Evidence-based Classroom Management Moving from Research to Practice

New England Positive Behavioral Interventions and Supports Conference

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Presentation Overview

- In this session, we will
  - Briefly define School-wide Positive Behavior Intervention and Support (SW-PBIS)
  - Define and view examples of evidence-based classroom management practices
  - Brief summary of a review of literature supporting teacher development of evidence-based classroom management practices (EBCM)
  - Review results of a recent consultation model study implementing EBCM
  - Discuss implications for practice
  - Questions/Comments
What is School-wide Positive Behavior Intervention & Support (SW-PBIS)?
Continuum of School-Wide Instructional and Positive Behavior Support

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

OSEP Center on Positive Behavior Interventions and Supports; http://www.pbis.org
What “kind” of students can display problematic behavior?

All students. Students with/without labels who are served in general/special education can display problematic behavior.

This is not a special education issue. It is an education issue.
Classroom Management from a behavioral perspective

Is NOT a magic fix

Re-design & improvement of learning & teaching environments

• Attention to environment & function
• Not re-design of individuals
• Change in behavior of plan implementers
Main Message

- Good Teaching
- Student Achievement
- Behavior Management
What is Evidence-Based Classroom Management (EBCM)?
Five Critical Features of Evidence-Based Classroom Management

1. Maximize **Structure**
2. Post, Teach, Review, Monitor, and Reinforce Expectations
3. **Actively** Engage Students in Observable Ways
4. Use a Continuum of Strategies to **Acknowledge** Appropriate Behavior
5. Use a Continuum of Strategies to **Discourage** Inappropriate Behavior

Simonsen et al., 2008
Maximize Structure

• **Description of Strategy:**

  • The tutor/mentor provides a **structured** small-group learning environment that includes **frequent** adult feedback directed activity and thoughtful **physical configuration** of the learning space (e.g. direct instruction, minimizing environmental distractions, etc.).
# Structure Your Group Time!

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:01-9:15</td>
<td>Opening: Attendance, calendar, pledge, classroom meeting</td>
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<tr>
<td>9:15-10:35</td>
<td>Literacy Block—Integrated book studies and book clubs, writing, speaking, listening, spelling, etc.</td>
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<tr>
<td>10:35-10:50</td>
<td>Recess and peanut free snack</td>
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<tr>
<td>10:50-11:50</td>
<td>Literacy Block—</td>
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<tr>
<td>12:00-12:40</td>
<td>Lunch and recess</td>
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<tr>
<td>12:40-1:00</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Specials: Monday-Library, Tuesday-Computer, Wednesday-PE, Thursday-Art, Friday-Music</td>
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<tr>
<td>2:00-3:15</td>
<td>Math</td>
</tr>
<tr>
<td>3:15-3:35</td>
<td>Read Aloud and closing</td>
</tr>
</tbody>
</table>

### Class Schedule

- **1:** Handwriting
- **2:** Reader's Workshop
- **3:** Writer's Workshop
- **4:** Art Workshop
- **5:** Drama
- **6:** Lunch
- **7:** Recess
- **8:** Social Studies
- **9:** Math
- **10:** Dismissal
Structure Your Space

• Consider where your group will be working:

• Design your physical space to facilitate your daily activities (think about the agenda you set for your group)

• Consider visual access to all students at all times (active supervision)

• Think about non-academic (group work) daily routines/needs (i.e. pencil sharpening, access to necessary materials, bathroom breaks, etc.)
Post, Teach, Review, Monitor, and Reinforce Expectations

- Description of Strategy:
  - Group expectations are explicitly taught and referenced during tutoring sessions and tutors/mentors engage in active supervision.
• A small number (i.e., 3-5) of positively stated rules. Tell students what we want them to do, rather than telling them what we do not want them to do.

• Publicly post the rules.

• Should match the expectations of the teacher, school, or facility you are working in! (this will avoid the “good cop vs. bad cop” dilemma)
Establish Behavioral Expectations/Rules

- **Operationally define** what the rules look like across all the routines and settings in your school.

- One way to do this is in a **matrix** format.

- This matrix should compliment the expectations/matrix of the school or program you are working in.
Rules within Routines Matrix

- Be Safe
- Be Respectful
- Be Ready

Routines

Rules

Group Work  Individual Work  Partner Work  Transitions
Teach Rules in the Context of Routines

• Teach expectations directly.
  • Define rule in operational terms—tell students what the rule looks like within routine.
  • Provide students with examples and non-examples of rule-following within routine.
  • Show students how to behave in YOUR group!

• Actively involve students in lesson—game, role-play, etc. to check for their understanding.
Prompt or Remind Students of the Rule

- Provide students with **visual prompts** (e.g., posters, illustrations, etc).
- Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
Actively Engage Students in Observable Ways

- **Description of Strategy:**

  Provide students with many, varied opportunities to respond during tutoring time/small group time.

  [http://youtu.be/XroJtR9gQc8](http://youtu.be/XroJtR9gQc8)
Range of evidence based practices that promote active engagement

- Direct Instruction
  - [Link](http://www.youtube.com/watch?v=jVXOXPtZAVE&feature=youtu.be)
- Computer Assisted Instruction
- Class-wide Peer Tutoring
  - [Link](http://youtu.be/__dMTZIL6JQ)
- Guided notes
- Response Cards
Active Supervision (Colvin, Sugai, Good, Lee, 1997):

- **Move** around
- Look around (Scan)
- **Interact** with students
  - Reinforce
  - Correct

[http://youtu.be/40mYbGu](http://youtu.be/40mYbGu)
Use a Continuum of Strategies to Acknowledge Appropriate Behavior

• Description of Strategy:
  
  • Provide individual students with specific and contingent praise, implement class-wide group contingencies, individual contingencies, use behavioral contracting, and/or token economies.
Establish a **continuum of strategies to acknowledge appropriate behavior.**

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies
Specific and Contingent Praise

- Praise should be...
  - ...**contingent**: occur immediately following desired behavior
  - ...**specific**: tell learner exactly what they are doing *correctly* and continue to do in the future
    - “Good job” (not very specific)
    - “I like how you are showing me active listening by having quiet hands and feet and eyes on me” (specific)
Specific and contingent praise is a non-negotiable!

However, there are additional ways you can layer on support…
Use a Continuum of Strategies to Respond to Inappropriate Behavior

- **Description of Strategy:**
  - Provide individual students with specific and contingent error correction statements, provide students with performance feedback.
5. Establish a continuum of strategies to respond to inappropriate behavior.

Error Corrections
Differential Reinforcement
Planned ignoring
Response Cost
Time out from reinforcement
Quick Error Corrections

• Error corrections should be...
  • …**contingent**: occur immediately after the undesired behavior
  • …**specific**: tell learner exactly what they are doing *incorrectly* and what they should do differently in the future
  • …**brief**: after redirecting back to appropriate behavior, move on
Specific and contingent error corrections are also non-negotiable!

However, there are additional ways you can layer on support…
Literature Review of Professional Development Strategies for Teachers

• Purpose

• To review the literature surrounding professional development strategies, pre-service/in-service teachers, and classroom management strategies to find:

  • Identify common professional development practices

  • Identify common professional development practices used to increase teacher skill with Evidence-based Classroom Management Practices (EBCM)
Summary of Findings:

• Content & Academic Specific PD Strategies
  
  • Off-site/Off-time Workshops (e.g. summer institutes, multi-day/hour trainings, workshop models, etc.)
  
  • Focus on creating professional social networks as a component of sustaining target skill development
Summary of Findings:

• Universal PD practices:
  • PD targets one or few specific skills based on district/student/teacher need/interest
  • PD provided teachers with ongoing access to resources supporting target skills
  • Providing teachers with a point person (e.g. coach, consultant, mentor, etc.) to facilitate ongoing target skill development
Summary of Findings:

• Universal PD practices follow a similar pattern:
  • **Presentation** (teaching) of new target skill
  • **Practice** with new skill
  • **Application** of new skill to teacher specific context
  • **Independent** teacher application of skill
  • **Assessment** of teacher confidence, fluency, and/or application of skill
  • **Performance feedback** (format varied) on teacher skill proficiency
  • **Opportunities for further** skill refinement
Summary of Findings:

• Evidence-Based Classroom Management
  • Typically PD was delivered in “shorter bursts” (e.g. consultation meetings, email performance feedback, etc)

• Self-monitoring of target skills was often used as a component of PD

• Self-study formats were utilized in some studies as the format for delivering PD to teachers

• In many instances PD was delivered on a one-to-one basis
In General Effective Consultative Approaches:

- **Vary** in intensity, latency, and topography
- Follow overt, repetitive procedures
  - Include performance feedback
- Are effective at:
  - Increasing teachers praise and OTR rate
  - Increasing classroom management treatment integrity
  - Decreasing student inappropriate behavior and positive academic ties

(Codding, Pace, and Vaca, 2008; Noell, Witt, LaFleur, Mortenson, Ranier, and LeVelle, 2000; Noell, Witt, Gilbertson, Ranier, and Freeland, 1997; Reinke, 2008; Scheeler, McAfee, Ruhl, and Lee, 2006; Codding, Feinbergt, Dunn, and Pace, 2005; Sutherland, Alder, and Gunter, 2003; Reinke, Lewis-Palmer, and Martin, 2007)
Effective Professional Development Strategies Include:

- Teachers identify areas of need or areas of need are identified that are specific to current issues in the classroom (academic or behavioral).

- Effective Professional Development includes:
  - Need/Interest based target skills
  - Focuses on one or a small number of areas at a time
  - Fluency with target skill requires practice/application
  - Data-based performance feedback may increase skill use
How do we provide evidence-based classroom management (EBCM) professional development to classroom teachers?

A Consultation Model
What does the research say?

- Teachers typically receive little training in classroom management

  (Begeny & Martens, 2006; Markow, Moessner, & Horowitz, 2006)

- Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective

Purpose of study: To investigate the impact of classroom management strategies consultation on classroom management skills of in-service teachers.

Research question: Does classroom consultation and self-management lead to increased use of the evidence-based classroom management skills across teachers and/or contexts over time?

(MacSuga & Simonsen, in press)
Setting & Participants

• Setting:
  • Public Urban Middle School in New England. The school population includes large numbers of ELL students, students who receive free/reduced lunch, and practices inclusion in addition to providing tiered support in language arts/mathematics to all students regardless of special education status.

• Participants:
  • Ms. Granger: a certified music education teacher with a bachelor’s degree and 8 years of teaching experience
  • Mrs. Heath: a certified special education teacher with a bachelor’s degree and 2 years of teaching experience

(MacSuga & Simonsen, in press)
Ms. Granger
Mrs. Heath
Design

• Single subject AB case study across teacher behaviors design

  • IV: Consultation Model (more on the model in a minute!)
  • DV: Teachers use of trained classroom management skills (measured rate and the classroom management checklist)
    - Rate of prompts for social behavior
    - Rate of OTRs for academic behavior
    - Rate of specific (and general) praise
    - Extent of teacher implementation of strategies (e.g. fully implemented, partially implemented, did not implement/not applicable).

(MacSuga & Simonsen, in press)
Teacher requests or is referred for support in classroom management.
# Classroom Checklist

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<thead>
<tr>
<th>Classroom Management Practice</th>
<th>Extent of Implementation</th>
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<tr>
<td><strong>Beginning of Class</strong></td>
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<td>- I greeted my students as they entered the classroom and prompted them to show respect (e.g., use quiet voice) and responsibility (e.g., sit and start work) before class.</td>
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<td>- I posted the schedule/routine for the class period and I reviewed it with students at the beginning of the period.</td>
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<td>- I posted 3-5 positively stated expectations and reviewed them at the beginning of the period.</td>
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<td><strong>During Instruction</strong></td>
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<tr>
<td>- I prompted students to follow 3-5 positively stated expectations throughout the period.</td>
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<td>- I provided each student with multiple opportunities to respond and participate during instruction.</td>
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<td>- My instruction actively engaged students in observable ways (e.g., writing, verbalizing).</td>
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<td>- I actively supervised my classroom (e.g., moving, scanning) during instruction.</td>
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<td>- I used one or more strategies/systems to acknowledge appropriate student behavior (e.g., praise, coupons, etc.).</td>
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<td>- I provided quick, calm, direct, explicit corrections/redirections in response to inappropriate behavior (or ignored the behavior if appropriate)</td>
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<td>- I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).</td>
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ACTION PLAN

**Action Planning**

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

Consider a teacher-led/directed activity that has a specific learning outcome/objective.

- Assess whether each classroom management practice was evident.
- Sum the number of “yes” to determine overall classroom management score.
- Prioritize the top three items for your classroom
  - For each priority item that was not at all or partially in place, develop an action plan for enhancement
  - For each priority item rated “yes”, develop an action plan for enhancement maintenance.

<table>
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<tr>
<th>#</th>
<th>Current Level of Performance (Concrete Description)</th>
<th>Enhancement/Maintenance Strategies (Observable, Measurable, Action Steps)</th>
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Performance Feedback for Ms. Granger Included:

- Daily emails from the consultant
  - Emails contained:
    - **Updated graphs** on progress reviewed at previous consultation meetings
      - Graph of the rate of Opportunities to Respond (OTR’s)
    - **Reminders** of the goals for each area
      - “You provided 0.5 OTRs/minute today. Remember your goal is to average 1 OTR/minute.”
    - Quick **suggestions** to help increase strategy use
      - “Use choral response for review items at the start of class.”
Ms. Granger Today

“I don’t need to go to a gym. One of my classroom management strategies is to circulate frequently around the room. I figure I walk three miles a day.”
Limitations & Implications

- **Main Limitations:**
  - Intensity of the consultants role
  - No agreed upon standards for optimal rates of each teacher behavior
  - Pilot study/case study design- No Experimental Control

- **Implications:**
  - Training should be accompanied by feedback
  - Consultation may be an effective model for EBCM skill development
  - Note: Other studies (Reinke et al., 2008) show similar results
  - More research is needed

(MacSuga & Simonsen, in preparation)
Recommendations

• **Future Research**
  • Continue current/recent research
  • Explore PD models that use school-based personnel as implementers

• **Practice**
  • Pre-service & In-service teacher support programs should implement empirically supported PD strategies
  • Teacher use of evidence-based classroom management practices can be increased through the use of PD strategies
Questions & Comments
Thank You!

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