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| IRIS Center logo. | **Outline** |
| **Classroom Behavior Management (Part 2, Secondary)**:  Developing a Behavior Management Plan | |

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).
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]

Challenge

* Video: Mr. Medina recently retired from the army and is starting a second career as a high school history teacher.

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Initial Thoughts

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

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Perspectives & Resources

* Module Objectives
* 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

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* Page 1: Creating a Classroom Behavior Management Plan
* Behavior management can be challenging for secondary content are teachers like Mr. Medina, regardless of their experience level.
* Link: disruptive behavior [definition]
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
* For Your Information
* Classroom Behavior Management Plan [table]
* Audio: Listen as Lori Jackman discusses how a classroom behavior management plan can help a teacher enter the classroom with confidence.
* Audio: Melissa Patterson talks about the importance of being flexible and making changes to the plan as needed.
* Research Shows
* Returning to School
  + Link: social emotional learning (SEL) [definition]
* Activity
* High-Leverage Practices
  + Link: High-Leverage Practices in Special Education [web page]

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* Page 2: Cultural Considerations and Behavior
* *Culture* is a word we use to describe any of the practices, beliefs and norms characteristic of a particular society, group, or place.
* It’s important for teachers to understand that culture can… [bullet points]
* Link: cultural gaps [definition]
* Click to view specific perspectives and approaches that might result in cultural gaps [drop-down table]
* For Your Information
* Understanding One’s Own Culture [drop-down menu]
  + Audio: Lori Delale O’Connor discusses why it’s important to understand one’s own culture, as well as how the culture in classrooms and schools impacts students.
  + Activity
    - Link: Double-Check Self-Assessment [web page]
* Understanding Students’ Cultures
  + 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.
  + Link: Classroom Diversity: An Introduction to Student Differences [IRIS Module]
  + Link: Cultural and Linguistic Differences: What Teachers Should Know [IRIS Module]
* Link: cultural norms [definition]
* These conflicts can have a range of effects… [bullet points]
* Checking in with Mr. Medina
* Research Shows
  + Average Number of Disciplinary Removals Among Students with Disabilities (per 100 students) [table]
* Link: culturally sustaining [definition]
* Some ways to make the plan more culturally sustaining are to… [bullet points]
* Audio: Listen as Lori Delale O’Connor discusses cultural capital and what it means for students in the classroom.
* Audio: Andrew Kwok discusses the discrepancies that may exist between the school and classroom culture and students’ cultures.
* Audio: Andrew Kwok talks about developing a culturally sustaining classroom behavior management plan.
* Keep in Mind
  + Link: English language learners (ELLs) [definition]
  + Link: Teaching English Language Learners: Effective Instructional Practices [IRIS Module]
* Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices (Page 3) [IRIS Module]

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* Page 3: Statement of Purpose
* An effective classroom behavior management plan begins with a *statement of purpose*…
* Criteria/Description [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
  + Click for feedback [drop-down menu]
* Research Shows
* Activity
  + Click to develop your own statement of purpose [web page]

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* Page 4: Rules
* Now that the teacher has created a statement of purpose, he should consider how he expects his students to behave.
* Rules are important because they… [bullet points]
* Although rules vary across classrooms, they often address a common set of expected behaviors… [bullet points]
* Developing Rules
  + For Your Information
  + Guidelines/Example/Non-Example [table]
  + To do this, teachers can… [bullet points]
  + Audio: Listen as Andrew Kwok discusses some of these strategies in more detail.
  + Audio: Andrew Kwok discusses strategies for ensuring that rules are not culturally biased.
  + For Your Information
  + For Your Information
* Teaching Rules
* This is especially the case during the following situations… [bullet points]
* Tip
* Audio: Listen as 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
  + Click to develop your own set of rules [web page]
* Returning to School

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* Page 5: Procedures
* In addition to creating rules, effective teachers develop *procedures*…
* Developing Procedures
  + Procedural questions [table]
  + Entering the classroom [drop-down menu]
  + Dismissal [drop-down menu]
  + Walking in the hallway [drop-down menu]
  + Turning in assignments [drop-down menu]
  + Using the restroom [drop-down menu]
  + Throwing away trash/recycling [drop-down menu]
  + Asking for help [drop-down menu]
  + Exiting the classroom [drop-down menu]
  + Getting/putting away laptops [drop-down menu]
  + Lining up (e.g., before lunch, to go to the library) [drop-down menu]
  + Going to lunch [drop-down menu]
  + Sharpening pencil [drop-down menu]
  + Fire and disaster drills [drop-down menu]
  + For Your Information
  + Tip
  + Audio: Listen as Andrew Kwok discusses developing procedures that are culturally responsive and sustaining.
  + For Your Information
    - Link: transitions [definition]
    - Transition Steps/Example [table]
    - Link: PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches [PDF]
* Teaching Procedures
  + Below is a list of recommended steps for explicitly teaching classroom procedures… [bullet points]
  + Keep in Mind
  + Tip
    - Link: behavior-specific praise [definition]
  + Link: task analysis [definition]
  + Audio: Lori Jackman describes thinking about the steps required to successfully perform a procedure (i.e., task analysis) and how procedures should be refined as needed.
  + Audio: Melissa Patterson explains how creating 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
    - Click to develop procedures [web page]
  + Returning to School

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* Page 6: Positive Consequences
* Once they’ve developed their rules and procedures, teachers must either acknowledge appropriate behavior or correct inappropriate behavior.
* More, consequences work best when they are… [bullet points]
* There are two major types of consequences… [bullet points]
* Developing Positive Consequences
  + For Your Information
  + Tangible/Social/Activity [table]
    - Link: token [definition]
  + Did You Know?
  + Audio: Listen as Melissa Patterson gives examples of positive consequences she uses in her classroom.
  + Audio: KaMalcris Cottrell discusses some considerations for delivering positive consequences to students.
  + Audio: Angela Mangum explains how even the smallest positive consequences sometimes yield the best results.
* Delivering Positive Consequences
  + Generally, when delivering consequences, the teacher should… [bullet points]
  + Did You Know?
    - Link: Behavior-Specific Praise [IRIS Fundamental Skill Sheet]
  + Research Shows
  + Activity
    - Click to develop your own positive consequences [web page]

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* Page 7: Negative Consequences
* While a positive consequence is a means by which a teacher *increases* the probability that a behavior will occur in the future, a negative consequence is a means by which she *decreases* the probability that a behavior will occur in the future.
* These should be… [bullet points]
  + Link: natural consequence [definition]
  + Link: logical consequence [definition]
* For Your Information
* Developing Negative Consequences
  + Negative Consequences/Examples [table]
    - Link: proximity control [definition]
    - Click to learn how to conduct a student conference [web page]
    - Click to watch a video of a teacher addressing problem behaviors using student conferences [YouTube]
  + Audio: Listen as Angela Mangum describes how contact with parents is one of the best ways to reduce undesirable behaviors.
  + Activity
    - Click to play the IRIS Behavior Game [web page]
* Developing Consequences
  + As with positive consequences, negative consequences work best when teachers... [bullet points]
  + Teachers can respond more effectively if they… [bullet points]
  + Tip
  + Audio: Listen as 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 as a means to reestablish relationships after delivering consequences.
  + Link: restorative practices [definition]
  + Keep in Mind
    - Click for more information on surface management strategies [drop-down table]
      * Link: Proximity Control [IRIS Fundamental Skill Sheet]
  + Audio: Listen as 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
    - Click to develop your own negative consequences [web page]

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* Page 8: Crisis Plan
* Once teachers have developed a statement of purpose, rules, procedures, and consequences, they should consider how they will address severe behavioral situations…
* When teachers have such a plan in place, they are more likely to… [bullet points]
* As you examine Mr. Medina’s behavior crisis plan to the right, take particular note of how it addresses each of these questions. [bullet points]
* Mr. Medina’s Behavior Crisis Plan
  + Link: crisis behavior card [definition]
* Link: Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle [IRIS Module]
* Link: Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies [IRIS Module]
* Audio: Listen as Michael Rosenberg, a researcher and expert in behavioral interventions, explains why teachers should develop a behavior crisis plan to address out-of-control behavior.
* Audio: KaMalcris Cottrell further discusses the need to do so.
* Activity
  + Click to develop your own crisis plan [web page]
* Returning to School
  + Link: Trauma: Brief Facts and Tips [web page]
  + Link: Supporting Students experiencing Childhood Trauma: Tips for Parents and Educators [web page]
  + Link: How Children Cope with Ongoing Threat and Trauma: The BASIC Ph Model [drop-down menu]

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* Page 9: Action Plan
* The final core component of a classroom behavior management plan is an *action plan*…
* The action plan includes… [bullet points]
* Actions/Description [table]
* Did You Know?
* Checking in with Mr. Medina
  + Click to view Mr. Medina’s action plan [web page]
* Audio: Listen as 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.
* Audio: Lori Delale O’Connor explains how to make an action plan more culturally responsive or sustaining.
* Activity
  + Click to develop your own action plan [web page]

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* Page 10: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 11: Credits
* Content Expert
* Content Contributor
* Module Developer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Core Components/Take Away [table]
* Audio: Listen as Michael Rosenberg offers an overview of these components.
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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