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Elaine Miller
University of South Florida St. Petersburg
Behavioral Alliance of SC Webinar, 3.27.19
Evidence-based Classroom Management Strategies

Agenda
- Characteristics and Outcomes of Students with Emotional and Behavioral Disorders (EBD)
- Classroom Management Strategies
  - Class wide
  - Individual
- Additional Resources
- Q&A

Characteristics of Students with EBD
- Externalizing symptoms
  - Non-compliance
  - Disruptive
  - Aggression
  - Hyperactivity/Impulsivity
  - Immaturity
- Internalizing symptoms
  - Depression
  - Anxiety
  - Social Withdrawal
Characteristics of students with EBD

- More likely to:
  - Live in poverty
  - Attend poor performing school
- Overrepresented groups:
  - Males
  - Black or African Americans
  - Multi-racial
- Less than 1% of total students are identified with EBD
  - Prevalence rates estimated at 20%
  - 47% are in general education 80% or more of school day
  - 17% in general education 40% or more of school day

Outcomes of Students with EBD

- Short Term
  - High rates of exclusionary discipline
  - Especially minority students—See National Longitudinal Transition Study-2 (Newman et al., 2011)
  - 48% report being teased at school
- Postsecondary
  - High dropout rates
  - 70% arrested within 5 years of dropout
  - Higher rates of un- or under employment

Principals of Behavior

All behaviors are related to consequences and the environment in which they occur
Class Wide Strategies

Expectations
To implement:
• Establish
• Teach
• Provide Feedback
Tracking progress

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Routines

- Maximizes structure
- Increases predictability
- Encourages students to self-manage behavior

Implementing routines

- Establish
- Teach
- Practice
Increasing Positive Interactions
Desirable Negative to Positive ratio may:
• Improve classroom climate
• Improve behavior and grades
• Target: 1:4

Corrective Feedback:
• State incorrect behavior
• State Desired behavior
• Reinforce

Opportunities to Respond
• Increase engagement with the curriculum
• Improves academic outcomes
• Maximizes instructional time
Strategies

- Guided Notes
- Response Cards
- Computer Assisted Instruction
- Peer Tutoring

Individual Student Interventions

De-escalation Strategies

- Identifying stages of a behavior
- Implement techniques to reduce negative interactions

- The Acting Out Cycle
  1. Calm
  2. Trigger
  3. Agitation
  4. Acceleration
  5. Peak
  6. De-escalation
  7. Recovery
Organizational skills

Purpose:
- Sort and store paperwork
- Identify assigned homework
- Locate completed assignments

Strategies:
- Organizational Checklist
- Daily Planner
- Missing Assignment Tracking

Study Skills

Benefits:
- Increased achievement
- Increased self-esteem
- May be needed when:
  - Average of C or below on tests and quizzes
  - 6 week time period
  - Test anxiety
Strategies

- Flash cards
- Strategic Studying
- Test-taking tips

Additional Resources

- Center for Promoting Research to Practice
  - http://promotingresearch.tamu.edu
- Positive Behavior Interventions and Supports
  - https://www.pbis.org
- Council for Exceptional Children (CCBD)
  - http://www.ccbd.net/teacherresources
- What Works Clearinghouse
- American Psychological Association
  - https://www.apa.org/education/k12/classroom‐mgmt
- Southeastern School Behavioral Health Community and Annual Conference
  - www.schoolbehavioralhealth.org
  - Conference in Myrtle Beach, 4/18‐19; CEUs available

Questions / Comments?

THANK YOU!
Elaine Miller
Consultant, University of South Carolina
elainemangum@gmail.com