

# **Key Issue:**

## **Improving Student Outcomes in General and Special Education With Effective Classroom Management Practices**

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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## **Scenario: A Classroom “Out of Control”**

Wallaby School is located in an inner-city urban area in the Southwest. The student population is diverse with a majority from economically disadvantaged backgrounds. Many are at risk for academic failure. Ms. Smith, a white teacher from a middle class background, has a fourth-grade classroom that is representative of the school population. Many of her students live with extended family members or only one parent. Yesterday, a student confided in her that he has a hard time sleeping at night because of the gunshots he sometimes hears and the loud screams of the ambulance sirens.

Each day, Ms. Smith creates her lesson plans for the next day with many instructional activities and lectures. She believes that she doesn't have an instructional minute to lose because of demands for her students to make adequate yearly progress (AYP). Although she began the year on the first day with a heavy academic schedule, she seems to have fallen further and further behind because she has had to spend so much of her day dealing with the behavior problems in her classroom.

Many of Ms. Smith's students are frequently off task and disruptive during academic instruction time. Students shuffle materials in and out of their desks in the middle of instruction, whisper to their neighbors, or get up and sharpen their pencils. Many students use inappropriate language toward adults and peers alike. Ms. Smith finds herself redirecting students several times a class period and fielding requests for assistance or for permission to use the bathroom. Although she explained to students on the first day of class that homework should be handed in at the beginning of the day, she still finds some of her students waiting until the end of the day.

Two of her students in particular have been challenging. Miguel, a student with an emotional/behavioral disorder, tips his desk over and shouts obscenities any time she asks him to do something. Ms. Smith typically sends him to the office when this happens. He is allowed to return to class if he calms down, but often a family member must pick him up from school. Molly, a sad child with no friends, has been telling other students that she wants to hurt them or herself. Students typically react very strongly to her threats and are frightened by what she might do although she has not hurt anyone yet. When either Miguel or Molly acts out, Ms. Smith has even more difficulty keeping the classroom under control for the remainder of the day.

Although it is only the end of September, Ms. Smith is wondering how she is going to make it through her first year of teaching with the challenging behaviors she faces. Because of her love for children and education, Ms. Smith knew early on that she would become a teacher; however, she had no idea that she would encounter such behavioral challenges in her classroom. Her coursework in college did not really cover classroom management except for one lecture on grouping strategies. She ends each day worried about what the next day will bring.

## Benefits

Effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students, including students with disabilities. All students benefit from effective classroom management; however, it is even more critical for students who are at risk for poor educational outcomes or have been identified with a disability. Some of the benefits of effective classroom management can be seen in the following ways:

- **Schoolwide positive behavioral support.** Classroom management strategies are part of schoolwide efforts to create contexts that support the academic and behavioral competence of all students. Schoolwide positive behavioral support is a systems approach that enables schools to adopt and sustain evidence-based practices based on the individual context of the school environment (Lewis & Sugai, 1999).

With schoolwide positive behavioral support, classroom behavioral support begins with whole-school strategies for teaching and supporting a small set of behavioral expectations for all students. Linking classroom management to the schoolwide plan means that the teacher and classroom are part of a system of support rather than an isolated island.

- **Prevention and reduction of inappropriate behavior.** All students can benefit from classroom environments that are highly structured with clear expectations and consistent responses for appropriate and inappropriate behavior. However, for students who are at risk for more severe behavior or who have been already identified with a behavioral disability (e.g., Attention-Deficit/Hyperactivity Disorder, Emotional/Behavioral Disturbance), a well-managed classroom environment is a necessary and critical first step to providing the foundation for their academic and social competence.

Early intervention is essential—for students at risk for behavioral disorders and for students identified with behavioral disorders—to prevent more serious maladaptive behaviors (Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of problem behaviors is affected by the classroom management practices of teachers in the early grades. Students identified by the teacher as aggressive who are in aggressive, disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase, Rhodes, & Kellam, 2002).

Fortunately, aggressive, disruptive classroom environments can be improved through effective classroom management practices, which can reduce negative outcomes for children and adolescents at risk for, or identified with, behavioral disorders.

- **Increase in academic engaged time.** Although it is unclear whether academic difficulties precede behavioral challenges or vice versa, researchers believe that there is a reciprocal influence of both (Kauffman, 2005). Students may exhibit challenging behaviors as a way to escape task demands because of academic skill deficits. On the other hand, challenging behaviors may remove the student from academic engaged time, which in turn creates academic skill deficits.

Increasing academic engaged time is a preventive strategy for challenging behavior as well as a precursor to academic learning time in which students are making academic progress. Students who are not engaged are more likely to display inappropriate behavior. Well-managed classrooms have higher levels of academically engaged time, because the teacher spends less time responding to inappropriate behavior and more time on academic-related tasks.

If students are to make AYP toward district and state goals, effective classroom management strategies that increase the time students are engaged in academic learning are necessary.

- **Reduction in achievement gaps.** Many students come to school without the prerequisite skills to successfully adapt to the academic demands of the learning environment. This is an even greater challenge for schools with economically disadvantaged students from poor or minority backgrounds. These students can, however, benefit from being explicitly taught skills in a systematic and direct way (Kellam, Mayer, Rebok, & Hawkins, 1998).

When teachers are effective at classroom management, students are taught the specific social-behavioral skills necessary to function in the social context of the classroom environment and thereby are better prepared to participate in academic activities.

- **Reduction in teacher attrition.** Year after year, Gallup polls indicate that one of the greatest concerns for schools and classroom teachers is managing disruptive behaviors. It is also one of the reasons teachers leave the profession. Compounding this issue is the fact that beginning teachers feel inadequately prepared to successfully manage classroom behavior. The resulting effect is that teachers leave the profession, because they are overwhelmed with managing the behavioral needs of the classroom.

Teachers who utilize effective classroom management strategies reduce inappropriate behavior, increase prosocial behavior, and create environments that not only are conducive to learning but also are less stressful to the teacher.

## Tips

When implementing effective classroom management strategies, school leaders and teachers should remember to do the following:

- Establish systems that support teachers in developing and enhancing classroom management skills such as professional development and peer coaching.
- Link individual classroom management strategies to the schoolwide behavioral support system.
- Utilize effective universal classroom management practices for all students, and then determine which students need additional support and more individualized interventions.
- Remember that effective classroom management begins prior to the first day of school. Teachers should have a plan and system in place on the first day to start the school year right.
- Invest in teaching classroom behavioral expectations and routines during the first two weeks of the school year.
- Make it a point to catch students being good, and reinforce appropriate behavior. This practice increases the likelihood that the appropriate behavior will continue.
- Respond to inappropriate behavior efficiently and consistently.
- Collect and use data to guide decision making.

## **Strategy 1: Utilize Schoolwide Universal Behavioral Support Systems**

Effective classroom management begins with established schoolwide positive behavioral support systems that are proactive and provide a continuum of support for all students. The goal of universal positive behavioral support is to establish safe, predictable, consistent, positive environments to achieve the academic and social-behavioral learning outcomes for all students. Schoolwide behavioral support includes teaching from three to five positively stated behavioral expectations (e.g., “Be respectful”) to inform students what they should be doing, rather than what not to do. These expectations should be posted, systematically taught with multiple examples and nonexamples of the behavior, and reinforced within the context of classroom and nonclassroom settings. In addition, a continuum of consequences for inappropriate behavior should be in place. Linking classroom management procedures to the schoolwide system of support contributes to the effectiveness and sustainability of classroom practices.

### **Resource 1: National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)**

National Technical Assistance Center on Positive Behavioral Interventions and Supports  
Website: <http://www.pbis.org>

The U.S. Department of Education’s Office of Special Education Programs has established a website to provide schools with capacity-building information and technical assistance for identifying, adopting, and sustaining effective schoolwide behavioral support practices. Information can be found on schoolwide universal, secondary, and tertiary levels of support; statewide and districtwide positive behavioral support (PBS); high school PBS; families and PBS; and PBS and the law. This comprehensive website also contains information and links to states within the PBIS network.

### **Resource 2: Guide to PBIS Implementation**

Horner, R., & Sugai, G. (2004). *School-wide positive behavior support: Implementers’ blueprint and self-assessment*. Retrieved May 29, 2007, from <http://www.pbis.org/files/Blueprint%20draft%20v3%209-13-04.doc>

A blueprint is a guide designed to improve the efficiency and success of large-scale replications of a specific demonstration or example. The purpose of this blueprint is to provide educators with definitions, descriptions, and guidelines that allow for accurate and durable implementation of schoolwide positive behavioral support practices and systems that have been demonstrated to be feasible and valued approaches for improving the social climate of schools and supporting intervention programming for students with high-risk problem behavior.

### **Resource 3: *Supporting Young Children’s Social-Emotional Development***

Fox, L., Jack, S., & Broyles, L. (2005). *Program-wide positive behavior support: Supporting young children’s social-emotional development and addressing challenging behavior*.

Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute. Retrieved May 29, 2007, from [http://challengingbehavior.fmhi.usf.edu/Kansas\\_Book\\_Web.pdf](http://challengingbehavior.fmhi.usf.edu/Kansas_Book_Web.pdf)

The Center for Evidence-Based Practice: Young Children with Challenging Behavior is funded by the U.S. Department of Education's Office of Special Education Programs to raise the awareness and implementation of positive, evidence-based practices and to build an enhanced and more accessible database to support those practices. This booklet reports on the programwide implementation of the Teaching Pyramid within a Head Start program. The Southeast Kansas Community Action Program provided information on the implementation of the model and the outcomes for the children, families, teachers, and program.

#### **Resource 4: CHAMPs Classroom Management**

Sprick, R., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive & positive approach to classroom management*. Longmont, CO: Sopris West.

This resource guide is part of the Safe and Civil Schools series developed to help school personnel ensure that all school settings are safe and civil. It provides proactive, positive strategies for developing an effective classroom management plan. Eight modules focus on each important aspect of the authors' classroom management approach, which includes clarification of expectations for conversation, **h**elp, **a**ctivity, **m**ovement, and **p**articipation (*CHAMPs*).

#### **Resource 5: Promoting Alternative THinking Strategies (PATHS)**

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration [SAMHSA], Center for Substance Abuse Prevention. (n.d.). *PATHS—Promoting Alternative THinking Strategies*. Washington, DC: Author. Retrieved May 29, 2007, from <http://modelprograms.samhsa.gov/pdfs/model/PATHS.pdf>

PATHS is a comprehensive program for promoting emotional and social competencies and reducing aggression and acting-out behaviors in elementary-school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum for Grades K–6 is used by educators and counselors as a multiyear prevention model.

#### **Resource 6: Classroom Management Resource Guide**

Mayer, G. R. (2000). *Classroom management: A California resource guide*. Los Angeles: Los Angeles County Office of Education. Retrieved May 29, 2007, from <http://wwwstatic.kern.org/gems/schcom/ClassroomManagement.pdf>

Developed by the California Department of Education in collaboration with the Los Angeles County Office of Education, this guide responds to California teachers and administrators faced with a growing need to successfully manage unwanted behavior in the classroom. It addresses a wide range of student behavior problems in order to create “environments conducive to learning,” as required in the No Child Left Behind Act.

## **Strategy 2: Structure the Classroom Environment**

Structuring the classroom environment is a foundational strategy teachers should use as part of a comprehensive classroom management system. Highly effective teachers structure the classroom environment to proactively decrease inappropriate behavior and increase desirable student interactions. Classroom environments can be structured in many ways, including organizing classroom space to ease traffic flow and minimize distractions; however, structure does not mean students always sit in rows and remain quiet at all times. It also involves managing instructional time, transitioning from various activities, and clearly communicating to students the behaviors appropriate for particular classroom activities. For example, students may be expected to interact with one another during cooperative learning activities but not during independent seat-work activities. Teachers need to clearly communicate these expectations ahead of time and carefully monitor student behavior.

### **Resource 7: *Structuring Your Classroom for Academic Success***

Paine, S. C., Radicchi, J., Rosellini, L. C., Deutchman, L., & Darch, C. B. (1983). *Structuring your classroom for academic success*. Champaign, IL: Research Press.

Written with beginning teachers in mind, this book is intended to be a practical guide for those who are preparing for practice or who want additional guidance in successfully managing their classrooms. The procedures used in the book are based on research yet are presented for ease of implementation by practitioners. The authors cover a range of topics related to classroom management.

### **Resource 8: *Managing Disruptive Behaviors in the Schools***

Martella, R. C., Nelson, J. R., & Marchand-Martella, N. E. (2003). *Managing disruptive behaviors in the schools*. Boston, MA: Allyn & Bacon.

This publication offers a comprehensive presentation of behavior management strategies at three levels: schoolwide, classroom, and individual. A social learning emphasis is integrated throughout the book, and application of this information in the text is supported by a range of devices such as vignettes, examples, strategies, and activities.

## **Strategy 3: Monitor Student Behavior and Academic Engagement**

Monitoring student behavior during instructional and noninstructional times is important to prevent minor misbehavior from escalating. It requires the teacher's active supervision, such as scanning and moving around the classroom in unpredictable patterns. When teachers move to be in closer proximity to students who are off task, the students typically will return to on-task behavior. Effective classroom managers are aware of everything happening in the environment; to prevent behaviors from escalating, they respond quickly and efficiently through prompting and redirection.

Keeping students academically engaged and on task is not only effective teaching but also a preventative strategy to reduce disruptive behavior in the classroom. At least 80 percent of students should be on task and engaged at any point during instructional times. Active engagement in academic tasks is incompatible with disruptive behavior, that is, students who are actively engaged cannot at the same time be disruptive. When students are provided high rates of opportunities to respond to academic tasks, they are less disruptive and academic skills are improved (Sutherland & Wehby, 2001). Response cards, choral responding, and peer tutoring are all examples of ways to increase opportunities to respond to academic tasks.

### **Resource 9: Tips for Monitoring Student Behavior**

Sprick, R. (n.d.). *Behavioral tips for winter term* (Excerpt from *CHAMPs*). Retrieved May 29, 2007, from <http://www.safeandcivilschools.com/news001.php>

The goal of Safe and Civil Schools is to help educators create positive and proactive behavior-management techniques that are tailored to each classroom, school, and district. This Web page provides quick ideas for monitoring student behavior based on the classroom management techniques outlined in *CHAMPs*, a resource offered by Safe and Civil Schools.

### **Resource 10: Increasing Student Engagement and Time On Task**

Brewster, C. & Faser, J. (2000). *Increasing student engagement and motivation: From time-on-task to homework*. Retrieved May 29, 2007, from <http://www.nwrel.org/request/oct00/textonly.html>

Produced by the Northwest Regional Educational Laboratory (REL), this online document is the 14th in a series of "hot-topic" reports, which briefly address current educational concerns and issues about which the REL has received requests for information from the Northwest Region and beyond. Each report contains a discussion of research and literature pertinent to the issue, a sampling of how the region's schools are addressing the issue, suggestions for adapting these ideas to schools, selected references, and contact information.

### **Resource 11: Active Student Engagement and Responding**

Blackwell, A. J., & McLaughlin, T. F. (2005). Using guided notes, choral responding, and response cards to increase student performance. *International Journal of Special*

*Education*, 20(2), 1–5. Retrieved May 29, 2007, from <http://www.internationalsped.com/documents/C1%20Blackwell.doc>

This article presents and selectively reviews the data-based literature regarding guided notes, choral responding, and response cards—all designed to increase the opportunities for students to respond and improve their academic performance. Each procedure was effective in increasing student performance in history, reading, and math. Various unique applications are outlined and reviewed. Suggestions are made for classroom applications as well as areas of future research and application.

### **Resource 12: Tips for Motivation and Student Engagement**

Sprick, R. (n.d.) *Motivation* (Excerpt from *CHAMPs*). Retrieved May 29, 2007, from <http://www.safeandcivilschools.com/tips004.php>

Helping educators create positive, proactive behavior-management techniques tailored to each classroom, school, and district is the goal of Safe and Civil Schools. This Web page, intended to help teachers motivate and engage students, outlines ideas based on the classroom management techniques in *CHAMPs*, a resource offered by Safe and Civil Schools.

## **Strategy 4: Establish and Teach Classroom Behavioral Rules and Routines**

A key strategy and necessary component to a comprehensive classroom management system is establishing behavioral rules and routines appropriate for the context of the classroom. A few positively stated classroom rules that are linked with the schoolwide behavioral expectations should be established. These rules can be considered behavioral examples of the broad schoolwide expectations and describe to students what behaviors will be acknowledged and recognized. An example of a classroom rule for “Be respectful” might be “Raise hand and wait to be called on before speaking.” Rules are positively stated to act as reminders to students of what to do, rather than focusing on the negative behaviors of what not to do.

Routines should also be established for activities such as requests for the bathroom, transitions, turning in homework, whole-class activities (e.g., raising hand to speak, seat work), small-group activities (e.g., gaining teacher’s attention, choral responding, taking turns during shared reading), and other activities such as beginning and end-of-day procedures. Both classroom rules and routines need to be systematically taught and reinforced. Students need to be taught what the expectations are for various activities throughout the course of the day and for different contexts. For example, it is appropriate to talk during cooperative-learning activities but not during whole-group instruction.

Classroom rules and routines should be taught within the first two weeks of the school year to establish initial success with practicing the rules and routines. They also should be retaught at various times throughout the year when higher rates of problem behavior are more likely, such as just before winter and spring breaks.

### **Resource 13: Establishing Classroom Rules and Routines**

Colvin, G., & Lazar, M. (1997). *The effective elementary classroom book: Managing for success*. Longmont, CO: Sopris West.

This book focuses on helping teachers prevent problems through careful planning and organization as well as teaching students classroom expectations and routines through systematic instructional procedures. The authors formatted the text to be appropriate for new teachers, struggling teachers, and seasoned teachers who need practical solutions to classroom management concerns.

### **Resource 14: Tips for Beginning and Ending Routines**

Sprick, R. (n.d.). *Beginning and ending routines* (Excerpt from *CHAMPs*). Retrieved May 29, 2007, from <http://www.safeandcivilschools.com/news009.php>

*CHAMPs: A Proactive & Positive Approach to Classroom Management* offers several suggestions on how to begin the day or class period with a positive tone, how to maintain maximum time for instructional activities, and how to end each day or period effectively. This

online tip sheet outlines suggestions for beginning and ending three particular routines: entering class, wrapping up, and dismissal.

**Resource 15: *Establishing Classroom Rules***

Kentucky Department of Education. (2007). *Establishing classroom rules*. Retrieved May 29, 2007, from <http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Establishing+Classroom+Rules.htm>

One of the keys to effective classroom management is a discipline plan, and one component of a discipline plan is establishing effective classroom rules at the beginning of the year. Students need to know rules, routines, and procedures at the beginning of their class, before the teacher starts to tackle any content. This online resource also contains links to related websites.

## **Strategy 5: Encourage and Reinforce Appropriate Behavior**

Behavior that is not reinforced and behavior that does not have some positive outcome for individuals will likely not continue. Teachers should have procedures in place to acknowledge and reinforce appropriate behavior to ensure that it continues or increases in frequency. A continuum of procedures including specific, contingent praise is necessary to provide a range of opportunities for students to be reinforced for displaying the behavioral expectations. The recommended ratio of positive to negative teacher feedback is at least 4:1. This supports an atmosphere of success rather than failure. In addition, students should receive acknowledgement for both trying and correctly responding.

Teachers should consider ways to provide reinforcement at the group level as well as for individual students. Token economies, group contingencies, and behavioral contracts are all examples of ways to encourage students. They also let students know what behaviors the teacher will be watching for and acknowledging.

### **Resource 16: The Good Behavior Game**

Wright, J. (n.d.). *Good Behavior Game*. Retrieved May 29, 2007, from <http://www.interventioncentral.com/htmdocs/interventions/classroom/gbg.php>

The Good Behavior Game is an approach to classroom management that rewards students for displaying appropriate behavior during instructional times. It is based on the original work by Barrish, Saunders, and Wolf (1969). The class is divided into two teams, and a point is given to a team for any inappropriate behavior displayed by one of its members. Each day, the team with the fewest points at the game's conclusion wins a group reward. If both teams keep their points below a preset level, both teams share in the reward. Several adaptations to the original game have been tried, including changing the focus from points earned for negative behaviors to points earned for displaying positive behaviors. This resource outlines the steps involved in establishing and implementing this strategy.

### **Resource 17: Tips for Positive Reinforcement**

Smith, K. (2005). *Positive reinforcement...a proactive intervention for the classroom*. Minneapolis, MN: Institute on Community Integration. Retrieved May 29, 2007, from <http://www.education.umn.edu/ceed/projects/preschoolbehavior/tipsheets/posrein.pdf>

This intervention tip sheet is intended to assist teachers and parents in providing the best possible educational opportunities to students with emotional and behavioral disorders. It describes different kinds of reinforcers that have been found to be effective in changing student behavior and explains how to select and deliver appropriate and effective reinforcers. Because there is much literature on this topic, readers are strongly encouraged to consult additional resources for more in-depth coverage of positive reinforcement. In addition, negative reinforcement and satiation (the point at which a reinforcer loses its effectiveness) are discussed.

## Resource 18: Token Economy System

Utah Students At-Risk Online Staff Development Academy. (2002). Token economy. In Utah Students At-Risk Online Staff Development Academy, *Least restrictive behavioral interventions (LRBI)*. Salt Lake City, UT: Utah State Office of Education. Retrieved May 29, 2007, from <http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Token.pdf>

A token economy is a system of individual reinforcement of target behaviors in which tokens are administered and later exchanged for backup reinforcers. To be successful, a person must be reinforced for increasing or decreasing existing behavior as well as successive approximations of the behaviors being established. Common forms of tokens are plastic or metal circular chips, marks on a blackboard, points marked on a paper point card, stars, holes punched in a card, stickers, paper clips, beans in a jar, happy faces, and play money. Token systems may not deprive students of their individual rights. Individual program plans rather than group token systems must be used for management of problem behaviors.

## **Strategy 6: Respond to Inappropriate Behavior With Behavior Reduction Strategies**

Although effective classroom management strategies are proactive and prevent inappropriate behaviors from occurring, every classroom will have incidences of misbehavior that need to be addressed. Teachers need to think proactively about providing a continuum of consequences for inappropriate behavior rather than one or two single responses for all misbehavior. This is necessary so that the same response or consequence is not applied for all levels of inappropriate behavior (e.g., office referral for chewing gum and office referral for fighting).

Teachers also should consider misbehavior as a behavioral error, in the same way that incorrect answers on homework are academic errors. Just as we want to avoid having academic errors go uncorrected, we also want to avoid behavioral errors going uncorrected (and inadvertently rewarded). Students need to be retaught appropriate forms of behavior when behavioral errors occur. The teacher should respond consistently and efficiently so that behavioral errors are quickly corrected and redirected.

Similarly, early intervention for behavioral problems has the same benefit as early intervention for academic problems. Behavioral concerns should be identified early, prior to escalation, and addressed using corrective strategies. When behaviors are allowed to escalate, more restrictive consequences tend to be used that may remove the student from the instructional environment. Because academic skill deficits often may prompt or lead to inappropriate behavior, removal of the student from instructional demands reinforces the student's inappropriate behavior and widens academic skill deficits. Intervening early on with inappropriate behavior will prevent further difficulties.

### **Resource 19: Behavioral Approaches to Responding to and Reducing Inappropriate Behavior**

Alberto, P., & Troutman, A. (2006). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Classroom management strategies based on behavioral theory require an understanding of the application of behavioral procedures in the classroom. Information contained in this text provides teachers with the background knowledge about behavioral theory, as well as approaches to changing behavior. Strategies such as differential reinforcement and the appropriate use of punishment are outlined.

### **Resource 20: *Defining Consequences for Behavior***

American Federation of Teachers. (n.d.). *Defining consequences for behavior*. Retrieved May 29, 2007, from <http://www.aft.org/teachers/downloads/consequencesworksheet.pdf>

This worksheet includes the “Applying Appropriate Consequences” chart, which describes various levels of behavior and suggestions for appropriate consequences at each level—minor, moderate, and serious interventions. It was developed by the American Federation of Teachers.

## **Resource 21: Disproportionality in School Discipline**

Monroe, C. (2005). Why are “bad boys” always black? Causes of disproportionality in school discipline and recommendations for change. *The Clearing House*, 79(1), 45–50.

This article discusses a dilemma shared by educators across the nation. Research inquiries completed since the 1970s provide evidence that African-American males are disciplined with greater frequency and severity than their peers. The glaring persistence of such patterns challenges educators to approach their work with black youth in new ways. Many problems are connected to cultural mismatches between teachers and students; however, there remains a broader conversation to explore with regard to societal factors that provide fertile ground for the discipline gap.

## **Resource 22: Racial and Gender Disproportionality in School Punishment**

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. (2000). *The color of discipline: Sources of racial and gender disproportionality in school punishment* (Policy Research Report SRS1). Bloomington, IN: Indiana Education Policy Center. Retrieved May 29, 2007, from <http://www.indiana.edu/~safeschl/cod.pdf>

From the report’s Abstract: “Disproportionate representation of minority students, especially African Americans, in a variety of school disciplinary procedures has been documented almost continuously for the past 25 years, yet there has been little study of the factors contributing to that disproportionality. Whether disparate treatment of a group can be judged as bias depends largely on the extent to which other hypotheses that could provide a credible alternative explanation of the discrepancy can be ruled out. In this study, investigation of three alternative hypotheses led to different conclusions for disproportionate representation based on gender, race, and socioeconomic status.”

## **Strategy 7: Develop Individualized Strategies for Particular Students**

Despite effective universal classroom management practices, some students will require additional individualized support. Students who fall into this category account for approximately 1 percent to 5 percent of the total school student population and may or may not be identified as special education. Students with the most challenging behaviors consume much of a teacher's time and resources. Providing individualized supports requires a problem-solving team that utilizes a function-based approach to addressing problem behaviors through the collection of assessment data. The functional assessment process answers questions such as the following:

- What is the student doing, and why is the behavior problematic?
- When is the student most successful and therefore less likely to engage in the problem behavior?
- When is the student least successful and therefore more likely to engage in the problem behavior?
- Why does the behavior keep happening, or what function does it serve?
- What other factors appear to contribute to the behavior?

Teachers need a greater understanding of the principles of behavior and intervention planning to improve outcomes for this population.

### **Resource 23: Association for Positive Behavior Support (APBS)**

Association for Positive Behavior Support

Website: <http://www.apbs.org/main.htm>

APBS is an international organization dedicated to the advancement of positive behavior support. APBS strives to expand application of this approach with children, adolescents, and adults with problem behavior. The association is made up of professionals, family members, trainers, consumers, researchers, and administrators who are involved and interested in positive behavior support. APBS, as a unifying home for these individuals from various communities and backgrounds, is a multidisciplinary association seeking members from all fields with interests in behavior support.

### **Resource 24: A Practitioner's Guide to Functional Behavioral Assessments**

Watson, T. S., & Steege, M. W. (2003) *Conducting school-based functional behavioral assessments: A practitioner's guide*. New York: Guilford Press.

This practical guide assists school-based practitioners with the understanding of functional behavioral assessments and methods for collecting and interpreting data. Many practical and useful forms and examples are included.

### **Resource 25: Positive Behavioral Support Facilitator’s Guide**

Hieneman, M., Nolan, M., Presley, J., DeTuro, L., Gayler, W., & Dunlap, G. (1999) *Facilitator's guide: Positive behavioral support*. Tallahassee, FL: Florida Department of Education, Bureau of Instructional Support and Community Services. Retrieved May 29, 2007, from <http://www.apbs.org/files/PBSwhole.pdf>

This guide was created by the Positive Behavioral Support Project at the University of South Florida to build the capacity of schools to develop support plans for children and adolescents with significant behavioral challenges. The publication begins with goal identification and continues through the process of developing support plans and implementation and monitoring.

### **Resource 26: Functional Behavioral Assessment, Positive Behavioral Support Planning, and Intervention Tools**

Freeman, R. (1999–2005). *Special connections. Teacher tools: Behavior*. Retrieved May 29, 2007, from <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior&section=teachertools>

This University of Kansas website offers easy-to-use instructional tools created to assist teachers in the implementation of research-based best practices in the classroom. Teachers can create products for use in the classroom and store them in a personal portfolio.

### **Resource 27: Functional Behavior Support Plan (F-BSP) Planning Tool**

Horner, R., & Crone, D. (2005). *Functional behavioral assessment behavior support plan (F-BSP) protocol*. Retrieved May 29, 2007, from <http://www.pbis.org/files/horner%20and%20crone%20F-BSP%20protocol.doc>

The F-BSP is a planning tool for school personnel who are building a behavior support plan using function-based behavioral assessment. It is designed as an interview form to collect information pertinent to developing behavior support plans. In addition, the Competing Behavior Pathway Chart is included as a tool for translating the functional behavioral assessment information into a behavior support plan.

## Application of Strategies: A Classroom “Under Control”

Ms. Smith decided that she needed to do something about her “disorderly” classroom. She began researching effective classroom management resources and found several books and references that were evidence based. After spending the entire weekend reading and getting ideas from a veteran colleague, she began creating a classroom management plan that she intended to implement on Monday. Even though the school did not have a *schoolwide positive behavioral support system* in place, she knew there were things she still could do while she gave her principal the information she had found.

The first thing she realized she needed to do was examine what her expectations were for student behavior throughout the course of each day and for individual activities. She had never thought about it before and determined that if she wasn’t clear about her expectations, how could she expect her students to be? She created a list that included each instructional activity of the day and what was expected. She also created well-defined *routines* for various tasks. Requests for assistance, for example, would now be handled by a folded note card on each student’s desk with “I’m doing fine” written on one side and “I need help” on the other side. If students need help, they should display their “I need help” signs.

Ms. Smith also wanted to establish *rules* that everyone in the class would agree to demonstrate. She thought that creating them with the class would be a good activity to do with her students to give them shared ownership. She knew already that there needed to be a rule about being respectful because of the frequent use of inappropriate language in the classroom. Students needed explicitly to be taught and to learn to use language that demonstrated respect for others. She also created lesson plans she would use to teach the rules and routines.

Although Ms. Smith felt she praised students when they were behaving, she realized that she didn’t have a systematic way to encourage appropriate behavior and that maybe she wasn’t specific enough with her praise statements. With the new rules and routines she was establishing, she knew it would be even more important to acknowledge students when they were following the rules. She decided to use a *token economy* system whereby students could earn tokens for demonstrating the rules and routines and then exchange them for a preferred activity at the end of the week. Also, because reading time seemed to be most problematic, she decided to try the *Good Behavior Game* during that instructional time to try to reduce the disruptive behaviors.

Ms. Smith was proud of the fact that she always remained calm when responding to challenging behaviors, but she knew she needed to try a few more things besides sending students to the office. She read about some techniques such as “praising around” and differential reinforcement of other behaviors that she thought she would try. She also realized that she needed to be more aware of what was happening in the classroom and redirect students much more quickly than she had been, before behaviors escalated.

The final challenge Ms. Smith wanted to tackle was determining what to do for her two students who had more significant behaviors, Miguel and Molly. She knew that there wasn’t going to be a simple solution, but she also understood that she needed more information. In her search for resources, Ms. Smith found some *forms* that asked for information about the behaviors, such as

when they happened and what kinds of things were happening right before and right after. She hoped that by collecting some of this information, she might be able to understand why the behaviors were happening and then determine how to best support Miguel and Molly.

On Monday morning, Ms. Smith carefully arranged the room so there was less clutter and posted the schedule for the day on the board so students could see it. She stood at the door and individually greeted her students as they entered, and she reminded them to turn in their homework in the homework box before they sat down. She handed a token to each student who turned in homework, and she said she would explain what it meant. After the bell rang and students took their seats, Ms. Smith told the class that there was going to be a change in the schedule for the day. As she pointed to the schedule on the board, she let the class know that they would be spending the entire day working on and practicing classroom behavioral expectations and routines. Although she knew it would take some time to work out all of the kinks in her system, she was feeling more confident than she had all year and already felt like the class was more under control.

Among the resources Ms. Smith researched, the following five offered strategies she could use as she created her classroom management plan:

**National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)**

Online: <http://www.pbis.org>

**Establishing Classroom Rules and Routines**

Book: *The Effective Elementary Classroom: Managing for Success* by G. Colvin and M. Lazar.

**Good Behavior Game**

Online: <http://www.interventioncentral.com/htmldocs/interventions/classroom/gbg.php>

**Token Economy System**

Online: <http://www.usu.edu/teachall/text/behavior/LRBpdfs/Token.pdf>

**PBIS Tool Page: PBS Tools**

Online: <http://www.pbis.org/tools.htm>

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