

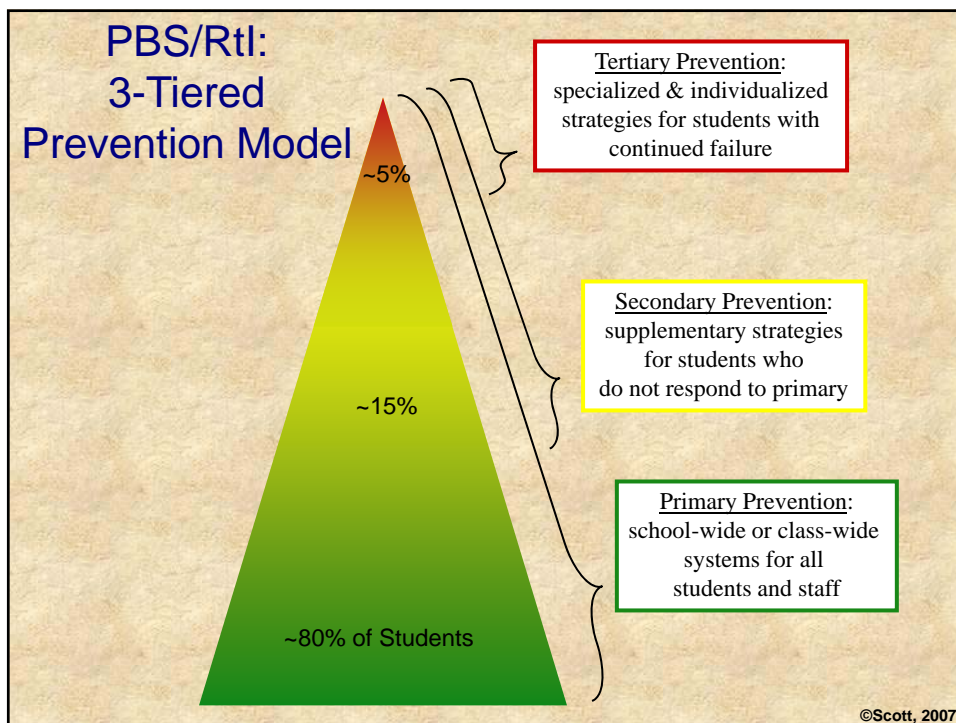
# School-Wide Systems of Effective Behavioral Support: Implementation Process

## Strategies for Managing Challenging Students in Classroom Settings

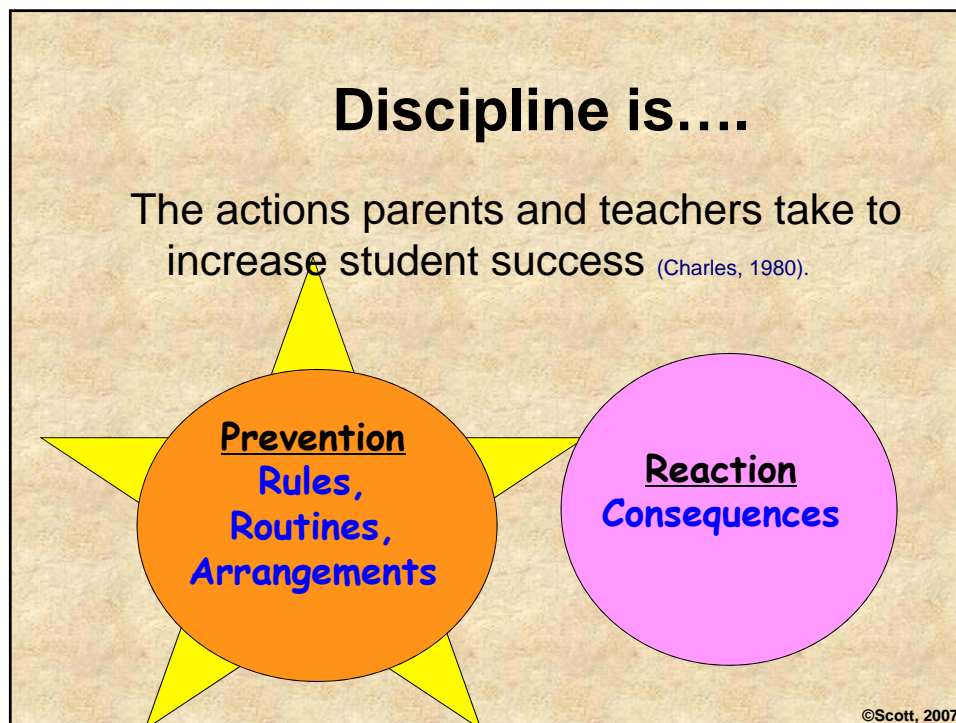
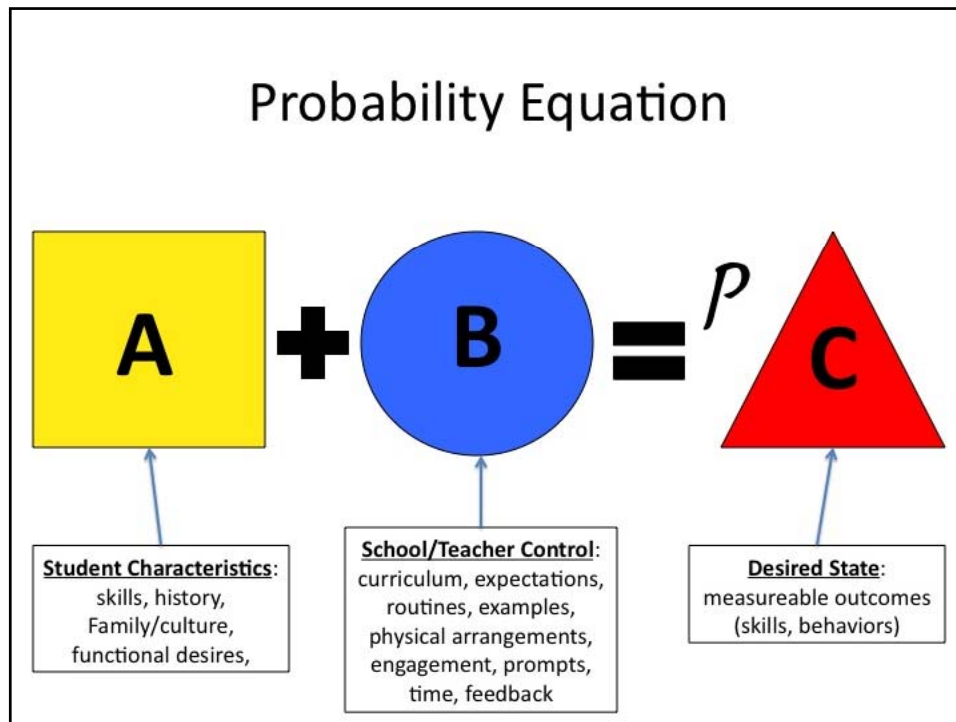
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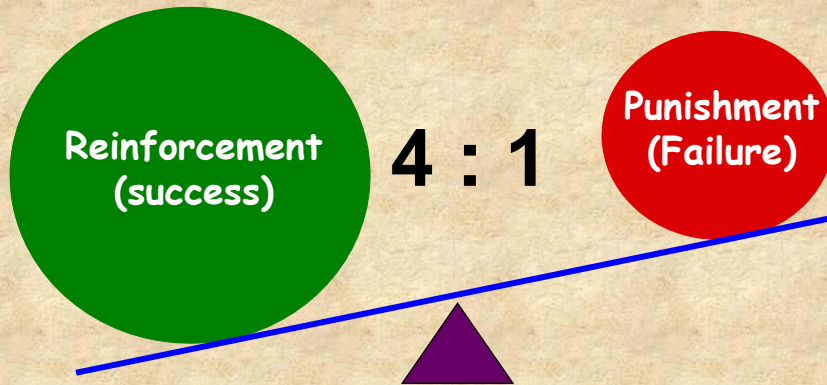
# School-Wide Systems of Effective Behavioral Support: Implementation Process



# School-Wide Systems of Effective Behavioral Support: Implementation Process

## Instruction Works When ....

Antecedent Teacher behaviors create more Positive than negative consequences



## Classroom management

**Instruction** of both academic and social behavior through teaching important rules and developing routines and physical arrangements to **maximize the probability** that students will be **successful** with those rules in school and in life.

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## Characteristics of Effective Classrooms

### Effective Classrooms

- low incidence of behavior problems
- high success rates (80% or better)
- Academic learning time/engaged time
  - time with materials or activities related to the outcome measures that are being used

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## Students are carefully oriented to lessons

- specify goals and objectives
- modeling
- pacing
- questioning
- prompting
- appropriate feedback
- praise
- corrective feedback
- low rates of criticism

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# School-Wide Systems of Effective Behavioral Support: Implementation Process

## Classroom Management

Component 1

# Routines and Arrangements

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## Routines: Classroom Transition Examples

### Rules for Transition out of Classroom

*Use: insures clean-up and prevents riot on way out of class*

- put items in desk
- sit quietly
- wait for teacher to dismiss
- reinforce quiet/compliant students with first dismissal

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## Routines: Classroom Transition Examples

### Transition Lottery

*Use: efficient lesson transitions to undesired subjects*

- teacher numbers all books
- at transition time, teacher gives directions and gives signal for a lottery
- teacher pulls numbers from a jar and provides a prize for the student whose number was pulled

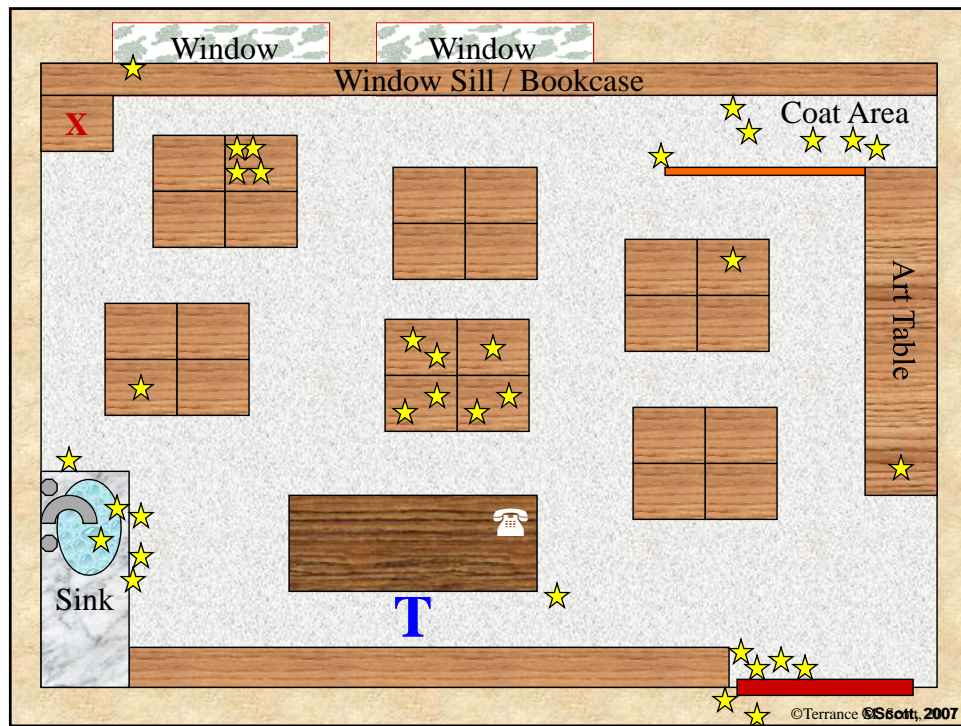
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## Physical Arrangement

- Seating
  - ✓Teacher's desk
  - ✓Students' desks
- Sight lines
  - ✓Teacher positions
- Traffic Flow
  - ✓Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

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# School-Wide Systems of Effective Behavioral Support: Implementation Process



## Talking to Students

(Kauffman, Mostert, Trent, & Pullen, 2006)

- Listening (Actively)
- Using Proximity
- Speaking Body Language
- Establishing Eye Contact and Varying Facial Expressions
- Pausing, Reflecting & Probing
- Describing Not Judging

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# School-Wide Systems of Effective Behavioral Support: Implementation Process

## Classroom Management

Component 2

## Instruction

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## Teach Rules as “BIG IDEAS”

### Example

1. Respect Yourself
  - in the classroom (do your best)
  - on the playground (follow safety rules)
2. Respect Others
  - in the classroom (raise your hand to speak)
  - in the stairway (single file line)
3. Respect Property
  - in the classroom (ask before borrowing)
  - in the lunchroom (pick up your mess)

**INVOLVE  
STUDENTS!**

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# School-Wide Systems of Effective Behavioral Support: Implementation Process

## Respecting Others

### WHAT YOU SAY TO OTHERS

#### *Use nice words and actions*

**Examples:** please, thank you, may I, excuse me

**Non-Examples:** put downs, name calling

### HOW YOU SAY THINGS

#### *Use a pleasant tone and volume of voice*

**Examples:** calm voice, quiet voice, explain

**Non-Examples:** yelling, growling, arguing

### WHAT YOU LOOK LIKE

#### *Show that you are calm and interested*

**Examples:** open posture, nodding, eye contact, personal space

**Non-Examples:** in someone's face, rolling eyes, mad face, shaking head, fists

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## Classroom Management

### Component 3

## Assessment and Consequences

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## Effective Reinforcement

- Use the least amount necessary
- Approximate and/or pair with natural reinforcers
- Make part of routine and systems
- Pre-plan and teach consequences



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## Effective Punishment

- Use the least amount necessary
- Pre-plan and teach
- Use only with reinforcement for replacement behavior
- Should defeat function of problem behavior



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**School-Wide Systems of  
Effective Behavioral Support:  
Implementation Process**

A photograph of the University of Louisville campus. In the background, there is a classical building with a dome and columns, flanked by trees and flagpoles. In the foreground, there is a large stone wall with the words "UNIVERSITY of LOUISVILLE" engraved on it. A circular stone monument with a seal is in the center. The text "The University of Louisville" is written in large, bold, red letters with a black outline, and "Doctoral Program In Behavior Disorders" is written in black below it. Contact information for Terry Scott is listed in the bottom left, and the University of Louisville cardinal logo is in the bottom right.

**The University of Louisville**  
**Doctoral Program In Behavior Disorders**

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