

# Evidence-based Classroom Management: Moving from Research to Practice

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## Critical Features of Classroom Management

### 1. Maximize structure in your classroom.

- Develop **Predictable Routines**
  - **Teacher routines**
  - **Student routines**
- **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - Arrange **furniture** to allow easy traffic flow.
  - Ensure adequate **supervision** of all areas.
  - Designate staff & student **areas**.
  - **Seating** arrangements (groups, carpet, etc.)

### 2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.

Establish

#### Behavioral expectations/Rules

- 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 SW Expectations
- **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 your school-wide matrix, but be specific to your classroom setting.

Rules within Routines Matrix

Routines	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Rules				
Respect				
Responsibility				
Safety				

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.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

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 where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

Monitor

#### students' behavior in natural context

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - **Move** around
  - Look around (**Scan**)
  - **Interact** with students
    - Reinforce
    - Correct



- Collect data
  - Are rules being followed?
  - If there are errors,
    - **who** is making them?
    - **where** are the errors occurring?
    - **what** kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

### 3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
  - Direct Instruction
  - Computer Assisted Instruction
  - Class-wide Peer Tutoring
  - Guided notes
  - Response Cards

### 4. Establish a continuum of strategies to acknowledge appropriate behavior.

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

### 5. Establish a continuum of strategies to respond to inappropriate behavior.

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

### Moving from Research to Practice

- 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 (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)
- “[T]raining by itself does not result in positive implementation...or intervention outcomes” (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- Increasing Teachers’ Use of Classroom Management Skills (Our research)
  - Teachers demonstrated behavior change only once they received performance feedback (Simonsen, Myers, & DeLuca, in press)
  - Self-monitoring may result in increased skill use (Simonsen, MacSuga, Fallon, & Sugai, in prep)
  - Implications: More research is needed!

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Positive Behavior Support

# Classroom Management: Self-Assessment Revised

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Version: April 7, 2006

# SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports<sup>1</sup>

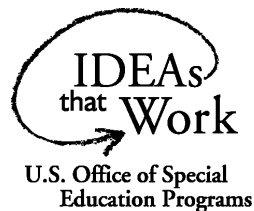
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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<sup>1</sup> The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

## Classroom Management: Self-Assessment<sup>2</sup>

Teacher _____ Rater _____ Date _____			
Instructional Activity	Time Start _____ Time End _____		
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio <sup>3</sup> of Positives to Negatives: _____ to 1			

Classroom Management Practice	Rating
1. I have arranged my classroom to <b>minimize crowding and distraction</b>	Yes No
2. I have <b>maximized structure and predictability</b> in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 <b>positively stated expectations</b> (or rules).	Yes No
4. I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.	Yes No
6. My instruction <b>actively engaged</b> students in observable ways (e.g., writing, verbalizing)	Yes No
7. I <b>actively supervised</b> my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I <b>ignored</b> or provided <b>quick, direct, explicit reprimands/redirections</b> in response to inappropriate behavior.	Yes No
9. I have <b>multiple strategies/systems</b> in place to <b>acknowledge</b> appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided <b>specific feedback</b> in response to social and academic behavior errors and correct responses.	Yes No
Overall classroom management score: 10-8 "yes" = <b>"Super"</b> 7-5 "yes" = <b>"So-So"</b> <5 "yes" = <b>"Improvement Needed"</b>	
	# Yes _____

<sup>2</sup> Revised from Sugai & Colvin

<sup>3</sup> To calculate, divide # positives by # of negatives.

### 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.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
  - a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
  - b. Assess whether each classroom management practice was evident.
  - c. Sum the number of “yes” to determine overall classroom management score.
  - d. Based on your score, develop an action plan for enhancement/maintenance.

Action Plan		
#	Current Level of Performance	Enhancement/Maintenance Strategies <sup>4</sup>

<sup>4</sup> What? When? How? By When?

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