

[Documentary watch](#)[What's new ?](#)[About the IOAA](#)[The IOAA team](#)[Useful links](#)[Documentary search](#)[Watch newsletter](#)[Watch newsletter - May 2012](#)[+](#) [-](#) Text size[Bookmark this page](#)[Print](#)

Documentary search

Document

Maximizing Student Learning: The Effects of a Comprehensive School-Based Program for Preventing Problem Behaviors

File number :
PPEE-PC-10e

Bibliographic reference :

Nelson, J.R., Martella, R.M., & Marchand-Martella, N. (2002). Maximizing Student Learning: The Effects of a Comprehensive School-Based Program for Preventing Problem Behaviors. *Journal of Emotional and Behavioral Disorders*, 10(3), 136-148.

Abstract :

Program Description

The purpose of this program was to improve the ability of primary schools to prevent behavioural problems by creating a positive environment conducive to learning. Its application required the full cooperation of school staff. Teachers and supervisors joined forces to adopt a school-wide disciplinary approach based on four components: 1) ecological arrangements involving better sharing and use of school common areas, 2) clear and consistent expectations with regard to student behaviour and conduct, 3) regular supervision in order to prevent behavioural problems from occurring and respond effectively when they did occur, and 4) school-wide disciplinary policies and measures shared by teachers and supervisors alike.

In addition, this program included an individualized function-based behaviour intervention plan. Added to that were one-to-one tutoring in reading for students at risk of failing and instruction in conflict resolution strategies for all participants. Lastly, parents were asked to cooperate.

Assessment

In all, seven primary schools in the same district in the United States were assessed. The average number of participants per school was 492. It was found that a significant number of students in these schools were failing. The program was applied over a two-year period. The researchers introduced the aforementioned disciplinary program based on Nelson's research work.

One-to-one tutoring in early reading skills was provided with the Sound Partners program, which offered one hundred 30-minute lessons designed to improve basic skills. The conflict resolution component was carried out through the Talk It Out program, which offered five lessons designed to better prepare students to deal with and effectively manage conflict. The video SOS Help for Parents, which offered family management support, was presented to volunteer parents trying to cope with children with serious disciplinary problems. These parents were also offered telephone follow-up. Lastly, with the assistance of the educational support team, teachers implemented individualized disciplinary procedures.

To assess the overall effectiveness of the program, pre-tests and post-tests were conducted. The test scores were compared with those obtained from other non-participating schools in the same district. A cohort of students exhibiting behavioural problems was monitored after the second and third year of the project and compared with a group of students without these problems. Measures were taken to determine whether the general program had had an effect on social competence and academic achievement.

Main Results

The test score comparison has shown a significant decrease in the number of behavioural problems, suspensions and trips to the principal's office in the schools that participated in the study, and that the number of these problems had increased in the other schools observed. What is more, there was a marked improvement in academic achievement, particularly in reading, spelling, language arts, sciences, and social sciences. The researchers also point out that reading problems could be frustrating for students and lead to unsuitable behaviour in the classroom. Since the academic results of the students who took part in the program had improved, it was expected that they would be less prone to disruptive behaviour.

The comparison between students in participating schools and those in the other schools did not reveal any significant

difference in terms of students' perceptions of the school climate. The cohort of students with behavioural problems scored significantly higher in terms of both academic achievement and social competence, while the control group's scores remained relatively stable.

Links :

This journal is also available in electronic format

Key Words :

Behavioural Disorder, Social Skills, Conflict Resolution Strategies, Disciplinary Program, Family Management, Ecological Arrangements, Supervision, Learning Problems, Reading, School-Family-Community Partnership, Primary School, Elementary School

Monitored Countries :

United States