

Promoting Social and Behavioral Success for Learning in Elementary Schools: Introduction to Recommendations



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Recent research has demonstrated that educators and students succeed when students are present, engaged, socially secure, and academically successful. These practice recommendations, developed by 2M Research in conjunction with an expert panel and informed by a review of evidence using What Works Clearinghouse (WWC) evidence standards, draw upon studies of whole-school or whole-class interventions that support prosocial behavior in elementary school students, including students who are identified as having disabilities or who are at risk of identification for special education services. Moreover, these recommendations are based on research on promising interventions that show evidence of improved outcomes for student behavior, educator classroom management, and school environment. The panel offers elementary educators, administrators, qualified related service providers, and qualified school-based mental health practitioners five specific recommendations for prevention-focused practices that promote prosocial student behavior and related outcomes.

Practice recommendations in this guide:

1. Implement school-wide procedures for defining, teaching, and acknowledging a small set (e.g., 3–5) of positive behavioral expectations.
2. Implement school-wide procedures to ensure that consequences for problem behavior (a) prevent escalation, (b) interrupt and/or redirect problem behavior to expected behavior, and (c) minimize inadvertently rewarding problem behavior.
3. Use coaching to support implementation of evidence-based instructional and classroom management strategies.
4. Collect, summarize, and use fidelity and student outcome data at all levels for iterative decision-making and problem-solving by stakeholders.
5. Implement the organizational systems needed to support the initial adoption and sustained use of effective practices with high fidelity.

The discussion of each recommendation includes four critical components:

The Recommendation

Includes an actionable recommendation, a summary of the research evidence that supports the recommendation, and a description of how the recommended practice supports student learning.



Guidance

Explains how to carry out the recommendation, informed by studies that support the recommendation, as well as the panel's expertise and knowledge of strategies available to help implement the recommendation.



Potential Obstacles

Includes obstacles and advice from the expert panel about how to overcome them.



Tools and Resources

Offers practical information and examples to help practitioners implement the recommendation.



Readers are encouraged to use the advice provided in ways that work best in their context. Users of this guide may decide to implement some or all of the recommendations.

The complete guide can be accessed through the Education Resources Information Center website: <https://eric.ed.gov/?id=ED617775>.