

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. 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. |

| Resource Title | Description | Estimated time to complete | URL | Colorado Teacher Quality Standards |
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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/ldbi1/#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/ldbi2/#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. |

Functional Behavior Assessment (FBA) Modules

| Resource Title | Description | Estimated time to complete | URL | Colorado Teacher Quality Standards |
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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. |

Early Childhood Education Modules

| Resource Title | Description | Estimated time to complete | URL | Colorado Teacher Quality Standards |
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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.bm/ | 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. |