Public Abstract

First Name:Dana

Middle Name:Jean

Last Name:Darney

Adviser's First Name:Wendy

Adviser's Last Name:Reinke

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SS 2013

Department:Educational & Counseling Psychology

Degree:PhD

Title:THE CLASSROOM CHECK-UP: MODULARIZING EFFECTIVE CLASSROOM MANAGEMENT INTERVENTIONS TO SUPPORT TEACHER IMPLEMENTATION

Classroom management is a hot topic in schools today. The challenges associated with student problem behavior and classroom management often create problems for both teachers and schools. There is substantial research on behavior and classroom management indicating that teacher behavior can significantly influence student behavior and that intervening at the classroom level is an effective way to improve students' behavior problems. Therefore, it would be beneficial to identify ways to support classroom teachers in using effective classroom management strategies. The purpose of the current study was to develop and evaluate a set of modules on the best practices in effective classroom management. The project consisted of two phases: Phase I) CCU modules were developed based on literature reviews and evidence-based interventions and Phase II) The CCU modules were piloted using the CCU Consultation Model with five elementary school classroom teachers using a multiple baseline design. Additionally, in Phase II feedback was obtained from nine experts in the field of coaching and consultation (i.e., teachers, school-based coaches) and the CCU modules were revised based on the suggested feedback. The results of this study are promising that the CCU consultation process combined with the initial modules resulted in positive teacher and student behavior change. Teachers, school psychologists, school administrators and students would benefit from continued research on the CCU in conjunction with the developed modules using natural implementers in schools.