



WMS HELPS TEACHERS use

- Effective behavior-management practices
- Relationship-building techniques
- Social skills instruction

RESULTS FROM WMS STUDIES have shown:

- Increased positive classroom atmosphere and teacher use of praise
- Increased on-task behaviors during academic lessons
- Reduced in-school and out-of-school suspensions
- Increased social skills acquisition for children with serious emotional/behavioral disorders
- Reductions in office referrals
- Students paying attention more during class, following instructions, and participating in classroom activities
- Significant gains in social skills and school adjustment
- Increased teacher confidence in handling behavior with minimal stress, ability to improve student behavior, and satisfaction with administration's discipline support

BOYS TOWN

WELL-MANAGED SCHOOLS PROGRAM

Well-Managed Schools (WMS) provides a structured approach to school-wide behavior management to create a positive school culture and calm classrooms. WMS uses preventative strategies that include teaching and reinforcing social skills within the classroom to help reduce discipline problems and increase prosocial behavior.

WMS PROGRAM COMPONENTS

- **BUILDING POSITIVE RELATIONSHIPS AND CLASSROOM CLIMATE**
 - Improving quality components of the interactional styles the teacher uses with the student while teaching, correcting, and reinforcing behavior.
 - Verbal examples include rate of speech and tone of voice; non-verbal examples include proximity, eye contact, facial expressions, and body language.
- **TEACHING SOCIAL SKILLS**
 - Teaching social skills involves direct instruction, modeling, practicing, and giving feedback.
 - Example social skills include, Following Instructions, How to Ask for Assistance, How to Disagree Appropriately, and more.
 - Teachers also identify classroom expectations to increase the students' social competence in the classroom.
- **REINFORCING CLASSROOM AND SOCIAL SKILLS**
 - Teachers are taught to use an Effective Praise strategy to praise students in four simple steps.
 - Teachers are taught to use a research-based praise-to-correction ratio in order to effectively reinforce classroom expectations and social skills.
- **RESPONDING TO INAPPROPRIATE BEHAVIOR**
 - Teachers are taught three corrective strategies to respond to inappropriate behavior.
 - Corrective Prompts: Using simple statements or gestures.
 - Corrective Teaching: Providing students another opportunity to practice social skills and receive reinforcement.
 - Guided Self-Correction: A problem-solving process to talk students through incidences involving inappropriate behavior.

WMS EVIDENCE-BASED PRACTICE STATUS

The Well-Managed Schools Program is currently being evaluated in large-scale, randomized control trials. Once findings from these trials are published, an application will be submitted to an appropriate registry for review and determination of evidence-based practice status.



OUR MISSION

Changing the way America
cares for children and families.

ABOUT THE BOYS TOWN CHILD AND FAMILY TRANSLATIONAL RESEARCH CENTERSM

The Center conducts and disseminates applied research and provides clinical data support to promote Boys Town's Mission and advance knowledge and practice in child and family science.

Our goals include guiding the development, evaluation and implementation of evidence-based interventions for preventing and reducing social and behavioral problems in children and families, as well as promoting their positive development on a large scale to promote public health.

What is translational research? Embedded within partnerships between researchers and practitioners, translational research draws from and informs practice. It involves multiple research activities, including basic research and the development, evaluation and scale-up of evidence-based interventions, for the benefit of children and families.

Visit us online at boystown.org/trc

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WMS RESEARCH SUMMARY

At Boys Town, we continually measure the effectiveness of our programs to ensure those we serve get better. The Boys Town Child and Family Translational Research Center conducts applied research to help understand the nature of problems children and their families face today and identify the most effective ways to help them.

To learn more about WMS research, go to this link, www.boystown.org/research/publications/Pages/Publications.aspx, select the Bibliography, and click "School-Based Programs" in the table of contents.

- A study examining the WMS program within a school using the Schoolwide Positive Behavior Support framework found improvements in teacher use of praise and overall classroom atmosphere.
- Using the WMS program along with student and family assistance centers, study results indicated increased on-task behaviors during academic lessons, reduced in-school and out-of-school suspensions, and improved scores on standardized tests of reading and writing with high-risk students.
- Children with serious emotional/behavioral disorders in WMS showed increases in social skills from the beginning of the school year compared to the end.
- In three elementary schools studied, office referrals for behavior incidences decreased significantly the year after the WMS Program was implemented.
- After two years of implementing WMS, in school suspensions decreased by 52%.
- Teachers reported students were paying attention more during class, following instructions, and participating in classroom activities.
- Students in the Georgia Psychoeducational Network were divided into two groups: the treatment group who was exposed to WMS made significant gains in social skills and school adjustment; the control group who was not exposed to WMS did not make such improvements.
- After implementing WMS, teachers were significantly more satisfied with administration discipline support, behavior guidelines, consistency among staff's behavior management, ability to improve student behavior, and confidence in being able to handle behavior with minimal stress.
- Second and fourth grade students in classrooms implementing WMS were on task 10% more of the time than their counterparts who were not in the WMS program.