

Classroom and Behavior Management

October 2011

"WHAT WORKS FOR ACTING-OUT (EXTERNALIZING) BEHAVIOR: Lessons from Experimental Evaluations of Social Interventions" (2011) by Mary Terzian, Katie Hamilton, and Thomson Ling

Overview: This ChildTrends article provides research findings on effective behavior management from a study conducted on 123 intervention programs. The article focuses on the role OST programs in reducing externalizing behaviors, meaning disruptive, harmful or problem behavior directed towards people or things. The research shows that the following strategies work to reduce disruptive behavior:

- 1) Teaching at-risk children and youth skills for managing strong emotions;
- 2) Conducting family therapy with families of children exhibiting; externalizing problems;
- 3) Maintaining a culturally sensitive approach to programming;
- 4) Teaching parents how to improve their family management skills;
- 5) Teaching children how to interact well with others; and
- 6) Offering a long term program, with at least 30 sessions.

Where to find this article: http://www.childtrends.org/Files//Child_Trends-2011_03_03_RB_WWExternalizing.pdf

"ADDRESSING CHILDREN'S CHALLENGING BEHAVIOR: Teaching with respect" (2011) by Mary Gersten

Overview: This article provides tips and strategies to addressing challenging behavior with younger children. The author shares anecdotes to support each of her suggestions. Highlights include:

- 1) Have realistic expectations. Be aware of your students level of awareness and capabilities.
- 2) Provide encouragement for positive behavior instead of praise - "I appreciate you finding a place to sit" vs. "Johnny is sitting down because he is a good boy."
- 3) Behaviors are strategies we use to draw attention to our needs - Children act out if they feel their needs (e.g. for affection, comfort, or security) aren't being met.
- 4) Model the behavior that you desire in your students.
- 5) Teach problem-solving and conflict resolution skills in your program.
- 6) Give children respect.
- 7) Take breaks when possible to re-charge.
- 8) Plan ahead and be consistent so that children feel safe and comfortable in their learning environment.

Where to find this article:

<http://library.constantcontact.com/download/get/file/1102608312958-90/teaching+with+respect.pdf>

Featured Resource:

"Assessing Peer Conflict and Aggressive Behaviors: A Guide for Out-of-School Time Programs" (2009)

*Kathleen Sidorowicz, B.A.
and Elizabeth C. Hair, Ph.D.*

Summary:

Peer conflict and aggression manifests itself differently depending on the age and gender of students. This ChildTrends research brief provides resources and strategies as to how to identify peer conflict and aggression and how to work with children and youth on developing important conflict resolution skills. The research emphasizes the importance of establishing clearly defined rules in OST programs and the implementation of social skill building activities and interventions.

Where to find it:

http://www.childtrends.org/Files//Child_Trends-2009_10_29_RB_AssessingPeer.pdf