/module/beh1/cinit/>

Respond to the Initial Thoughts questions:

- » What does Ms. Rollison need to understand about student behavior?
- » What can Ms. Rollison do to increase the chances that her students will behave appropriately in class?

Share your responses with your partner:

- » How did your responses differ?
- » How were they alike?

Perspectives & Resources

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/>

After completing the entire Perspectives & Resources section, you should:

- Understand how disruptive behavior negatively affects instruction and learning
- Explain how culture can influence behavior
- Identify and describe the core components of a comprehensive behavior management system
- Develop a comprehensive behavior management plan

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Page 1: Effects of Disruptive Behavior

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p01/>

Reflect and respond to the following questions:

- » How do you identify with the information in the “Research Shows” box?
- » Are discipline issues a primary concern for you?
- » Do or did you feel inadequately equipped to address disruptive behavior?

After listening to Dr. Michael Rosenberg, reflect and respond to the following question:

- » How did you manage disruptive behavior on your first day or your WORST day of teaching?



Share your responses with your partner or table group.

Reflect and respond to the following questions:

- » List the surface behaviors that are most disruptive in your classroom.
- » How do surface behaviors disrupt your classroom? What are your current solutions to these behaviors?

Page 2: Cultural Influences on Behavior

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p02/>**Styles of Interaction**

Think about each interaction style. Reflect on your own experiences and the frame of reference in relation to your own teacher training and school experience for each style discussed. How does this differ from the styles of the students in your classroom?

Styles of Interaction	Own Style of Interaction	Students' Style of Interaction
Degree of Directness		
Level of Emotionality		
Degree of Movement		
Verbal Turn Taking		
Expressions of Consideration		
Attitudes Toward Personal Space		
Attitudes Toward Sharing		

Reflect and respond to the following questions:

- » Do these situations differ from the styles of the students in your classroom?
- » What did you learn about the differences in your style of interaction compared to those of your students?

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- » Were there many areas of agreement or difference?
- » How has culture shaped how you respond to authority figures?

Share with your table group.

How has culture shaped how you respond to authority figures? Respond to the questions below regarding your perceptions of authority figures and of your students' perceptions of authority figures.

Perceptions of Authority Figures

- » Does, age, position, or respect influence your perception of authority figures?
- » How does this differ for your students?

Manner in Which Respect Is Shown

- » How has your culture influenced how you demonstrate deference to authority figures?
- » How does this differ for your students?

Recognizing Cultural Difference: Becoming a Student of Your Students

- » What are some ways that you can become a student of your students?
- » How can you, as teaching colleagues, help each other to better understand the culture of your students?

Complete the Activity "Are You a Culturally Responsive Teacher?"

Reflect on your answers and identify areas that need additional practice.

- » Think about what you can do to promote cultural responsiveness in one of these areas. Write down a few ideas.

Share one idea with your partner.

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Page 3: Classroom and Teacher Influences on Behavior

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p03/>

Classroom factors that influence student behaviors include classroom organization, schedules, and transitions.

Reflect on how your own practice might be influencing student behaviors in your classroom for each of these behaviors:

- » Organizing the classroom

- » Creating a daily schedule

- » Cuing transitions

Surface Management Strategies

- | | | |
|---------------------|-------------------------|-----------------------|
| • Redirecting | • Planned ignoring | • Signaling |
| • Proximity control | • Interest boosting | • Use of humor |
| • Hurdle help | • Removal of the object | • Antiseptic bouncing |

- » Identify the surface management strategies you currently use.

- » Identify one new surface management strategy you will try next week. Share this strategy with your group.

Page 4: Introduction to Comprehensive Behavior Management Plans

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p04/>

Six Key Principles for a Comprehensive Behavior Management Plan

An effective behavior management system is one in which a teacher views a classroom as an organized, consistent, and integrated setting where instructors, school leaders, students, and parents are all active participants.

Write down some points for each of the six key principles.

- » Invest time at the front end
- » Teach well with quality instruction
- » Focus on positive behaviors
- » Provide supports
- » Be educative, not vindictive
- » Be persistent and consistent

How does a comprehensive behavior management plan fit with positive behavioral interventions and supports (PBIS)?

Define the terms below:

- » PBIS
- » Tertiary intervention
- » Secondary intervention
- » Primary instruction

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After listening to Dr. Michael Rosenberg, reflect and respond to the following questions:

- » How does the comprehensive behavior management plan fit into a school-wide PBIS initiative?
- » Does your school currently have any of these supports? If so, which ones?



Page 5: Components of a Comprehensive Behavior Management Plan

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p05/>

Teachers should invest time in thinking about how they expect students to behave. By planning ahead, teachers can develop a comprehensive behavior management plan. Write the key features of each of the five core components of this type of plan.

- » A statement of purpose
- » Rules
- » Procedures
- » Consequences
- » An action plan

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Evidence-Based Practices

Think about each of the evidence-based classroom management practices mentioned below. Write down one example of your current practice in your Participants' Guided Notes and one on a sticky note.

Give One, Get One Activity: Discuss and share your sticky notes with a colleague (give one) and then listen to the colleague share and discuss her practices (get one) with you.

- » Maximize structure
- » Establish and teach rules
- » Actively engage students during instruction
- » Use a variety of strategies to respond to appropriate behaviors
- » Use a variety of strategies to respond to inappropriate behaviors

After listening to Dr. Deborah Voltz, reflect and respond to the following questions.

- » How do we lose students' confidence when we inconsistently enforce behavioral expectations?
- » Why? Share your response with your partner.



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Page 6: Statement of Purpose

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p06/>

A statement of purpose is a brief, positive statement that conveys to parents and students the reasons why various aspects of the management plan are necessary. Ideally, this statement guides all decisions and practices related to behavior.

Review the criteria below for developing a statement of purpose and write down the key points for each.

- » Focused
- » Direct
- » Clearly understood
- » Free of teacher jargon

Sample Statement of Purpose

Our classroom will be a positive, considerate learning environment that fosters academic excellence and respect for others. All students will strive to do their best, both academically and behaviorally, to promote the success of everyone in the classroom.



After listening to Dr. Michael Rosenberg, reflect and respond to the following questions:

- » How is the statement of purpose the foundation of the comprehensive behavior management plan?

Share your responses with your partner.



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Activity: As a table group, review Ms. Rollison's statement of purpose.

"In our classroom, we have high expectations for our students, all of whom are valued as learners and productive thinkers. We recognize individual differences and respect cultural diversity. We are committed to enhancing student achievement and to helping students develop an internal locus of control and self-determined behavior, to providing a safe and nurturing instructional environment, to working with parents as partners in the education of all children, and to engaging children in cooperative problem solving."

After reviewing, complete the Activity by clicking on a green checkmark for "yes" and a red for "no."

Review the feedback and work together to rewrite Ms. Rollison's statement of purpose to fully meet the criteria.

» Write your revised statement of purpose here:

Type the final version in the space provided in the Activity on Page 6 of the module.

Page 7: Rules

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p07/>

Classroom rules reflect the classroom behavioral expectations.

Think about your own classroom rules. Do they meet the criteria described? Check off the criteria your rules have met.

- ☐ Stated positively
- ☐ Measureable and observable
- ☐ Simple, specific terms
- ☐ Convey the expected behavior

Review the set of rules for your grade level.

- » How do your rules differ from these examples?
- » How are they the same?
- » What changes might you need to make to your rules or to your grade-level rules?

Review Ms. Rollison's expectations and rules.

Expectations

- Being on time
- Being prepared
- Doing good work
- Acting in a respectful way
- Following directions

Rules

1. No running in class
2. Follow all directions
3. Fighting is forbidden
4. Speak respectfully and use an inside voice
5. Do your best work

Discuss with your group:

- What were your thoughts about Ms. Rollison's rules?
- Were the rules aligned with her expectations?
- Do they follow the guidelines?
- Do they cover the behaviors that she wanted addressed?

With your group, view the feedback and see whether your thoughts and reflections were on track.

» What did you learn from this activity?

Page 8: Procedures

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p08/>

Procedures describe the steps required for students to successfully complete daily routines.

» What are some of the benefits to teaching specific classroom procedures?

Share with your partner.

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Key Considerations of Effective Procedures

Once teachers have identified transitions that lead to disruptive or inappropriate behaviors, they need to develop procedures to mitigate these issues.

Review the key considerations for developing effective procedures, and write down the main points for each.

- » Why is the procedure needed?
- » Where is the procedure needed?
- » What does the procedure entail?
- » Who will use the procedure?
- » When is the procedure needed?
- » How should the procedure be implemented?

Optional Activity: Review one of the sample procedures for your grade level.

- » With your grade-level team or group, develop a procedure for a common transition activity such as entering the room or walking in the hallway

Activity: Ms. Rollison has developed procedures for going to the restroom, entering the classroom, walking in the hallway, and arriving late to class.

As a group or team, help Ms. Rollison develop another classroom procedure.

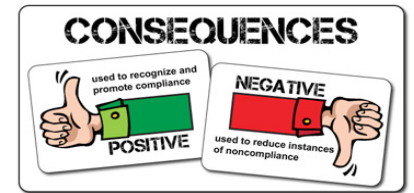
Once done, click the link at the bottom of the activity box to evaluate the procedure your group or team has developed.

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Page 9: Consequences: An Introduction

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p09/>

Consequences, both positive and negative, prepare the teacher to respond to behaviors and allow students to know what to expect. Think about your own list of consequences. Do they meet the criteria listed below?



	Yes	No
• Are clear and specific		
• Relate directly to the rules and procedures		
• Possess a range of intensity or hierarchy of alternatives		
• Are natural and logical in the school environment		

Share with your partner how your consequences are or are not natural and logical.

Page 10: Positive Consequences

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p10/>

A positive consequence, or reinforcement, is a means by which teachers can increase the probability that a behavior will occur again in the future. Think about your own positive reinforcers. Check off the criteria that are congruent with your own positive consequences:

- ☐ Something the student considers pleasant or rewarding
- ☐ Inexpensive
- ☐ Appropriate to the classroom environment
- ☐ Easily and quickly administered or awarded

Characteristics of Positive Consequences

Review the table of tangible, social, and activity reinforcers. Add additional reinforcers that you routinely use in your classroom. Share any additional reinforcers you may use with your table group or grade-level team.

Tangible	Social	Activity
<ul style="list-style-type: none"> Stickers Tokens 	<ul style="list-style-type: none"> Smile Praise 	<ul style="list-style-type: none"> Reading a story Drawing

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After listening to Dr. Lori Jackman, reflect and respond to the following question:

- » Why is it important to be “heavy handed” when you begin implementing a behavior management system?

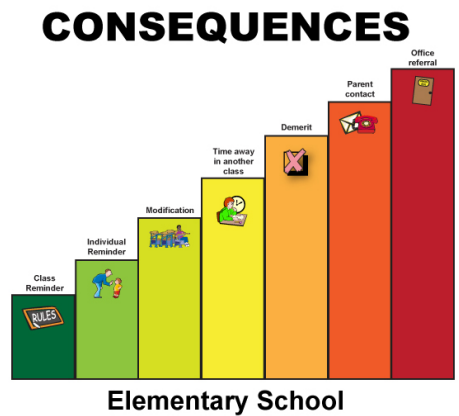


Page 11: Negative Consequences

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p11/>

Negative consequences are the means by which teachers can decrease the probability that a behavior will occur in the future. Think about your own negative consequences. Check off the criteria that are congruent with your own negative consequences:

- ☐ Considered unpleasant by the students
- ☐ Applied in an educative rather than vindictive fashion
- ☐ Administered calmly and consistently
- ☐ Applied along with positive consequences
- ☐ Logical to the undesirable behavior
- ☐ Applied immediately after the behavior occurs
- ☐ Considerate of a student's dignity



Activity: Review the negative consequence hierarchies for your grade level.

- » Are your negative consequences organized in an increasing intensity hierarchy?
- » If not, how would they need to be changed?

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Delivering Consequences

The manner in which a teacher delivers a consequence is important. In order to deliver consequences with certainty, teachers should:

- Apply them consistently
- Use the power of proximity
- Make direct eye contact
- Use a soft voice
- Be firm and anger-free
- Link the consequence to the expected behaviors
- Never accept excuses, bargaining, or whining

» Which one of these is the most difficult for you? Share with your partner.

After listening to Dr. Lori Jackman, discuss this question with your group or team:

» Why is this consistency so important in ensuring that students make the connection between negative consequences and the classroom management system and not the teacher?



Page 12: Action Plan

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p12/>

Ms. Rollison is ready to develop her action plan to implement her classroom management system. She needs to:

1



Develop a toolkit: all of the forms, posters, and supports necessary to implement and sustain the plan

2



Teach the plan to the students

3



Share the plan with others (e.g., administration, parents, and substitute teachers)

4



Review the plan regularly

Thinking about Your Own Action Plan

As you've completed these training sessions, you now have an idea of how you will develop your own comprehensive behavior management plan.

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Work with your group or grade-level or content-area team to identify some possible steps you might take in developing your own comprehensive behavior management plan for each of the four areas listed in the table.

	Objective	How it will be accomplished	Completion date
Develop a Toolkit			
Teach the Plan			
Share the Plan			
Review the Plan			

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Page 13: Practice with Components

<http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q2/p13/>

Complete both Behavior Games.

- » How well did you do in the Behavior Games?

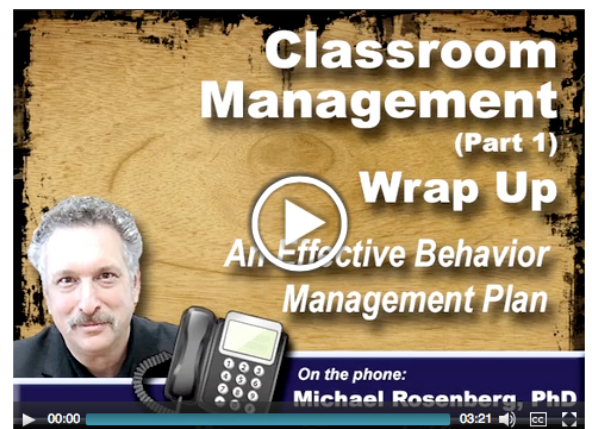
- » What did you learn that will influence your own development or refinement of your classroom positive and negative consequences?

Wrap Up

<http://iris.peabody.vanderbilt.edu/module/beh1/cwrap/>

After you listen to Dr. Michael Rosenberg summarize the components of a comprehensive behavior management plan, revisit your Initial Thoughts. After working through the resources in this Module, do you still agree with your Initial Thoughts? If not, what aspects of your answers would you change? Write your revised thoughts for each of the Initial Thoughts questions below.

- » What does Ms. Rollison need to understand about student behavior?



- » What can Ms. Rollison do to increase the chances that her students will behave appropriately in class?

Discuss with your partner any aspects of your Initial Thoughts that have changed.

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Assessment

http://iris.peabody.vanderbilt.edu/module/beh1/cr_assess/

Complete the Assessment independently or in collaboration with your grade-level or content-area team. Review the Perspectives & Resources pages as needed to answer the questions below:

- » Why is it important to have a classroom management plan?
- » What are the most important elements this plan should include?
- » How can procedures that are well developed and specifically taught reduce behavior problems?
- » Name at least four things teachers should keep in mind when delivering positive or negative consequences.

1)

2)

3)

4)

Work with a partner or your grade-level or content-area team to complete one of these two tasks.

Task 1. Task 1. Ms. Gardner teaches seventh-grade science. For the first time in her career, her room is equipped with several lab stations. Because of this, she plans to have her students perform more hands-on experiments. She is excited by this prospect but also concerned that her students will be disruptive as they go to their lab stations and work in small groups. She is also concerned that her students will get hurt if they are not careful at the lab stations. To alleviate her concerns, help Ms. Gardner:

- » Develop a set of classroom rules.
- » Create at least three procedures for walking to and working at the lab stations.

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Task 2. Sierra, a student in Ms. Gardner's science class, is shy and often anxious. However, when working with a partner at a lab station, she usually is very talkative. This disruptive behavior often results in her and her partner missing important teacher directions and not completing labs on time.

» Name at least two surface management strategies that Ms. Gardner could use to address Sierra's disruptive behavior.

» Explain why you chose these strategies.

Next Steps: If you want to refine the skills you developed during these trainings, you can access the second part of this IRIS Module at the link below.

Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan

<http://iris.peabody.vanderbilt.edu/module/beh2/>

This module reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan.