

Building the Triangle for Teachers: *Multi-tiered Approaches to Supporting Teachers' Classroom Management* Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

I. Highlighting the need to support teachers' use of classwide PBIS practices

We know a bit about what's likely to work: *Evidence-based practices in classroom management*

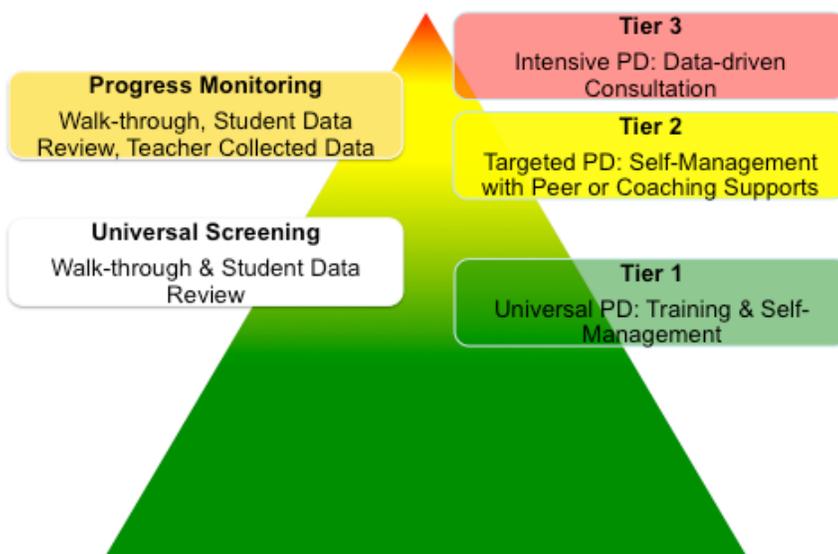
1. Maximize **structure** in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.
3. **Actively engage** students in observable ways.
4. Establish a continuum of strategies to **acknowledge** appropriate behavior.
5. Establish a continuum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

Wait...why aren't we doing this? *What do we know from the empirical literature?*

- **Teachers typically receive little pre- or in-service training in classroom or behavior support.** (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 (e.g., didactic training + coaching + performance feedback) result in desired behavior change.** (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; Simonsen, MacSuga-Gage, Briere, Freeman, & Sugai, in preparation; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974).
- **Bottom line: "training by itself does not result in positive implementation ...or intervention outcomes"** (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- **Unfortunately, most teachers receive "sit and get" training (at best) in classroom and behavior support.** (National Joint Committee on Learning Disabilities, 2000; Wei et al., 2010)

II. So...what do we do? *We can't afford to do everything, but we can't afford to do nothing...*

Multi-tiered Framework of Professional Development Support



(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

III. 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)
- Across three studies, we've found that self-management with email coaching prompts resulted in desired initial increases in specific classroom management skills across teachers. We are still working to enhance maintenance and generalization of effects (Simonsen, Freeman, Dooley, Maddock, & Kern, in preparation).
 - **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
 - We're happy to share copies of the training scripts, email prompts, and spreadsheets we've developed for tracking praise, prompts, and opportunities to respond



Take away messages: Teachers typically receive minimal training in classroom/behavior support practices. **PD supports organized in a multi-tiered framework** may facilitate teachers' implementation of PBIS practices. **Self-management** may be a helpful PD support within a MTF.

IV. Resources

- *Center for Behavioral Education and Research* (www.cber.org)
- *Neag School of Education, University of Connecticut* (education.uconn.edu)
- *Northeast PBIS Network* (neswpbs.org)
- *OSEP National Technical Assistance Center on PBIS* (www.pbis.org)