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### **Impact of effective instruction within middle school classrooms on at-risk student problem behavior**

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Teachers are increasingly faced with students who present challenging behavior in the classroom. These educators look for effective ways to manage problem behaviors and prevent problems through the use of effective instructional strategies. The goal of implementation in this study is to determine the teacher's responses to student behavior in relation to the student demonstrating on or off-task behavior to provide teachers with intervention training by using performance feedback in order to increase the on-task behavior of students. Research has shown key instructional strategies that, if implemented, can reduce problem behavior and lead to more academic and behavioral success in the classroom. This study compares results from interventions the teacher uses to meet each student's function to the results of teacher's who did not use the intervention strategies introduced, as well as examines the teacher's use of pre-correction and praise/reprimand statements. It will investigate the impact of key instructional strategies, such as praise, rewards, self-monitoring, and de-briefing on rates of problem behaviors among middle school students. Data from five different students has shown that as teachers employ the effective instructional strategies introduced, there is a decrease in problem behavior. This has important implications because, with a minimization of problem behaviors, teachers will be able to focus more on student learning.