Implementing Multi-Tiered Support for Classroom Management Professional Development in Your School

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Agenda

- Introductions
- Classroom management PD
- What is MTS-PD?
  - Overview
  - Research
- Implementing MTS-PD in your school
  - Teaming
  - Data collection
  - Skills
  - Structuring support
- Questions
Importance of Classroom Management

- Teacher classroom management skills are associated with
  - Improved student outcomes (Gage et al., 2017; Korpershoek et al., 2016; Oliver et al., 2011)
  - Improved teacher outcomes (Aloe et al., 2014; Klassen & Chiu, 2010)
Importance of Professional Development (PD)

- Effective PD (Darling-Hammond et al., 2017; Fixsen et al., 2005)
  - Active learning
  - Expert coaching and feedback
  - Sustained duration
  - Time-intensive (Yoon et al., 2007)

Importance of Classroom Management PD

- Classroom management often limited or missing from
  - Pre-service training (Freeman et al., 2014; Oliver & Reschly, 2010)
  - In-service professional development (Wei et al., 2010)
    - 54% reported no classroom management PD in past year
    - 33% had less than 8 hours
What is MTS-PD?

Multi-Tiered Support for Professional Development (MTS-PD)

- Myers et al. (2011), Simonsen et al. (2014)
- Applying 3-tiered support framework to PD
  - Tier 1
    - Universal PD and screening
  - Tier 2
    - Targeted PD and performance feedback
  - Tier 3
    - Individualized PD and support

~80% of Teachers

ALL

~15% SOME

FEW
MTS-PD Research

- Tier 1 & 2
  - Gage et al., 2017; MacSuga-Gage, 2013
- Tier 2
  - Gage et al., 2018; Simonsen et al., 2017
- All tiers
  - Myers et al., 2011; Thompson et al., 2012
Teaming

- Responsibilities
  - Tier 1 skill training
  - Screening and progress monitoring
    - Direct observation
    - Teacher self-monitoring
  - Facilitate Tier 2 and Tier 3 supports

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Teaming

- Considerations
  - Behavioral expertise
  - Coaching responsibilities
    - Lead PD or assign to others?
    - Lead observations or assign to others?
Data Collection

- **Electronic**
  - SCOA (Anderson, 2012)
    - Frequency and duration recording
      - Preset or custom teacher and student behaviors

- **Paper-based**
  - Self-created
    - Event recording
    - Interval recording
  - Checklists/rating scales
    - Classroom Management: Self-Assessment Revised (Simonsen et al., 2008)
    - Missouri School-Wide Positive Behavior Support Teacher Self-Assessment of Effective Classroom Practices
      - http://pbismissouri.org/tier-1-effective-classroom-practices/
Data Collection

- Graphing data
  - Electronic
  - By hand

Skills

- 5 broad areas of classroom management practices (OSEP, 2016)
  1. Maximizing structure
  2. Establishing, teaching, and reinforcing behavioral expectations
  3. Actively engaging students
  4. Continuum of responses for appropriate behaviors
  5. Continuum of responses for inappropriate behaviors
Steps for Training a Skill

- Lesson should include:
  - Skill definition
  - Rationale for using
  - Examples
  - Critical features
  - Goal
  - Applied activity
  - Plan for developing and reinforcing skill
  - Review and conclusion
Structuring Support

- **Recommended supports** (Grasley-Boy et al., 2019; Simonsen et al., 2014)
  - Tier 1
    - School-wide PD on one skill
    - Screening observations/self-monitoring
  - Tier 2
    - Performance feedback
      - Observation or self-monitoring data
  - Tier 3
    - Individualized support
      - Real-time feedback, in-class modeling, etc.

Questions?

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References


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