

# Universal Classroom Systems, Part 2: Enhancing Teachers' Classroom Management

Brandi Simonsen, Ph.D. (brandi.simonsen@uconn.edu)

## Critical Features of 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.

## Resources for Critical Features of Classroom Management

- Resources
  - Search “Classroom” on [www.pbis.org](http://www.pbis.org) and you will find over 500 presentations, tools, etc.
  - Newsletter: Universal positive behavior support for the classroom (Newcomer, 2009)  
[http://www.pbis.org/pbis\\_newsletter/volume\\_4/issue4.aspx](http://www.pbis.org/pbis_newsletter/volume_4/issue4.aspx)
  - Sample lesson plans and reinforcement examples (most are school-wide but can be adapted for class-wide): <http://www.pbis.org/training/student.aspx>
- Checklists
  - Classroom Self-Assessment (Simonsen et al., 2008)
  - Classroom Management: Self assessment (7r; PBIS Training Workbook, in Part 1 notes)
  - –Other checklists by Chris Borgmeier, Geoff Colvin, and others

## Research to Practice: Increasing Teachers' Use of Evidence-based Classroom Management Skills

- 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 (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)
- What did our initial research say? (Summary of findings from Study 1)
  - Teachers demonstrated behavior change (increased use of classroom management skills) after they received performance feedback (Simonsen, Myers, & DeLuca, 2010). In other words...we provided further support for the next statement.
  - “[T]raining by itself does not result in positive implementation...or intervention outcomes” (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- What about self-management?
  - **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-manipulation of consequences
  - **Self-monitoring:** noting the presence, absence, or level of a specific behavior (Cooper, Heron, & Heward, 2007).
  - Self-management interventions
    - are related to desired behavior changes in adults who are obese, have asthma, have depression, and experience insomnia (Caplin & Creer, 2001; Creer, Caplin, & Holroyd,

2005; Creti, Libman, Bailes, & Frichman, 2005; Ngamvitroj & Kang, 2007; Donaldson & Norman, 2009; Rokke, Tomhave, & Jovic, 2000);

- result in better instructional decisions. (Allinder, Bolling, Oats, & Gagnon, 2000; Liberty, Heller, & D’Huyvetters, 1986); and
- result in increases in praise (Keller, Brady, & Taylor, 2005; Sutherland & Wehby, 2001; Workman, Watson, & Helton, 1982).

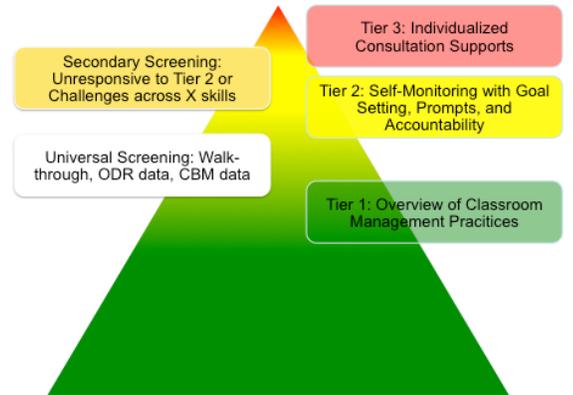
• What did our initial research on self-management say?

○ Summary of findings from Study 2

- Self-monitoring may lead to increases in monitored behaviors (i.e., specific praise), and
- Frequency counts may be the preferred self-monitoring strategy (Simonsen, MacSuga, Fallon, & Sugai, in press).

○ Summary of findings from Study 3

- Self-monitoring may work for some, but it may not be sufficient for all teachers (Simonsen, MacSuga, Briere, & Freeman, in preparation).
- As Myers, Simonsen, & Sugai (2011) suggest, we need to think about RtI for teachers.
- We’re suggesting an expanded model (see figure on the right).



(Simonsen, first use August 2011)

### Taking Practices to Scale: Discussion and Activity

Notes from Discussion:

SKILL(S) <i>Identify specific classroom management practice(s)</i>	SYSTEMS FEATURE(S) <i>Identify method(s) for increasing or enhancing the use of the skill(s) identified</i>	PROS/CONS <i>Feasibility and Effectiveness</i>