# Behavioral/Classroom Management Modules

| Resource Title | Description | Estimated time to complete | URL | Colorado Teacher Quality Standards |
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| IRIS Classroom Management Part 1: Learning the Components of a Comprehensive Behavior Management Plan | This module—a revision of Who's In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior | 1 hour | https://iris.peabody.vanderbilt.edu/module/beh1/ | 3D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills. |
| IRIS Classroom Management Part 2: Developing Your Own Comprehensive Behavior Management Plan | This module—a revision of You're in Charge! Developing Your Own Comprehensive Behavior Management Plan—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. | 2 hours | https://iris.peabody.vanderbilt.edu/module/beh2/ | 3D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.<br><br>2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |
| National Center for Intensive Intervention: Introduction to Intensive Intervention | FIrst in a series of modules; created in collaboration with University of Connecticut and support from the CEEDAR Center; intended to help educators learn about intensive intervention and how to intensify interventions using the data-based individualization or DBI process. | 1 hour | http://airhsdlearning.airws.org/ncii/final/story_html5.html | 3B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |

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| Intensive Intervention Part 1: Using Data-Based Individualization to Intensify Instruction | This module, first in a series of two, overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) | 3 hours | https://iris.peabody.vanderbilt.edu/module/dbi1/#content | 3B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |
| Intensive Intervention Part 2: Collecting and Analyzing Data for Data-Based Individualization | This module, the second in a series on intensive intervention, offers information on making data-based instructional decisions. Specifically, the resource discusses collecting and analyzing progress monitoring and diagnostic assessment data. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) | 3 hours | https://iris.peabody.vanderbilt.edu/module/dbi2/#content | 3B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |
| CHAMPs Classroom and Behavior Management | All teachers want their students to be orderly, responsive, engaged, and motivated. According to the most current research on teacher effectiveness, putting a successful behavior management system in place is a sure way of achieving these goals. | 20-45 min./ module (8 mod.) | https://www.browardschools.com/Page/33682 | 3A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students. |
| Classroom Management Module 6: Effective Instruction for Behavior | This module describes some components of effective instruction for behavior. Fortunately, effective instruction for academics and behavior are absolutely identical in | 1 hour | https://www.jefferson.kyschools.us/classroom- | 3A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and |

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| | terms of the components that are essential to success. | | management-module-6 | emotional development of their students. |
| Classroom Management Module 7: Using Prompts and Reminders | This module is focused on the teacher's use of prompts and cues. In terms of having a positive effect on behavior, there is nothing more immediate than simply providing students with reminders. In fact, you probably use prompts more at the class level than you do for individuals. Think about all the times you put a finger to your lips, point to an expectation, or blink the lights to nudge students into appropriate behavior. | 1 hour | https://www.jefferson.kyschools.us/classroom-management-module-7 | 3B: Teachers use formal and informal methods to assess student learning and provide feedback, and use results to inform planning and instruction. |
| Classroom Management Module 8: Classroom Management Strategies | In this module, the focus shifts to classroom management and discusses strategies for preventing problem behaviors within the classroom setting. All effective classroom teachers use some sort of management procedures to enhance student success. | 1 hour | https://www.jefferson.kyschools.us/classroom-management-module-8 | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |
| Classroom Management Module 9: Escalating Behaviors | This module represents a bit of a departure from the previous modules as we shift our attention to students for whom the basic strategies we've discussed are often insufficient. The focus here moves to some special considerations necessary when student behaviors become highly emotional or escalate. | 1 hour | https://www.jefferson.kyschools.us/classroom-management-module-9 | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| Classroom Management Module 10: Effective Response to Challenging Behaviors | There are no sure things when it comes to dealing with these challenging behaviors—nothing that works every time or for every student. However, there are strategies that are known to provide the highest probability of positive outcomes. These strategies will be the focus of this module with examples of disrespect, disruption, and noncompliance. | 1 hour | https://www.jefferson.kyschools.us/classroom-management-module-10 | 4C: Teachers are able to respond to a complex, dynamic environment. |

# Functional Behavior Assessment (FBA) Modules

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| IRIS Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan | This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described | 2 hours | https://iris.peabody.vanderbilt.edu/module/fba/ | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| IRIS Addressing Disruptive and Noncompliant Behaviors (Part 1):Understanding the Acting-Out Cycle | The first in a two-part series, this module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases. | 1 hour | https://iris.peabody.vanderbilt.edu/module/bi1/ | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| IRIS Addressing Disruptive and Noncompliant Behaviors (Part 2):Understanding the Acting-Out Cycle | The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors. | 1 hour | https://iris.peabody.vanderbilt.edu/module/bi2/#content | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| Basic FBA to BIP Modules | The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. | 1-2 hours per module | http://basicfba.gseweb.org/behavior-specialist-training/ | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |

# Early Childhood Education Modules

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| Early Childhood Behavior Management: Developing and Teaching Rules | This module, a DEC-recommended resource, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed | 1.5 hours | https://iris.peabody.vanderbilt.edu/module/ecbm/ | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. 3D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills. |
| Early Childhood Recommended Practices Module (RPM) 1: Interaction | This module will help you learn to support children's learning and development through quality adult-child and child-child interactions. | 1-2 hours | https://rpm.fpg.unc.edu/module-1-interaction | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |
| Early Childhood Recommended Practices Module (RPM) 2: Transition | This module will help you support the transitions of children with disabilities and their families between and among services, supports, and programs. | 1-2 hours | https://rpm.fpg.unc.edu/module-2-transition | 2D: Teachers work collaboratively with the families and/or significant adults for the benefit of students. |
| Early Childhood Recommended Practices Module (RPM) 3: Environment | In this module you will learn the components of a child's natural and inclusive environment and why attending to the environment is crucial for children with disabilities. | 1-2 hours | https://rpm.fpg.unc.edu/module-3-environment | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |

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| Early Childhood Recommended Practices Module (RPM) 4: Teaming and Collaboration | In this module you will learn the components of teaming and collaboration and why teaming and collaboration amongst practitioners and families is crucial for children with disabilities. | 1-2 hours | https://rpm.fpg.unc.edu/module-4-teaming | 2D: Teachers work collaboratively with the families and/or significant adults for the benefit of students. |
| Early Childhood Recommended Practices Module (RPM) 5: Family | This module will help you learn to support children's learning and development through quality adult-child and child-child interactions. Completion of this module will enable you to explain what family-centered practices are, describe how to build the capacity of families, and strategies for building trusting partnerships with families. | 1-2 hours | https://rpm.fpg.unc.edu/module-5-family | 2D: Teachers work collaboratively with the families and/or significant adults for the benefit of students. |
| Early Childhood Recommended Practices Module (RPM) 6: Instruction | This module will help you understand practices that support instruction. | 1-2 hours | https://rpm.fpg.unc.edu/module-6-instruction | 3A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students. |
| Early Childhood Recommended Practices Module (RPM) 7: Assessment | This module will help you understand practices that support assessment. | 1-2 hours | https://rpm.fpg.unc.edu/module-7-assessment | 3B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |

# Additional Resources for Teachers

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| PBIS in the Classroom Modules (Word/PDF) | Welcome to the PBIS in the classroom module training from the Georgia Department of Education. These modules are designed to be used with the support of the school PBIS leadership team to integrate PBIS practices in the classroom. The modules will cover material in the order in which they appear on the Benchmarks of Quality. | https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-in-the-Classroom.aspx | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| Classroom Behavior | Written informational module describing classroom management systems including PBS and tiered-models. | https://www.apa.org/education/k12/classroom | 2C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. |
| 5-Minute Film Festival: Classroom-Management Techniques | It's important to pay attention to classroom management. The first few weeks of the school are a crucial time for setting student expectations in behavior and academics. Even veteran teachers can benefit from a refresh or learning new approaches to keeping students on track. Check out these videos, and see if any of the techniques could apply to your teaching style and classroom! | https://www.edutopia.org/blog/five-minute-film-festival-classroom-management-techniques | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |

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| Classroom and Behavior Management Course Enhancement Module (CEEDAR) | This module guides participants in becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning. (Powerpoint with speaker notes) | https://ceedar.education.ufl.edu/cems/classroom-and-behavior-management/ | 3D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills. |
| Project Ideal: Classroom Management | Written informational module: Analyze the practices of effective school teachers and the role of the personal philosophy of the teacher and classroom management to develop a classroom management plan that addresses the critical elements for creating a positive classroom environment. As a product of this module, the student will combine activities from each topic in an electronic or paper notebook to use as a reference for classroom management ideas in preparing for the first year of teaching. | http://www.projectidealonline.org/v/classroom-management/ | 1C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidenced-based instructional practices, and specialized characteristics of the disciplines being taught. |
| Project Ideal: Managing Student Behavior | Written informational module: Behavior management is about changing behavior. This process involves making adaptations for the person with challenging behavior and making changes in the environment where the problem behavior occurs. Changing behavior is not just about changing the behavior of the student, but also about changing the behavior of the adults and other students in the environment. It is important to identify and define the behaviors that need to be changed as well as the new, more appropriate behaviors that need to be learned. | http://www.projectidealonline.org/v/managing-student-behavior/ | 2A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. |

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| Comprehensive, Integrated three-tiered Model of Prevention (Ci3T) | Learn more about Tier 2 and Tier 3 strategies and interventions, by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/ or Microsoft Word documents of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more. | http://www.ci3t.org/pl#empower<br><br>"Tiered Intervention Library" is below the initial display when the link is clicked | 3B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction. |