Using A Multi-Tiered System for Professional Development to Increase Classroom Management Skills

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Goals

- You will...
  - Learn about how we define classroom management and classroom management skills
  - Learn about the multi-tiered system for professional development (MTS-PD) model
  - Learn about the methods and results of four research studies we conducted
  - Receive some actionable guidance on implementing the MTS-PD model

- We will...
  - Not talk over each other too much
  - Not talk too fast
  - Not hop too much

Function-Based Thinking

Key Starting Point

Behavior is functionally related to the teaching environment.

Tiered Model of School Supports and the Problem-Solving Process

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased 0me, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction and intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General instruction and support assigned and aligned with the core academic and behavior curriculum.
What does effective classroom management look like?

1. Maximize structure in your classroom.
   - Post, teach, review, monitor, and reinforce a small number of positively stated expectations.

2. Actively engage students in observable ways.

3. Establish a continuum of strategies to acknowledge appropriate behavior.

4. Establish a continuum of strategies to respond to inappropriate behavior.

(Knoester, 2015; OSEP, 2015.)

Class-wide Positive Behavior Support Practices

1. Maximizing Structure

   Develop Predictable Routines
   - Teacher routines
   - Student routines

   Design environment to...
   - Elicit appropriate behavior
   - Help prevent or decrease problem behavior
   - Minimize crowding and distraction
     - Arrange furniture to allow easy traffic flow.
     - Ensure adequate supervision of all areas.
     - Designate staff & student areas.
     - Seating arrangements (groups, carpet, etc.)
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations and classroom rules

- Establish
- Teach
- Prompt
- Monitor
- Evaluate

2. Establish expectations

- Each classroom should have 3-5 positively stated expectations for students to follow. These can align with the school’s universal expectations, if those exist.
- These expectations should be broad and able to encompass a broad range of behaviors.

- Operationally define what the rules look like across all routines and settings in your classroom.
- Consider using a matrix format for grade-level/community or individual classroom.
- This matrix should compliment your schoolwide matrix, but be specific to your classroom setting.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations and classroom rules.

**Community Examples**

- **Creation of Behavioral Matrix**
  - Teacher partners
  - Division of parts of the day
  - Shared out work
  - Created consistent language and routines
  - Displayed for parents in lobby

- **Lesson Plans**
  - Incorporate rules
  - Considers:
    - 5 Things
    - 1,2,3, Eyes on Me
  - Social studies:
    - Creation of rules
    - Are you anchored? YES!
Guided Discovery of Materials
- Student-generated expectations
- Time for exploration

Creation of a K-1 Community
- In class
  - Morning meetings
  - Embedded social skills in curricula
  - Afternoon meetings
- With K-1 Partner Class
  - Combined meeting meetings
  - Literacy block
  - Science / social studies
- Whole community
  - Wednesday meetings
  - Anchor strips

Community Meeting
3. Actively Engage Students in Visible and Observable Ways

- Provide high rates of opportunities to respond (OTR)
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Provide choice/challenges

4. Establish a Continuum of Procedures to Reinforce Appropriate Behavior

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies
5. Establish a Continuum of Procedures to Respond to Inappropriate Behavior

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost

Time out from reinforcement

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Evidence-Based Classroom Management Skills

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.

(Knoster, 2015; OSEP, 2015)

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Multi-Tiered System for Professional Development

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Effective Classroom Management Professional Development/Learning Includes…

- Explicit Skill Instruction
- Coaching/Support
- Performance Feedback

Connection is key!

Allen & Forman, 1987; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Slavin, R, & Williams, 2006; Yoon, Duncan, Lee, Starks, & Shapley, 2007
Multi-Tiered Systems of Support (MTSS) Logic Applied to Teachers’ Classroom Management Professional Development

Tier 1
Universal PD: Didactic Instruction on a Single Skill Set

Tier 2
Targeted PD: Re-teaching and Visual Performance Feedback

Tier 3
Intensive PD: Data-driven Consultation, Coaching

Progress Monitoring
Walk Through, Data Screen, & Teacher or Observer Collected Data

Example school-wide training

Our Research to Date

Guiding Research Questions

- What classroom management skill should we focus on first?
- Does the MTS-PD model have a functional relationship on teachers’ classroom management skill use?
- Can the MTS-PD model be scaled up to support an entire elementary school?

Study #1

- Setting:
  - Two elementary schools, grades K-5 during large group instruction
  - Midsize city in Florida
- Participants:
  - 12 teachers; self-identified as in want or need of classroom management PD
  - Random sample of students in their classrooms
- Design:
  - Within-Subject Repeated Measures

Methods

- Data Analysis
  - Descriptive Statistics
  - Three-level random effects models
    - Unconditional model
    - Fully conditional model
    - Conducted in lmer4 in R

Study #2

- Setting:
  - Title I elementary school
  - Midsize city in Florida
- Participants:
  - 4 1st/2nd year teachers
- Design:
  - Single-Subject, Multiple Baseline across teachers
Methods

Independent Variables
- Universal PD: 25-min didactic instruction on Behavior Specific Praise
- Tier 2: Reteach and emailed visual performance feedback

Dependent Variables
- Behavior Specific Praise (same as in study 1)
- Student engagement
- Student disruptions

Data Analysis
- Descriptive statistics
- Visual analysis
- Single-subject effect sizes
  - Percentage of non-overlapping data
  - Tau-U
  - Hedges’ single-case g

Study #3
Setting:
- Title I elementary school
- Midsize city in Florida

Participants:
- 15 teachers in 1-5 grades
- Random sample of students in their classrooms

Design:
- Quasi-Experimental Group Design
  - O X O O
  - O O X O

Independent Variables
- Tier 2: 15-Min didactic skill instruction and emailed visual performance feedback

Dependent Variables
- Behavior Specific Praise (same as in study 1 & 2)
- Student engagement
- Student disruptions
Study #4 (Replication)

- **Setting:**
  - Another Title I elementary school
  - Midsize city in Florida
- **Participants:**
  - 4 1st and 2nd grade teachers
  - 1 2nd year, 3 1st year teachers
- **Design:**
  - Single-Subject, Multiple Baseline across teachers

Methods

- **Independent Variables**
  - Universal PD: 25-min didactic instruction on Behavior Specific Praise
  - Tier 2: Reteach and emailed visual performance feedback
- **Dependent Variables**
  - Behavior Specific Praise (same as in study 1)
  - Student engagement

Data Analysis

- Visual Analysis

So What Have We Learned?

- Behavior Specific Praise appears to be a good starting skill to increase positive classroom climate and impact student performance
- We can increase teachers use of BSP during large group instruction using emailed visual performance feedback
- We can replicate and scale it up
- Student effects are mixed and need further research

Actionable Guidance for Talking this Back to Your Settings

- Find a data collection system/approach that works for you!
  - SCOA, CAT, paper/pencil
- Figure out what skill will be easiest to implement
- Learn how to graph data in Excel (ask Dr. Google)
- Collect, Collect, and Collect some more!
Found in the Instruction Binder:

Instructional Strategies Table

Classroom Assistance Tool (CAT)

What:
- Checklist style assessment
- Focus on 3 domains of effective classroom management
  - Environmental
  - Instructional & Curricular
  - Classroom behavior systems
- Derived from Marzano, Danielson, and CWPBIS practices

Who:
- Assess individual teacher behavior via observation or self-report

How:
- Excel document pre-populated with response choices
- Generates pie graphs depicting areas of strength and need

Where:
- Available free on the FLPBIS website
  - http://flpbs.fmhi.usf.edu/resources_classroom_foldersmod.cfm

School/Classroom Observation & Analysis (SCOA) Application

What:
- A downloadable application for android or iOS devices that allows you to conduct walkthroughs/observations tracking classroom management behaviors of interest by teacher and allows for simultaneous collection of some student data. The app comes pre-loaded with the classroom management behaviors, operational definitions of each, and options to customize. The app can be used in the absence of internet connectivity

Who:
- Use for conducting individual teacher walkthroughs/specific skill observations and/or combined to look at all teachers/groups of teachers and student level data.

How:
- All data can be immediately emailed post-observation individually and/or can be emailed/downloaded in Excel format both individually and by desired groupings. Excel data can be used to create graphic displays examining questions of interest.

Where:
- Download from your app provider $2.99
School-wide Classroom Observation & Analysis App (SCOA)

Videos – PBISvideos.com

CAPs

Content Acquisition Podcasts

Textbook/Book Study Resources

Focus on Behavior Management from a PBIS perspective

Focus on Behavior & Instruction/Planning

Additional Web-Based Resources

1. Evidence Based Intervention Network: http://ebi.missouri.edu
2. Intervention Central: http://www.interventioncentral.org
4. OSEP Technical Assistance Center on PBIS: http://www.pbis.org
6. FLPBIS Project Website: http://flpbs.fmhi.usf.edu
7. Classroom Resources Training Mini-Modules via Missouri PBS Online Supports: http://pbsmissouri.org/class.html
8. Library of Classroom Management Videos (By Strategy and Grade Level) through the University of Louisville's Academic and Behavioral Response to Intervention Site: http://louisville.edu/education/abri
Thank You!

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