

IMPACT framework on behavioural management

Provide evidence-based practices to establish a positive and proactive approach to classroom behaviour management. Introduce the IMPACT on Behavior framework to structure school-wide, classroom and individual student behaviour management.

Teachers establish smooth, efficient classroom routines. Teachers interact with students in positive, caring ways. Teachers provide incentives, recognition, and acknowledgement to promote excellence. Teachers set clear standards for classroom behaviour and apply them fairly and consistently.

The goal of a behavior management system is to provide predictable routines and structure that will:

Organise all activities for student success. Explicitly teach students expected behaviour. Allow the teacher to spend minimal time responding to problem behaviour and maximum time effectively teaching content. Create safe, orderly, consistent and positive environments.

IMPACT represents six variables you can experiment with to try to guide students toward the goal of respectful, responsible, and motivated behaviour.

- I - Interact positively
- M - Monitor behaviour
- P - Prepare effective instruction
- A - Arrange/Organise the Environment
- C - Correct misbehaviour effectively
- T - Teach expectations

I - Interact positively with all students (Encouragement/Reinforcement)

- Building positive relationships with students.
- Interact in a welcoming manner with every student.
- Say hello and use students' names.
- Show an interest in students listen, and converse.
- Provide age-appropriate, non-embarrassing positive feedback.
- Strive to interact more frequently with every student when s/he is engaged in positive behaviour than when s/he is engaged in negative behaviour.
- 4:1 ratio of attention to positive versus negative behaviour.

M - Monitor / Observe Behavior

Without monitoring, even responsible adults will push the limits. In the common areas, this involves organising supervision to insure that:

- A sufficient number of adults are present.
- Friendly, respectful behavior is modeled.
- The adults are coordinating with and supporting each other.
- Students receive consistent information on what is acceptable and not acceptable

- Use data to spot long-term trends and set priorities for improvement.
- Circulate, Visual and Auditory Scanning Being Active (moving, scanning)
- Being positive (connecting, positive reinforcement).
- Responding to problems.
- Communicating.

P - Prepare effective instruction

- Maximize student engagement.
- Gain attention.
- Perky Pace.
- Connect with kids .
- Teach with enthusiasm.
- Opportunities to respond (OTR's).

A - Arrange the environment for safety and success

- Create a positive physical space physical arrangements.
- Guidelines for success.
- Organisational patterns.
- Expectations for students.
- Expectations for staff.
- Arrange and efficient.
- Daily schedule.
- Use an attention signal.
- Design effective routines and procedures.
- Determine level of classroom structure.

C - Correction procedures

Research indicates that consequences are less effective than positive methods in changing student behavior. Consequences should not be the PRIMARY method of behavioral intervention. However, consequences do serve a purpose when integrated into a teacher's behavioral repertoire.

- Plan to implement the corrective consequence consistently.
- Make sure the consequence fits the severity and frequency of the misbehavior.
- Plan to implement the consequence unemotionally.
- Plan to interact briefly, and without arguing at the time of the misbehavior.

T - Teach expectations

Organisational patterns.

Expectations for students.

Expectations for staff.

Arrange and efficient daily schedule.

Design effective procedures, routines and transitions.