

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

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Description:  
With the beginning of the school year only days away, new teacher Ms. Rollison is excited to start her teaching career,

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Description:  
but she also has some doubts. Though she feels fairly confident in her teaching abilities, she wonders what she should do if her

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Description:  
students arrive to class late,

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Description:  
refuse to listen or work,

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**6.**  
Description:  
use profanity, or get into fights.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**7.**  
Description:  
Although she never had issues while student teaching,

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**8.**  
Description:  
Ms. Rollison realizes this was largely due to her experienced mentor teacher who had already developed an effective classroom behavior management system.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**9.**  
Description:  
She worries about her ability to create a positive learning environment on her own.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**10.**  
Description:  
Suddenly, her ideal image of eager and engaged sixth graders

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



11.

Description:  
is replaced by a chaotic classroom filled with disrespectful and off-task students.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



12.

Description:  
She receives a range of contradictory suggestions from peers,

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



13.

Description:  
which only exacerbates her feelings of anxiousness and uncertainty for the year ahead.

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



14.

Here's your challenge

Description:  
Here's your challenge:

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



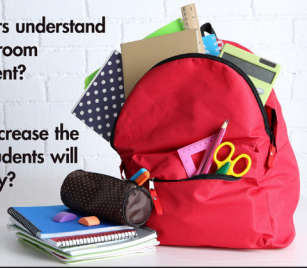
15.

What should teachers understand about effective classroom behavior management?

Description:  
What should teachers understand about effective classroom behavior management?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**16.** It should teachers understand about effective classroom behavior management?  
How can teachers increase the chances that their students will behave appropriately?



Description:  
How can teachers increase the chances that their students will behave appropriately?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**17.** For more open educational resources (OERs) about evidence-based instructional and behavioral practices, visit: [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu) or [iriscenter.com](http://iriscenter.com)



Description:  
For more open educational resurces (OERs) about evidence-based instructional and behavioral practices, visit: [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu) or [iriscenter.com](http://iriscenter.com).

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_