

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

One thing teachers of every experience level share is an ongoing concern about their ability to address disruptive student behavior. In fact, teachers consistently report that disruptive behavior is one of the most difficult parts of their job. Not only is it one of the areas in which teachers most often request assistance, it is a common reason for job dissatisfaction, teacher turnover, and even exiting the profession altogether.

Fortunately, there's help. This updated and expanded 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.



Above: Teachers aren't always as prepared to address disruptive behavior as they might believe.

Meet the Module

iris.peabody.vanderbilt.edu/module/beh1

Carefully designed to address this all-important instructional issue, *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices* overviews:

- The effects of disruptive behavior, including lost instructional time, lowered academic achievement for the disruptive student and fellow classmates, and teacher stress and frustration
- The key principles of classroom behavior management
- Ways in which the teacher and students' cultural backgrounds influence both behavior and the perceptions of that behavior
- The importance of creating a positive climate and structured classroom
- The use of surface management strategies
- The step-by-step development of a comprehensive behavior management plan
- Real-world perspectives via audio interviews with classroom teachers Angela Mangum, Melissa Patterson, and Ashley Lloyd; school behavior support specialist KaMalcris Cottrell; University of Pittsburgh Assistant Professor of Education Lori Delale-O'Connor; and SUNY New Paltz Professor Michael Rosenberg



Above: Comprehensive classroom behavior management is an indispensable component of high-quality instruction.

Featured Resources

IRIS Modules are packed with helpful resources, information, and opportunities for further learning, and our module on classroom behavior management is no different. In it, users will find:

- Distilled research demonstrating the importance of effective classroom behavior management
- Discussions of strategies like proximity control, hurdle help, redirecting, and others
- Returning to School boxes with tips to help address a possible increase in challenging behavior as students transition back to in-person learning
- An opportunity to reflect on one's own knowledge, attitudes, and practices in light of one's cultural background
- An interactive classroom activity that provides opportunities to practice identifying surface management strategies
- Links to resources developed by our partner centers
- Updates and further thoughts on the scenario presented in the module's Challenge video in the form of "Ms. Rollison — The Story Unfolds" spotlights



Activity

Even teachers who believe that they engage in culturally sustaining practices can benefit from taking the time to reflect on their knowledge, attitudes, and practices. Complete this activity to identify strengths and areas for growth. When you are done, click the "Finish" button to get some feedback.

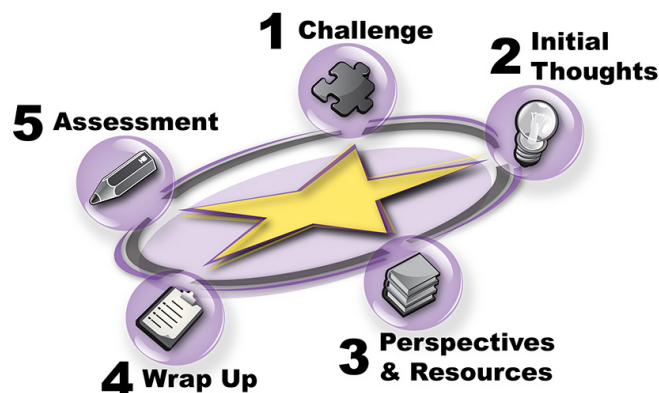
[To begin, click here.](#)

Adapted from "Double-Check: A Framework of Cultural Responsiveness Applied to Classroom Behavior," by P. A. Hershfeldt, R. Sechrest, K. L. Pell, M. S. Rosenberg, C. P. Bradshaw, and P. J. Leaf, 2009, *Teaching Exceptional Children Plus*, 6(2).

Above: Activities throughout the resource encourage a hands-on approach to the module's main topics.

What Are IRIS Modules?

The signature resource of the IRIS Center, IRIS STAR Legacy Modules offer in-depth looks at topics like differentiated instruction, assessment, behavior and classroom management, high-quality IEPs, mathematics, reading, and many others of importance to educators in today's classrooms. These resources present their content in a variety of engaging formats: text, video demonstrations, audio interviews with experts and practicing educators, and interactive activities.



What Is IRIS?

IRIS develops and disseminates free online open educational resources (OERs) about evidence-based instructional and behavioral practices. Intended for use in personnel preparation and professional development, these instructional resources are designed to help current and future educators improve the learning and behavioral outcomes of all students, especially struggling learners and those with disabilities. Visit us at iris.peabody.vanderbilt.edu



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

New teachers. Experienced teachers. Soon-to-be teachers. For teachers of all grade and experience levels, classroom behavior management can often feel like anything but an elementary challenge. Indeed, behavior issues remain a common reason for job dissatisfaction, teacher turnover, and even exiting the profession altogether.

Our revised and expanded module *Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan* is here to help navigate the ABCs of this ever-present classroom issue. We walk users step-by-step through the process of developing their own comprehensive behavior management plans and let them practice with each of those plans' key elements along the way.



Above: Disruptive behavior is an ever-present issue for teachers of all experience levels.

Meet the Module

iris.peabody.vanderbilt.edu/module/beh2_elem

Created specifically with elementary school educators (e.g., K–5th grade) in mind, this informative resource includes:

- Thoughts on the effects of culture on student behavior and how teachers can develop culturally sustaining classroom behavior management plans
- Practical guidance to help teachers develop and implement effective classroom statements of purpose, rules, and procedures
- Information on creating and delivering positive and negative consequences with consistency and equity
- Explanations of crisis plans and actions plans and why no comprehensive classroom behavior management plan is complete without them
- Audio interviews with classroom teachers Angela Mangum, Melissa Patterson, and Ashley Lloyd; school behavior support specialist KaMalcris Cottrell; Texas A&M Assistant Professor of Teaching, Learning, and Culture Andrew Kwok; former Anne Arundel County Public Schools Professional Development Provider Lori Jackman; University of Pittsburgh Assistant Professor of Education Lori Delale-O'Connor; and SUNY New Paltz Professor Michael Rosenberg



Above: Specific examples of classroom rules, procedures, consequences, and more bring clarity to the module's main topics.

Featured Resources

IRIS Modules are packed with helpful resources, information, and opportunities for further learning, and our module on classroom behavior management for elementary teachers is no different. In it, users will find:

- Information—including distilled research findings—covering the core components of a classroom behavior management plan
- Clear explanations of positive and negative consequences, as well as a chance for users to put their new knowledge to the test in our interactive Behavior Games activity
- Returning to School boxes with tips to help address a possible increase in challenging behavior as students transition back to in-person learning
- An opportunity to reflect on one's own knowledge, attitudes, and practices in light of one's cultural background
- Updates and further thoughts on the scenario presented in the module's Challenge video in the form of "Checking in with Ms. Amry" spotlights
- A dedicated tool that allows users to save and print their comprehensive classroom behavior management plans



Activity

Now it is your turn to create positive consequences for the students in your class. You can develop positive consequences for your classroom (current teachers) or for the grade level you hope to teach someday (future teachers).

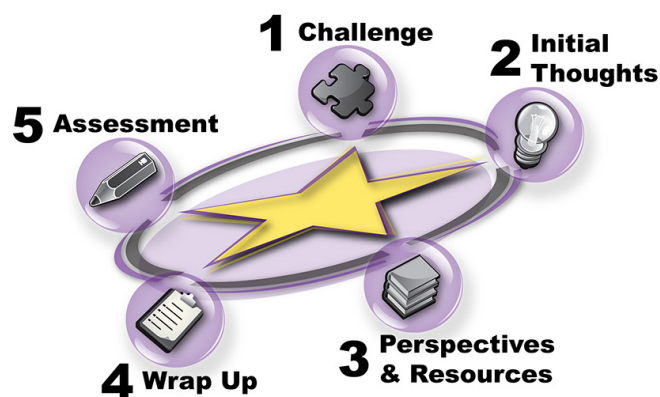
[Click here to develop your own set of positive consequences.](#)



Above: Activity boxes throughout the resource allow users to practice developing and refining the components of their own behavior management plans.

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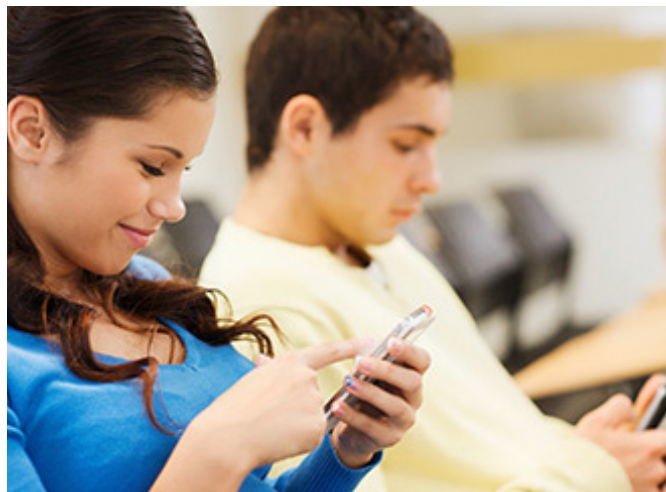
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Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan

Effective behavior management. What does it look like? How should teachers implement it in the classroom? How will they ensure that it's appropriate to the circumstances and equitable? Many middle and high school teachers have asked themselves these very questions and others.

Never fear, our module *Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan* is here to help. We walk users step-by-step through the process of developing their own comprehensive behavior management plans and let them practice with each of those plans' key elements along the way.



Above: Disruptive behavior is an ever-present issue for teachers of all experience levels.

Meet the Module

iris.peabody.vanderbilt.edu/module/beh2_sec

Created specifically with secondary school educators in mind, this informative resource includes:

- Thoughts on the effects of culture on student behavior and how teachers can develop a culturally sustaining classroom behavior management plan
- Practical guidance to help teachers develop and implement effective classroom statements of purpose, rules, and procedures
- Information on creating and delivering positive and negative consequences with consistency and equity
- Explanations of crisis plans and actions plans and why no comprehensive classroom behavior management plan is complete without them
- Audio interviews with classroom teachers Angela Mangum, Melissa Patterson, and Ashley Lloyd; school behavior support specialist KaMalcris Cottrell; Texas A&M Assistant Professor of Teaching, Learning, and Culture Andrew Kwok; former Anne Arundel County Public Schools Professional Development Provider Lori Jackman; University of Pittsburgh Assistant Professor of Education Lori Delale-O'Connor; and SUNY New Paltz Professor Michael Rosenberg



Above: Specific examples of classroom rules, procedures, consequences, and more bring clarity to the module's main topics.

Featured Resources

IRIS Modules are packed with helpful resources, information, and opportunities for further learning, and our module on classroom behavior management for secondary teachers is no different. In it, users will find:

- Information—including distilled research findings—covering the core components of a classroom behavior management plan
- Clear explanations of positive and negative consequences, as well as a chance for users to put their new knowledge to the test in our interactive Behavior Games activity
- Returning to School boxes with tips to help address a possible increase in challenging behavior as students transition back to in-person learning
- An opportunity to reflect on one's own knowledge, attitudes, and practices in light of one's cultural background
- Updates and further thoughts on the scenario presented in the module's Challenge video in the form of "Checking in with Mr. Medina" spotlights
- A dedicated tool that allows users to save and print their comprehensive classroom behavior management plans



Activity

Now it is your turn to create positive consequences for the students in your class. You can develop positive consequences for your classroom (current teachers) or for the grade level you hope to teach someday (future teachers).

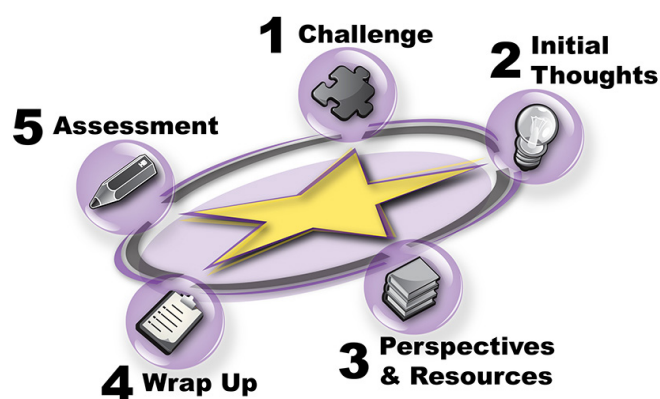
[Click here to develop your own set of positive consequences.](#)



Above: Activity boxes throughout the resource allow users to practice developing and refining the components of their own behavior management plans.

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Fundamental Skill Sheets


Want more information about IRIS Fundamental Skill Sheets? This Resource Spotlight is a great place to start. Learn what they are, what and who they're for, and how to easily locate them on the IRIS Website, all in one place.

Getting Back to Basics

Whether you're new to the classroom or a seasoned vet, it never hurts to brush up on the discrete skills and practices that form the foundation of effective classroom instruction and behavior management. That's where these exciting resources from IRIS come in!

Fundamental skill sheets:

- Describe foundational practices and skills in clear, concise language
- Offer step-by-step implementation procedures, as well as video examples and non-examples
- Help educators acquire skills they can use in their classrooms the next day



Fundamental Skill Sheet
Wait-Time

What Is It?
Wait-time describes either the amount of time a teacher pauses between asking a question and the beginning of a student's response **or** the amount of time between a student's response and the teacher's reacting or asking another question.

Teacher Question

→

3-5 seconds

→

Student Response

→

3-5 seconds

→

Teacher Response

What Do We Know About This Skill/Practice?
 The concept of wait-time and its effectiveness as an instructional practice was established in the early 1970s, as is evidenced by the seminal research cited below. Research conducted during the subsequent 40 years, some of which is also cited in this resource, confirms these findings. More specifically, the research indicates that:

Above: IRIS Fundamental Skill Sheets are the perfect way to learn about or brush up on small-scale yet significant skills that can instantly improve your classroom instruction.

The first fundamental skill sheets are now available, covering:

Behavior-Specific Praise

Learn how to use positive statements directed toward a student to increase positive behavior and decrease problem behavior.

Choice Making

Learn how to facilitate compliance with an instructional or behavioral request by providing a structured choice to a student.

High-Probability Requests

Learn how to increase a student's likelihood of complying with a low-probability request by first making a series of high-probability requests.

Proximity Control

Learn how to remind a student of behavioral expectations simply by reducing the physical distance between the teacher and the student.

Wait-Time

Learn how to increase the number, length, and quality of student responses by pausing after asking a student a question or after the student responds.

Virtual Instruction: Behavior-Specific Praise

Learn how to use positive statements to increase desired behavior and decrease problem behavior in a virtual setting.

A Glimpse at What's Inside

Based on our STAR Sheet template, each fundamental skill sheet includes information on...

What Is It?

Fundamental skill sheets define the skill or practice in easy-to-understand language.

What Do We Know About This Skill/Practice?

Next, fundamental skill sheets break down the research on a practice or skill's effectiveness for busy educators who may not otherwise have time to explore highly technical research journals.



Above: In this video example, an elementary school teacher demonstrates the correct way to implement choice making in her classroom.

Procedures/Tips for Implementation/Things To Keep in Mind

Now it's time to get down to specifics. Fundamental skill sheets offer simple, step-by-step procedures for using a practice in your classroom. We follow this up with tips for implementation and things to keep in mind, both to help you refine your practice and to help you avoid some common errors and pitfalls.



Implementation Examples

Maybe best of all, fundamental skill sheets feature demonstration videos of both correct and incorrect implementation in elementary and high school settings so you can see it all happen for yourself!

Access Fundamental Skill Sheets


Now that you know what they are, it's time for you to explore our fundamental skill sheets collection on your own. Simply navigate to our IRIS Resource Locator (<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>) and select the "Resource Type" search option tab. You'll find fundamental skill sheets listed below with our modules, case studies, activities, and more. A number of our skill sheets can also be found by choosing the "Topic" tab and then selecting the "Behavior and Classroom Management" option.


IRIS Resource Locator


1. Visit here  

2. Select

SORT BY: TOPIC RESOURCE TYPE MODULE ELEMENT

Modules (70) 

Case Studies (17) 

Fundamental Skill Sheets (5) 

3. All done!

Behavior-Specific Praise

Behavior-specific praise is a positive statement directed toward a student or students describing a desirable behavior in specific, observable, and measurable terms. Use this fundamental skill sheet to learn more about behavior-specific praise, as well as to view video examples and non-examples of teachers demonstrating the practice in classroom settings.

Above: Looking for fundamental skill sheets? Easy. Just follow these simple steps.

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