

### Critical Features of Classroom Management

1. Maximize structure in your classroom.
  2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.
  3. Actively engage students in observable ways.
  4. Establish a continuum of strategies to acknowledge appropriate behavior.
  5. Establish a continuum of strategies to respond to inappropriate behavior.
- (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

### Strategies to Support Teachers' Classroom Management

#### What do we know from the empirical literature?

- **Teachers typically receive little pre- or in-service training in classroom management** (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga, in press; Markow, Moessner, & Horowitz, 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei, Darling-Hammond, & Adomson, 2010)
- **Multi-component training packages** (didactic training + coaching + performance feedback + etc.) **result in desired behavior change**, especially when trained skills are effective (e.g., Abbott et al., 1998; Allan & Forman, 1984; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation)

#### What did our initial research show?

- Experienced teachers who receive explicit, intense, and didactic training in discrete skills (OTRs, prompts, and specific praise) required performance feedback before increasing skill use. (Simonsen, Myers, & DeLuca, 2010)
- **Bottom line: “training by itself does not result in positive implementation ...or intervention outcomes”** (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)

#### What about self-management?

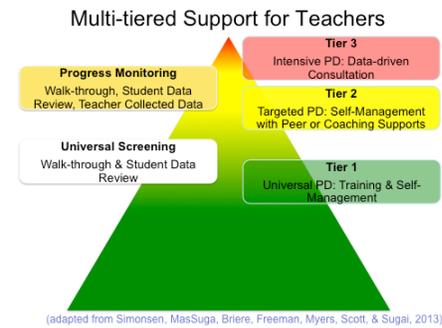
- **Self-management:** Individuals manage their own behavior in the same manner as they manage anyone else's—“through the manipulation of variables of which behavior is a function” (Skinner, 1953, p. 228).
  - Self-manipulation of antecedents
  - Engaging in other (self-management) behaviors to affect probability of target behaviors
  - Self-monitoring and self-evaluation
  - Self-manipulation of consequences (e.g., self-reinforcement)
- Research says, self-management interventions...
  - are related to desired behavior changes in adults who are obese, have asthma, have depression, and experience insomnia (Caplin & Creer, 2001; Creer, Caplin, & Holroyd, 2005; Creti, Libman, Bailes, & Frichman, 2005; Ngamvitroj & Kang, 2007; Donaldson & Norman, 2009; Rokke, Tomhave, & Jovic, 2000)
  - result in better instructional decisions (Allinder, Bolling, Oats, & Gagnon, 2000; Liberty, Heller, & D'Huyvetters, 1986)
  - result in increases in praise (Keller, Brady, & Taylor, 2005; Sutherland & Wehby, 2001; Workman, Watson, & Helton, 1982).

#### What does our initial research indicate?

- **Self-monitoring** may lead to increases in monitored behaviors (i.e., specific praise), and frequency counts may be the preferred self-monitoring strategy. (Simonsen, MasSuga, Fallon, & Sugai, 2012).
- Self-monitoring may work for some, but it may not be sufficient for all teachers. (Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, in press)
- **Self-management** with coaching prompts resulted in desired increases in specific praise across teachers, but effects did not maintain for all teachers during follow-up. (Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation)
- **Consultation** approaches may provide intensive supports for new or in-service teachers. (Briere, Simonsen,

## Multi-Tiered Support Framework for Teachers' Classroom Management

- As Myers and colleagues (2011) suggest, we need to think about a **Response to Intervention (or Multi-tiered Support) Framework** for teachers.



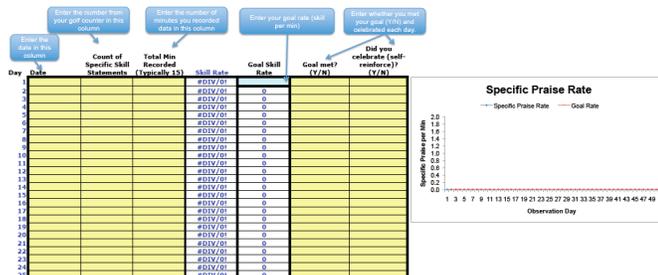
## Supporting Teachers with Targeted Professional Development (PD)

### Implementing Targeted PD

- Targeted PD may work as **tier 1 or 2** PD support for teachers.
- May be facilitated by a school-based **behavior coach**, instructional coach, or other school leader with behavioral expertise.

### Targeted PD includes:

- Brief **didactic training** (1:1 or group setting)—see subsequent example of script for praise training
  - Scripted training** that provides:
    - Definition of skill
    - Rationale for using the skill
    - Examples/non-examples of the skill
    - Activity to apply the skill in the natural context
    - Definition of self-management
    - Instruction in self-management (i.e., how to self-monitor, enter data, self-evaluate, and self-reinforce)
  - Develop **self-management plan**
- Teacher/staff **self-management**:
  - Daily self-monitoring during brief (15 min) sample of instruction
  - Daily self-evaluation (entering data, determining if goal was met)



*Email us if you'd like an electronic copy of this spreadsheet.*

- Self-reinforcement (celebrating on days when goal is met)
- Weekly **email reminders** re: skill use and self-management strategies (by behavior coach)
 

*Remember, specific praise is contingent (delivered immediately after the behavior), specific (names the desired behavior exhibited), and positive. 'Nice hand raise' and 'Thank you for actively listening' are examples of brief specific praise statements. Keep on counting, graphing, reviewing your data, and reinforcing yourself when you meet your goal!*
- Periodic (e.g., bi-weekly) "**fidelity monitoring**" of skill use and self-management (by behavior coach)

### Take Away Message/Challenge:

- Challenge yourself to improve classroom management within your own classrooms, and challenge your colleagues to do the same!
- Remember to celebrate (and please keep us posted about) your successes!

See example of the didactic training for Targeted PD for Specific Praise presented on next pages.

# Specific Praise

## Core Components:

### Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

### Activity

- Identifying examples of praise in your context

### Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

### Review and wrap-up

# SP RAISE SPECIFIC & CONTINGENT

## What is specific and contingent praise?

“Specific, contingent praise is a positive statement, typically provided by the teacher, when a desired behavior occurs (contingent) to inform students specifically what they did well.”

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## Why provide specific and contingent praise?

- + Delivering **contingent praise** for
  - o academic behavior increased participants’
    - (a) correct responses (Sutherland & Wehby, 2001),
    - (b) work productivity and accuracy (Craft, Alber, & Heward, 1998; Wolford, Heward, & Alber, 2001),
    - (c) language and math performance on class work (Roca & Gross, 1996), and
    - (d) academic performance (Good, Eller, Spangler, & Stone, 1981).
  - o appropriate social behavior increased participants’
    - (a) on-task behavior (Ferguson, & Houghton, 1992),
    - (b) student attention (Brodin, Bruce, Mitchell, Carter, & Hall, 1970),
    - (c) compliance (Wilcox, Newman, & Pitchford, 1988),
    - (d) positive self-referent statements (Phillips, 1984), and
    - (e) cooperative play (Serbin, Tonick, & Sternglanz, 1977).
- + Increasing the number of **behavior specific praise statements** was associated with an increase in on-task behavior (Sutherland, Wehby, & Copeland, 2000).
- + Providing contingent praise in conjunction with either establishing classroom rules in isolation (Becker, Madsen, & Arnold, 1967) or classroom rules paired with ignoring inappropriate behavior (Yawkey, 1971) was associated with increased appropriate classroom behavior.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## What are some examples (and non-examples) of specific and contingent praise?

Examples of Specific Praise	Non-Examples of Specific Praise
<ul style="list-style-type: none"> <li>• During educator-directed instruction, a student raises her hand. The educator says, <b>“Thank you for raising your hand.”</b></li> <li>• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator walks over to the student and whispers, <b>“Thank you for coming in the room quietly.”</b></li> <li>• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” The educator immediately looks at the second student, gives a “thumbs up sign,” and mouths (moves lips without sound), <b>“Thank you for paying attention.”</b></li> <li>• After a educator points to the consonant blend /th/, which is underlined in the word “through,” and says, “What sound?” a student responds by correctly pronouncing /th/. The educator says, <b>“Nice pronunciation.”</b></li> </ul>	<ul style="list-style-type: none"> <li>• During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, <b>“Gee, thanks for listening.”</b> (<i>This is sarcasm, not specific praise.</i>)</li> <li>• A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a <b>“thumbs up”</b> to recognize the quiet entry. (<i>This is general and non-verbal.</i>)</li> <li>• During educator-directed instruction, one student is poking and attempting to talk with another student, who responds by showing the class “quiet symbol.” About 1 min later, the educator looks at a second student, smiles, and says <b>“good job.”</b> (<i>This is general and not clearly contingent.</i>)</li> <li>• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “through,” and says, <b>“What sound?”</b> (<i>This is an opportunity to respond.</i>)</li> </ul>

## What are the critical features of specific and contingent praise?

- Deliver immediately after the behavior
- Specifically state the desired behavior demonstrated
- Pair praise with other rewards (e.g., delivery of tokens or points) you use with your class/group

## How will you use specific and contingent praise in your classroom?

Write three (or more) specific praise statements that you will use in your classroom during educator-directed instruction.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## How will you increase the likelihood that you will deliver specific and contingent praise?

- Self-management
  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
  - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
  - In this study we will ask you to (a) **arrange your environment** to increase the likelihood that you use praise (set goals and give yourself reminders), (b) **self-monitor** (count) your use of specific praise during a 15-min segment of instruction, (c) **self-evaluate** (graph your specific praise rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
    - **Arrange your environment.** Today, we will set an initial **goal** for your specific praise rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use specific praise.
    - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students specific praise during the selected 15-min segment of educator-directed instruction.
    - **Self-evaluate.** Record total praise statements in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
  - To help, we will send you weekly reminders about specific praise and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.
  - We will use the following table to further develop your self-management plan.

Estimate Your Current Praise Rate:	___ specific praise statements per minute
Initial Praise Rate Goal:	___ specific praise statements per minute
Plan for Increasing Praise: <i>Identify how you will (a) prompt/remind yourself to use praise, (b) use other strategies (e.g., script praise statements into your lesson) to increase praise, and (c) prompt/remind yourself to self-monitor.</i>	(a)  (b)  (c)
Self-delivered Reinforcement: <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement <i>Identify when you will (a) enter your praise data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a)  (b)  (c)
Procedure for Email Coaching <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works.

