

A dark wood desk with a blue pen and a glass of water. The pen is in the bottom left corner, and the glass is in the top right corner. The wood grain is visible throughout the background.

Effective Instruction

Effective Classroom Management

Instruction - process

- There is a direct correlation b/t the effective instruction and effective classroom management

Some conclusions from research:

- Past behavior management strategies in schools focused mainly on the consequences a student would receive for engaging in problem behavior
- Often we assume that what we think is reinforcing or punishing applies to others

Some conclusions from research:

- The function of problem behavior can be divided into two categories:
 - Those that occur to obtain a desired outcome
 - Those that occur to escape an undesirable outcome

Some conclusions from research:

- Contextual variables such as antecedents and setting events play a part in controlling problem behavior
- When an antecedent serves as a signal for occasioning a response, it is called a discriminative stimulus

Some conclusions from research:

- Stimulus control is an important factor in human learning
- Behavioral support plans/student management plans must include strategies resulting in behavior change that is durable over time

Some conclusions from research:

- Enhancing a student's quality of life can decrease the frequency & intensity of problem behavior and reduce the need for more intrusive intervention procedures
- A student will respond differently depending upon the actions and reactions of those around him/her

Some conclusions from research:

- Behaviors that occur repeatedly are often serving a useful function for the student
- Preventing problem behavior involves redesigning the environment and teaching new skills

Some conclusions from research:

- An effective teaching environment includes creating a sense of predictability, and setting clear expectations for student behavior
- Classroom arrangement can be related to disruptive student behaviors

Some conclusions from research:

- Problem behavior can be skill deficit
- Strategies that are proactive include setting event interventions, antecedent interventions, and teaching new skills

Some conclusions from research:

- The events we find reinforcing in life are always changing based on both the presence and absence of many different environmental and social events

Some conclusions from research:

- The constant fluctuation in value of the reinforcers and punishers within a student's environment is often overlooked
- Providing opportunities for choice making can reduce likelihood of problem behaviors

Some conclusions from research:

- Choosing activities that produce immediate reinforcement can lead to an increase in academic responding - & a reduction in problem behavior
- Presenting a variety of activities, instead of one task of longer duration, has been shown to decrease problems

Some conclusions from research:

- Sometimes problem behaviors and appropriate behaviors are part of the same response class
- The goal is to find an appropriate behavior that is as easy, or easier, for the student to engage in than the problem behavior

Some conclusions from research:

- An environment that overuses punitive methods of control may become a setting event that increases the likelihood of problem behavior
- An event is only a reinforcer if a behavior maintains its current rate, or increases in frequency

Lee vs. Macon

- These materials were all derived from the materials provided in the Lee vs. Macon training