



Errorless/Keystone Approaches for Proactive Classroom Management

Errorless classroom management using keystone behaviours is a whole-classroom behaviour management approach that promotes inclusive classrooms. It allows educators to proactively address several problematic behaviours simultaneously, which allows more time to be devoted to instruction.

Errorless Classroom Management

Errorless Classroom Management is a proactive approach to classroom management that is based on errorless learning, which involves increasing demands at a rate that the student can easily manage.

The Keystone Behaviours

The keystone behaviours listed below are prosocial behaviours that serve the same function as many problem behaviours.

- 1) **Compliance**
- 2) **On-task skills**
- 3) **Social skills**



Compliance

Definition: *willingness to adhere to requests and instructions*

Teach students to comply with a hierarchy of requests, moving from requests that students comply with consistently, to those that students find more challenging.

Strategies:

- **Use a sequential request format:**
 1. Get students' attention.
 2. Explain task requirements prior to making a request.
 3. Use a polite but a firm tone.
 4. Use short and simple requests.
 5. Make only one request at a time.
 6. Provide time for students to respond (about 10 seconds).
 7. Provide assistance when necessary.
 8. Do not engage in discussion with students about the task after the request is made.
- **Give a high proportion of easy/enjoyable requests, interspersed among more challenging requests.**
- **Before delivering a difficult request, explain why students are being given this challenge, and let them know you have confidence in them.**
- **Immediately provide positive reinforcement for compliance, and name the behaviour.**
- **Ignore non-compliance and minor negative behaviours:**
 - Wait about 20 seconds after noncompliance and then deliver the request again.
 - Provide additional supports, such as positive reinforcement, to increase compliance.

For more information, check out the LD@school article,
[Errorless/Keystone Approaches for Proactive Classroom Management.](#)



On-Task Skills

Definition: attending and engaging in academic work

For students with LDs, tasks might need to be adapted in terms of content or process to ensure that the tasks are within their zone of proximal development – neither too easy nor too hard.

Strategies:

- **Make partnership and motivational statements to get students started:**
 - Partnership statement example: “Would you like to do this together?”
 - Motivational statement example: “I know you can do this.”
- **Incorporate student interests and preferred activities into materials.**
- **Provide prompts that enable students to experience success.**
- **Reinforce positive behaviour by praising students for being on-task.**
- **Use errorless embedding:**
 - Embed short independent work sessions into longer sessions during which students work with an educator.
 - Help the student complete the first few questions of seatwork, then leave them to work independently for 1-2 minutes before returning and providing praise for the effort made.
 - Gradually increase the length of the independent work sessions at a rate that improves the likelihood of task completion.
- **Use self-monitoring of attention strategies:**
 - Use an auditory cue at random intervals to prompt students to check whether they are on-task.
 - Use this strategy for the whole class to avoid singling out individual students.

For more information, check out the LD@school article,
[*Errorless/Keystone Approaches for Proactive Classroom Management.*](#)



Social Skills

Definition: social communication, emotion regulation, social information processing

*These skills help students to be accepted by their peers, develop close friendships, and deal with bullying. For more information about how LDs affect students' social skills development, check out the LD@school article, **Social-Emotional Development and LDs**.*

Strategies:

- **Explicitly teach specific skills:**

Explicit instruction follows the following sequence:

- Modelling
- Guided practice
- Independent practice

For more information on this instructional strategy, check out the LD@school article, **Explicit Instruction: A Teaching Strategy in Reading, Writing, and Mathematics for Students with LDs**.

- **Teach general social problem solving skills following these effective guidelines:**

- Embed the teaching of social problem solving skills into daily routines.
- Teach skills that are transferrable between school, home, and recreational activities.
- Have students role play different scenarios.
- Discuss the social goals, alternative strategies, and potential consequences for different scenarios.
- Help students generalize by discussing how they might apply their strategies in various scenarios.

For more information, check out the LD@school article, **Social Skill Training (SST) for Students with Learning Disabilities**.

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