

## Classroom and Behavior Management

November 2014

### “Promoting Social Behavior of Young Children in Group Settings”

*by Glen Dunlap and Diane Powell*

**Overview:** This article summarizes the existing evidence related to assessment and intervention for social challenges with young children. It explains best practices when working with children who have few prosocial interactions with peers and adults. To encourage behavior modification and engage the focus child, ongoing collaborative tasks can be presented to the student group. The article also suggests ways in which to manipulate adults’ behavior in order to impact the behavior of the focus child. The main focus of this summary article is on intentional intervention practices when working with socially challenged students in order to improve skills.

#### Where to Find It:

Go to the OSTRC Document Library, then click on the “Caring Relationships and Behavior Guidance” tab on the left. Find the report under the “Classroom Guidance and Behavior Management” section.

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### “Several Ways to Respond to ‘Unpredictable’ Student Behavior”

*by Larry Ferlazzo*

**Overview:** This article addresses the inevitable truth that students will do unpredictable things in the classroom and in out-of-school time programs. The author addresses what professionals can do to handle these behaviors when they occur. The focus of these responses is positive, not punitive, as it is believed that punishments only teach children how to better hide negative behaviors in the future. The author discusses several ways to manage unpredictable behaviors, such as, the Ben Franklin Effect. In this response, the adult will give the focus child more responsibility in hopes of seeing a major behavior change. This article includes other tactics such as self-monitoring skills for the child, positive questions instead of demands, and positive reports home to parents and/or caretakers.

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### Featured Information:

#### “What Works for Acting-Out (Externalizing) Behavior”

*by Mary Terzian, Katie Hamilton, and Thomson Ling*

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#### Summary:

This article discusses best practices and also, faulty practices in reducing externalizing behaviors in out-of-school time programs. It presents research done on 123 interventions programs for children. The authors describe what works as:

- Teaching at-risk children how to identify and manage emotions.
- Conducting family therapy.
- Developing programs that are sensitive to the culture of a target population.
- Teaching parents skills.
- Teaching interpersonal skills to children.
- Delivering at least 30 sessions.

The authors also highlight what does not work, what needs more research, and what had mixed findings.

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#### Where to find the full article:

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