



Classroom Behavior Management Module Series

One thing many teachers 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 series overviews the effects of disruptive behaviors, developing a comprehensive behavior management plan, the phases of the acting-out cycle, and low-intensity strategies that can prevent or address challenging behaviors.



Above: Some students exhibit challenging behaviors that can be characterized as inappropriate, aggressive, or even destructive.

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

iris.peabody.vanderbilt.edu/module/beh1

This module examines:

- The effects of disruptive behavior
- The key principles of classroom behavior management
- Ways in which 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

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

iris.peabody.vanderbilt.edu/module/beh2_elem

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

iris.peabody.vanderbilt.edu/module/beh2_sec

Created specifically with either elementary school educators (e.g., K–5th grade) or secondary educators (e.g., 6th–12th grade) in mind, these modules include:

- How to develop culturally sustaining classroom behavior management plans
- Guidance to help develop and implement classroom statements of purpose, rules, and procedures
- Information on delivering positive and negative consequences with consistency and equity
- Explanations of crisis plans and action plans

Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle

iris.peabody.vanderbilt.edu/module/bi1-elem/

Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle

iris.peabody.vanderbilt.edu/module/bi1-sec/

Created with either elementary educators or secondary educators in mind, these modules include:

- An overview of the negative impacts of challenging behavior
- A close look at each of the seven phases of the acting-out cycle, including common student characteristics associated with each
- Strategies and tips for responding to student behavior in each phase
- 24 classroom videos demonstrating the acting out behaviors of two students

Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies

iris.peabody.vanderbilt.edu/module/bi2-elem/

Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies

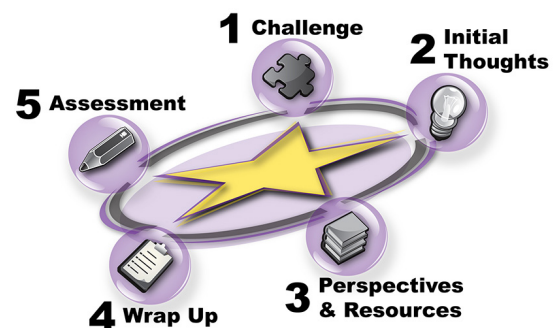
iris.peabody.vanderbilt.edu/module/bi2-sec/

Created with either elementary educators or secondary educators in mind, these modules include:

- Implementation steps and tips to implement six low-intensity strategies that can prevent or address challenging behaviors: behavior-specific praise, precorrection, high-probability requests, active supervision, opportunities to respond, and choice making
- An overview of differential reinforcement of alternative behavior (DRA) to address consistent challenging behaviors

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

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!

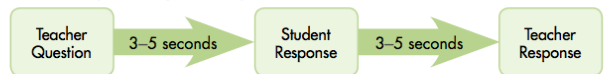
Fundamental skill sheets:

- 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.



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graph LR
    A[Teacher Question] -- "3-5 seconds" --> B[Student Response]
    B -- "3-5 seconds" --> C[Teacher Response]
            
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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

SORT BY: TOPIC **RESOURCE TYPE** MODULE ELEMENT → 2. Select

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.

What Is the IRIS Center?

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