

Over the course of this semester I have gained valuable insight to the many principles of classroom management that are introduced in our course book of Levin and Nolan (2014); however one aspect which greatly caught my attention is the following question to myself, which I will answer in this narrative; “now that I have learned essential ingredients on classroom management, how will I be able to successfully covert and/or address behavior issues **before** they start to happen?- how do I prevent the acting out cycle?” with this question I would like to integrate an IRIS Module and several key points from our course book to address my own question.

I feel this course book gave us many steps on what we should be aware of, what to consider when setting up our classroom environment, how rules and procedures affect our students understanding of the aspect of a community, what we as teachers expect of our students, the means and authority in which we choose to teach, how to effectively differentiate our lessons, all in assuring a great learning environment and good student behavior. However I am aware of the fact that all our knowledge and careful planning will let the occasional student slip because of a simple trigger- which I believe I should know how to detect these to avert a situation that can get out of hand very quickly.

Even with a great classroom management plan in place, I can still have the occasional student that will act out. This can be due do to several factors that I should be aware of such as situations at home that the student can be going through at the moment which could cause those triggers. The IRIS Module that I am targeting gives specific examples on how to detect those triggers and shows the different phases of the acting-out-cycle.

Another great and helpful factor is chapter 8 of our course book which focuses on the teacher ‘using nonverbal interventions to influence students to behave appropriately’ and chapter

9 which focuses on 'using verbal interventions and logical consequences to influence students to behave appropriately'. I believe these are essentially important because they give great pointers and facts and also show what teachers should not do in certain cases.