

# Components of an Effective Program for Students with Emotional/Behavioral Disorders

Vernon Jones, 1987

1. An entry procedure emphasizes examination of environmental factors that can be altered to successfully retain the student in the mainstream.
2. A positive and caring staff that employs effective communication skills, communicates high expectations, and models mature adult behavior.
3. A competence-based instructional program.
4. Consistent use of proven classroom management techniques.
5. A general behavior management program that provides uniform structure and positive reinforcement for all students.
6. An individualized behavior management program for each student.
7. A behavioral counseling approach.
8. A social skills training program.
9. Consistent use of interpretive and confrontive feedback.
10. A program for providing parents with training and support.
11. A program for providing assistance and training to regular classroom teachers.
12. A procedure for reintegrating students into the regular school program.

Jones, V. F. (1987). Major components in a comprehensive program for seriously emotionally disturbed children. In R. B. Rutherford, Jr., C. M. Nelson, & S. R. Forness, (Eds.), *Severe behavior disorders of children and youth* (pp. 94-121). Boston, MA: A College-Hill Publication.