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Individualizing Behavior Management: Impact on Student Achievement

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Individualizing Behavior Management

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Research Question

❖ How does individualized behavior management approaches affect student achievement?

❖ Student achievement refers to the academic success involving positive engagement and response to learning.

Methodology

❖ Participants: 26 third grade students from a surburban, inclusive elementary school (13 girls, 13 boys).

❖ Data Sources: anecdotal and field notes

❖ I examined which approaches were most effective and helped to improve student achievement.

Literature Review

❖ Implementing proactive strategies into the classroom results in a more positive learning environment for students, which improves student achievement (Shook, 2012).

❖ Praise is more likely to increase motivation and achievement if teachers praise students for things they cannot control like ability and intelligence (Shook, 2012).

❖ Building a trusting relationship, maintaining interest, and keeping students with EBD engaged are key components to their learning (Coleman and Vaughn, 2000).

❖ Positive reinforcement increased engagement and decreased destructive behavior (Bernier, Simpson, & Rose, 2012).

Results and Data Analysis

❖ Proactive strategies create a positive learning environment, which improves academic achievement.

❖ Forming relationships with students allows teachers to grasp an understanding of their students' academic needs, which improves academic achievement.

❖ Addressing students with EBD before disruptions occur and building a positive, trusting student-teacher relationship helps increase student achievement.

❖ Praise and positive/negative reinforcement can be effective, but can become ineffective if overused.

Conclusion

❖ Findings indicate that individualizing behavior management approaches gives students the ability to attain student achievement.

❖ Since classrooms are becoming more inclusive, teachers need to know how to manage a variety of different needs.