Enhancing teachers’ classroom management: Efficient, effective, and teacher-driven implementation supports

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Session Objectives
As a result of attending this talk, you will be able to

• **Describe** a model to support classroom management based on implementation science;

• **Develop** a self-management plan to increase implementation of critical classroom management skills (within a classroom) using provided resources; and

• **Consider** needed systems to enhance implementation of classroom management practices school-wide (across all classrooms).

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What is implementation?

- **Implementation** is “…specified set of activities designed to put into practice an activity or program of known dimensions” (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 5)

- It’s what *we* do.

- **Implementation outcomes** include “changes in…
  - “…adult professional behavior”
  - “…organizational structures and cultures…to support the changes in adult professional behavior”
  - “…relationships to consumers, stakeholders, …and systems partners” (Fixsen et al., 2005, p. 10)

Isn’t there science to guide implementation?

Translated into our language (based on theirs)...

- **Begin with an “it”** (evidence-based practice [EBP] or program; aka “source” or “best example”)
- **Identify the “who”** (individuals who work to implement with fidelity; aka “purveyors”)
- **Identify the “where”** (individuals and organizations that will adopt the EBP; aka “destination”)
- **Determine “how”: train, prompt, and use data** (performance feedback; aka "feedback mechanism" or information flow)
- **Consider context** (aka “influence”)

Returning to the “Adapted” Conceptual Model for Implementation

(Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 12)
We know a bit about what’s likely to work:
Evidence-based practices in 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.

So we know what the “it” is.

Wait...why aren’t we doing “it”? 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, & Adamson, 2010)
- Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective

So, we may know the “It,” but we need to figure out the “Who” (implementation supporters) and “How” (implementation supports).

Take Away Messages

Bottom line: “training by itself does not result in positive implementation ...or intervention outcomes”

Unfortunately, most teachers receive “sit and get” training (at best) in classroom and behavior support

We need to consider lessons learned from implementation science.

So...what do we do? We can’t afford to do everything, but we can’t afford to do nothing...

We think there’s a lot in between!

NOTHING
No Training or Support Provided

BUT, how do we organize all of this?

EVERYTHING
Every teacher receives coaching and performance feedback

“Sit and Get” training delivered in isolation
Didactic training + email reminders
Didactic training + email reminders + periodic check-ins
PLUS Self-management supports

This is one way to start organizing our implementation supports

But...

Self Management: A promising component of effective and efficient PD support

- 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)
What does our initial research on self-management indicate?

• Across multiple studies, we’ve found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers.

Teachers…
• Set a goal (criterion for self-reinforcement)
• Self-monitored daily
• Entered data into an Excel Spreadsheet, which automatically graphed daily praise rates relative to goal
• Self-evaluated and self-reinforced
• Received weekly email prompts to use specific praise and submit data

Supporting Teachers with Targeted PD

Implementing Targeted Professional Development (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)
• Teacher/staff self-management:
  – Daily self-monitoring during brief (15 min) sample of instruction
  – Daily self-evaluation (entering data, determining if goal was met)
  – Self-reinforcement (celebrating on days when goal is met)
• Weekly email reminders re: skill use and self-management strategies (by behavior coach)
• Periodic (e.g., bi-weekly) “fidelity monitoring” of skill use and self-management (by behavior coach)

Didactic Training

• Scripted training that provides:
  – Definition of skill
  – Rational 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)

• See example for specific praise in your handout and previewed next.

Presentation: Specific Praise

• Definition
• Rationale
• Examples
• Critical features
Definitions

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)

Rationale

Why provide contingent praise?

- Delivering contingent praise for:
  - 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).
- appropriate social behavior increased participants’
  - (a) on-task behavior (Ferguson, & Houghton, 1992),
  - (b) student attention (Broden, 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).

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

Rationale

Why provide specific praise?

- 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.

Bottom line, research indicates is a good idea!

Examples & Non-examples

Is this specific praise?

During educator-directed instruction, a student raises her hand. The educator says, “Thank you for raising your hand.”

It’s a positive verbal statement that occurs immediately after and specifically names the expected behavior.

Examples & Non-examples

Is this specific praise?

During educator-directed instruction, students are talking over the educator. The educator rolls his eyes and says, “Gee, thanks for listening.”

This is sarcasm, not specific praise.

Examples & Non-examples

Is this specific praise?

If the scenario on the ppt is an example of specific praise, give us a “thumbs up.”

If the scenario is NOT an example of specific praise, give us a “thumbs down.”

Examples & Non-examples

Is this specific praise?

If the scenario on the ppt is an example of specific praise, give us a “thumbs up.”

If the scenario is NOT an example of specific praise, give us a “thumbs down.”
Examples & Non-examples

Is this specific praise?

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, “Thank you for coming in the room quietly.”

It's a positive verbal statement that occurs immediately after and specifically names the expected behavior.

Why?

This is specific praise.

Examples & Non-examples

Is this specific praise?

A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry.

This is general and non-verbal.

Examples & Non-examples

Is this specific praise?

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), “Thank you for paying attention.”

It's a positive verbal statement that occurs immediately after and specifically names the expected behavior.

Why?

This is specific praise.

Examples & Non-examples

Is this specific praise?

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 “good job.”

This is general, and not clearly contingent.

Examples & Non-examples

Is this specific praise?

After an 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, “Nice pronunciation.”

It's a positive verbal statement that occurs immediately after and specifically names the expected behavior.

Why?

This is specific praise.

Examples & Non-examples

Is this specific praise?

During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “though,” and says, “What sound?”

This is an opportunity to respond.
Critical Features

So, what is specific praise?

- Verbal statement (i.e., not look or gesture)
- Deliver immediately after the behavior
- Specifically state the desired behavior demonstrated

If you use other rewards, remember to pair specific praise with other rewards (e.g., delivery of tokens or points).

Activity: Specific Praise

How will you use specific praise in your classroom?

In your handout, write three (or more) specific praise statements that you will use during educator-directed instruction to recognize appropriate social behavior.

Definitions

What is 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).

Developing Self-Management

How will you increase the likelihood that you will deliver specific praise for appropriate social behavior?

- Definition of self-management
- Description of self-management for this skill
- Review/discussion of materials needed to implement
- Practice using strategies

Develop Self-management Plan

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Daily/Weekly/Total (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop self-management plan</td>
<td>Specific praise statements per minute</td>
</tr>
<tr>
<td>Initial Press Rate Goal</td>
<td>Specific praise statements per minute</td>
</tr>
<tr>
<td>Plan for Increasing Praise:</td>
<td>Specific praise statements per minute</td>
</tr>
<tr>
<td>- Self-monitor:</td>
<td>Specific praise statements per minute</td>
</tr>
<tr>
<td>- Review discussion of materials needed to implement</td>
<td>Specific praise statements per minute</td>
</tr>
<tr>
<td>- Practice using strategies</td>
<td>Specific praise statements per minute</td>
</tr>
</tbody>
</table>

Use Self-management

- Self-monitor
- Use spreadsheet to enter data and self-evaluate
- Self-reinforce

See example for specific praise in your handout.
**Weekly Email Reminders**

- Brief email reminders about praise and skill use.
- For example:
  
  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!

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**PCBS Systems Action Planning Guide: 3 Key Questions**

- Are the foundations of PCBS Systems in place for all staff?
- Are proactive supplemental supports available for staff who are likely to need them?
- Do data indicate that staff are implementing PCBS with fidelity?

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**Multi-tiered Framework of Professional Development Support**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td>Universal Screening Walk-through &amp; Student Data Review</td>
<td>Progress Monitoring Walk-through, Student Data Review, Teacher Collected Data</td>
<td></td>
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(adapted from Simmons, MasSuga, Briere, Freeman, Myles, Scott, & Sugai, 2013)

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**Are the foundations of PCBS Systems in place for all staff?**

- Do all staff receive explicit professional development on PCBS practices?
- Do all staff receive coaching and performance feedback on PCBS implementation?
- Do all staff receive acknowledgement for their PCBS implementation?

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**Do data indicate that staff are implementing PCBS with fidelity?**

- Yes
  - Well done! Monitor outcomes and adjust as needed
  - Determine type/severity of challenges
  - Provide brief targeted PD opportunities
  - Many
  - Review, adjust & intensify PCBS systems within MTBF. Ask for help!
- Minor
  - Determine number of classrooms in need of support
- Major
  - Provide additional support (e.g., expert consultation) for identified staff.
- No
  - Review, adjust & intensify PCBS systems within MTBF. Ask for help!
Teachers typically receive minimal training and support in classwide PBIS practices.

Self-management may be a helpful implementation support.

Professional development supports organized in a multi-tiered framework may facilitate teachers’ implementation of classroom PBIS practices.