

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

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

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**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 8<sup>th</sup> grade (gen ed) Math
    - Teacher 2: Taught 5<sup>th</sup> grade (gen ed) Language Arts
    - Teacher 3: Taught bilingual/SPED grades 5-8
    - Teacher 4: Taught 7<sup>th</sup> grade (gen ed) Science
    - Teacher 5: Taught 5<sup>th</sup> 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