Background & Rationale

Challenging student behavior is a major concern for many educators, as addressing it is time-consuming (Scott, Him, & Barber, 2012).

The most effective practices are positive, proactive, and preventive (Pas, Cash, O’Brennan, Debnam, & Bradshaw, 2015; Sugai & Horner, 2008).
Classroom Management

• There are a range of practices used to support and address student behavior; types of strategies include:
  • Antecedent
  • Instructional
  • Consequence
  • Self-management

(Conroy, Alter, & Sutherland, 2014)

Classroom Management

• Maximize structure in the classroom.
• Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
• Actively engage students in observable ways.
• Establish a continuum of strategies to acknowledge appropriate behavior.
• Establish a continuum of strategies to respond to inappropriate behavior.

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

Classroom Management

Antecedent
Maximize structure in the classroom.
Post, teach, review, monitor, and reinforce a small number of positively stated expectations.

Instructional
Actively engage students in observable ways.

Consequence
Establish a continuum of strategies to acknowledge appropriate behavior.
Establish a continuum of strategies to respond to inappropriate behavior.

Self-Management

Why High School?

• Most existing classroom management research has been conducted in elementary and middle schools (Flannery, Sugai, & Anderson, 2009; Kern et al., 2015).

• High schools have several unique characteristics
  • Student population, teacher beliefs, structure and organization, discipline policies (Flannery & Katz, 2017; State, Harrison, Kern, & Lewis, 2017)

• Ninth grade is a particularly important year (Kato, Flannery, Triplett, & Saetern, 2018)
  • Highest rates of challenging behavior
  • Early investment can reduce needs later
Purpose

• Prior reviews focus on practices across grade levels (e.g., Simonsen et al., 2008) or for students with or at risk for emotional and behavioral disorders (e.g., Conroy et al., 2014; Lewis et al., 2004).

• This review summarizes the literature base of class-wide strategies implemented in high schools.

Research Questions

1. What are the characteristics of the empirical literature that examines interventions measuring the effect of classroom management on student behavior in high schools?

2. What are the common elements of classroom management interventions that improve student behavior outcomes in high schools?

Methods

Inclusion Criteria

• Study Design: Experimental or quasi-experimental group designs, or single-case design
• Setting: Classroom setting (general education or special education) with students in high school (traditional or alternative; grades 9–12)
• Intervention: General classroom management or specific classroom management strategy
• Dependent Variable: Social, emotional, or other non-academic student behavior
Results & Implications

Studies Included in the Review

<table>
<thead>
<tr>
<th>Total Number</th>
<th>Desired Effects</th>
<th>Mixed Effects</th>
<th>Without Desired Effects</th>
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<tbody>
<tr>
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<td>15</td>
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Settings of Included Studies

<table>
<thead>
<tr>
<th>Setting</th>
<th>Traditional Setting General Education</th>
<th>Traditional Setting Special Education</th>
<th>Alternative Setting Special Education</th>
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<tbody>
<tr>
<td>Total</td>
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</table>

Note: One study did not specify the type of setting.
Consequence-Based Strategies

- Provide students with an opportunity to earn reinforcement
- Most contained elements of peer influence
- Focus on both increasing appropriate behaviors and decreasing challenging behaviors

<table>
<thead>
<tr>
<th>Group Contingency</th>
<th>Token Economy</th>
<th>Response Cost</th>
<th>BSP</th>
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</table>

Discussion

- Most common interventions are consequence-based strategies that involve peer influence (e.g., group contingencies)
  - Reinforcement
  - Importance of peers
  - Student voice/preference

Other Strategies

<table>
<thead>
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<th>OTR</th>
<th>Teaching Expectations</th>
<th>Self-monitoring</th>
<th>CAI</th>
<th>Teacher PD</th>
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Implications for Research

- Expand research base to include a full range of practices (i.e., antecedent, instructional, consequence, self-management).
- Increase focus on preventive measures (i.e., antecedent, instructional, self-management strategies).
- Develop a deeper understanding of context and the role it plays in intervention effectiveness.
Implications for Practice

- Implement consequence-based strategies that include peer influence and allow student input for both academic and behavioral expectations.
- Increase the use of instructional strategies that facilitate increased engagement.

Group Contingencies

- Basic premise: students earn reward based on group’s behavior
- Target: class-wide behavior problems
- Benefits
  - increased engagement
  - decreased disruptions
  - efficient
  - evaluated in many contexts

Group Contingencies

- Interdependent Group Contingency (“All for One”)
  - Each student’s behavior is required for the whole group to earn the reinforcer
  - “If the class has fewer than 3 call outs in Science, everyone earns extra free time.”
- Dependent Group Contingency (“One for All”)
  - Performance of an individual (or a small group) results in earning the reinforcer for the whole group
  - “If everyone at Table 4 turns in their homework, we will not have homework tomorrow.”
- Independent Group Contingency (“To each His/Her Own”)
  - The same goal is set for all learners, but reinforcers are delivered individually
  - “When each student finishes their quiz, they may take a brief break to read or draw quietly.”
Group Contingencies

• Procedure
  1. Clearly define the target behavior.
  2. Choose an effective reinforcer.
  3. Set appropriate performance criterion (i.e., clearly identify goals).
  4. Select the most appropriate type of group contingency.
  5. Monitor individual and group performance.

Some important cautions
• Dependent group contingencies must be designed carefully so they are no-fail.
• Without careful monitoring, potentially harmful situations can arise:
  • Is peer pressure becoming ridicule?
  • Are students being stigmatized?
  • Is the contingency actually fair for all?
• Monitor closely
• Apply consistently and systematically

Conclusion
• Positive, proactive, and preventive classroom management leads to fewer challenging student behaviors.
• It is important to consider the unique characteristics of high schools when developing and testing interventions.
• More research is needed in this area.

(Lewis-Palmer & Sugai, 1999)