

**Class-wide Positive Behavior Support:
Increasing Teachers' Use of Positive and Proactive Strategies**

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.

Moving from Research to Practice

- **What does 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 show?**
 - *Quick recap:* Several years ago, we conducted a study on the effects of training (which included “self-management”) plus performance feedback on teachers’ use of trained classroom management skills (i.e., presentation of prompts, OTRs, and specific praise).
 - *Study details:*
 - Setting: Public Alternative School
 - Participants: Laura, Lisa, & Bob
 - Design: Multiple baseline across behaviors
 - *Study results:* Teachers demonstrated behavior change only once they received performance feedback (Simonsen, Myers, & DeLuca, 2010)
- **Bottom Line:** “[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).
- **Our research on self-monitoring**
 - *Quick overview:* Last year, we tested the effects of different self-monitoring strategies on five middle school teachers’ use of specific praise (Simonsen, MacSuga, Fallon, & Sugai, under review)
 - *Setting:*

- Public middle school that serves students grades 5-8
- *Participants:*
 - Middle School Teachers
 - Teacher 1: Taught 8th grade (gen ed) Math
 - Teacher 2: Taught 5th grade (gen ed) Language Arts
 - Teacher 3: Taught bilingual/SPED grades 5-8
 - Teacher 4: Taught 7th grade (gen ed) Science
 - Teacher 5: Taught 5th grade (gen ed) Math
 - 3 Identified Students (from Each Class)
- *Alternating Treatments Design*
 - *Phases:*
 - Baseline: No Intervention
 - Alternating Treatments:
 - Count
 - Tally
 - Rate
 - Day off (no intervention)
 - Optimal Condition: Strategy associated with highest rate, accuracy, or adherence
 - Follow-up : Based on Data
 - Maintenance: weekly probes (if fluent)
 - Feedback: daily performance feedback (if necessary)
 - *Measures:*
 - Outcome Measures: teacher and student behavior
 - Primary DV: rate of teachers' specific praise statements per min (IOA: 85% agreement across 40% of sessions)
 - Secondary DV: average % of intervals on-task for students (IOA: 95% agreement across 40% of sessions)
 - Fidelity: accuracy of and adherence to self-monitoring
 - Social Validity: IRP-15 (Witt & Martens, 1985)
- *Results* indicated that noting each instance of specific praise by either tallying or using a counter resulted in optimal performance, and teachers preferred using a counter.
- *Main Limitations:*
 - Small sample
 - Variations in instructional conditions
 - No agreed upon standards for optimal rates of each teacher behavior
- *Implications:*
 - Self-monitoring may be a method to efficiently increase teachers' use of classroom management skills
 - More research is needed
- *This year:*
 - We are continuing to “play” with self-monitoring and self-management across class periods for individual teachers (Simonsen, MacSuga, Briere, & Freeman, in progress).
 - In addition, 2 Ph.D. students plan to examine the effects of...
 - ...researcher consultation + self-monitoring
 - ...administrator/mentor support + self-monitoring

Discussion on Challenges with Moving from Research to Practice

- Recap:
 - Findings from Study 1: Teachers demonstrated behavior change only once they received performance feedback
 - Findings from Studies 2 & 3: Self-monitoring may result in increased skill use (stay tuned for more research here...)
- Implications:
 - Training should be supplemented with _____
 - More research is needed