Evidence-based Classroom Management: Moving from Research to Practice
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Critical Features of Classroom Management

1. Maximize structure in your classroom.
   - Develop **Predictable Routines**
     - Teacher routines
     - Student routines
   - **Design environment** to (a) elicit appropriate behavior and (b) 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.

   ![Behavioral expectations/Rules](image)

   - A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do, rather than telling them what we do not want them to do.*
     - Publicly **post** the rules.
     - Should match SW Expectations
   - **Operationally define** what the rules look like across all the routines and settings in your school.
     - One way to do this is in a **matrix** format.
     - This matrix should complement your school-wide matrix, but be specific to your classroom setting.

   ![rules in the context of routines](image)

   - Teach expectations directly.
     - Define rule in operational terms—tell students what the rule looks like within routine.
     - Provide students with examples and non-examples of rule-following within routine.
   - Actively involve students in lesson—game, role-play, etc. to check for their understanding.
   - Provide opportunities to practice rule following behavior in the natural setting.

   ![or remind students of the rule](image)

   - Provide students with **visual prompts** (e.g., posters, illustrations, etc).
   - Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).

   ![students’ behavior in natural context](image)

   - **Active Supervision** (Colvin, Sugai, Good, Lee, 1997):
     - **Move** around
     - Look around (**Scan**)
     - **Interact** with students
       - Reinforce
       - Correct
3. **Actively engage students in observable ways.**
   - Provide high rates of opportunities to respond
   - Consider various observable ways to engage students
   - Link engagement with outcome objectives
   - Range of evidence based practices that promote active engagement
     - Direct Instruction
     - Computer Assisted Instruction
     - Class-wide Peer Tutoring
     - Guided notes
     - Response Cards

4. **Establish a continuum of strategies to acknowledge appropriate behavior.**
   - Specific and Contingent Praise
   - Group Contingencies
   - Behavior Contracts
   - Token Economies

5. **Establish a continuum of strategies to respond to inappropriate behavior.**
   - Error Corrections
   - Differential Reinforcement
   - Planned ignoring
   - Response Cost
   - Time out from reinforcement

Moving from Research to Practice

- 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)
- "[T]raining by itself does not result in positive implementation...or intervention outcomes" (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, pp. 40-41)
- Increasing Teachers’ Use of Classroom Management Skills (Our research)
  - Teachers demonstrated behavior change only once they received performance feedback (Simonsen, Myers, & DeLuca, in press)
  - Self-monitoring may result in increased skill use (Simonsen, MacSuga, Fallon, & Sugai, in prep)
  - Implications: More research is needed!
Positive Behavior Support

Classroom Management: Self-Assessment Revised

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Center on Positive Behavioral Interventions and Supports
University of Connecticut

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports\(^1\)
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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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## Classroom Management: Self-Assessment²

<table>
<thead>
<tr>
<th>Teacher__________________________</th>
<th>Rater_______________________</th>
<th>Date_____________</th>
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### Instructional Activity

<table>
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<th>Time Start_________</th>
<th>Time End _________</th>
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<table>
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<tr>
<th>Tally each Positive Student Contacts</th>
<th>Total #</th>
<th>Tally each Negative Student Contacts</th>
<th>Total #</th>
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Ratio³ of Positives to Negatives: _____ to 1

### Classroom Management Practice

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<th>Rating</th>
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1. *I have arranged my classroom to minimize crowding and distraction*

2. *I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)*

3. *I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).*

4. *I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).*

5. *I provided each student with multiple opportunities to respond and participate during instruction.*

6. *My instruction actively engaged students in observable ways (e.g., writing, verbalizing)*

7. *I actively supervised my classroom (e.g., moving, scanning) during instruction.*

8. *I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.*

9. *I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)*

10. *In general, I have provided specific feedback in response to social and academic behavior errors and correct responses.*

**Overall classroom management score:**

- 10-8 “yes” = “Super”
- 7-5 “yes” = “So-So”
- <5 “yes” = “Improvement Needed”

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² Revised from Sugai & Colvin

³ To calculate, divide # positives by # of negatives.
Action Planning

The purposes of this assessment are to (a) determine the extent to which effective general classroom management practices are in place and (b) develop an action plan for enhancement/maintenance based on this information. This assessment and action plan can be completed as a “self-assessment” or by an observer.

1. Pick a teacher-led/directed activity that has a specific learning outcome/objective.
2. During the activity, count number of positive and negative student contacts that occur during the activity.
3. After the activity,
   a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
   b. Assess whether each classroom management practice was evident.
   c. Sum the number of “yes” to determine overall classroom management score.
   d. Based on your score, develop an action plan for enhancement/maintenance.

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<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies</th>
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What? When? How? By When?
Selected Supporting References


Latham, G. I. (1997). *Behind the schoolhouse door: Eight skills every teacher should have*. Utah State University.

