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

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ABSTRACT

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.
CHAPTER I: INTRODUCTION

Statement of the Problem

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. For example, research has consistently identified classroom management as a primary concern for teachers (Marzano, Marzano, & Pickering, 2003). In a recent survey of over 200 classroom teachers, managing student behavior in the classroom was reported as the utmost challenge (Reinke, Stormont, Herman, Puri, & Goel, 2011). Additionally, teachers have to juggle numerous responsibilities in the classroom including supporting students’ social-emotional development, managing students’ behavior and delivering effective instruction. For some teachers the stress of managing a classroom can lead to emotional exhaustion and burnout (Brouwers & Tomic, 2000; Burke, Greenglass, & Schwarzer, 1996), while it causes other teachers to leave their jobs (Ingersoll, 2001). Furthermore, the high rate of teacher turnover has resulted in staffing problems in schools (Ingersoll, 2001).

Poorly managed classrooms can also have harmful effects on students. One study found that male students in first grade classrooms with high rates of aggressive-disruptive behavior were at increased risk of being highly aggressive into their middle school years, demonstrating that poorly managed classrooms can put students at risk for future behavior problems (Kellam, Ling, Merisca, Brown & Ialongo, 1998). Unfortunately, aggressive-disruptive behavior can lead to other problems for students such as peer rejection (Dodge, Coie, Pettit, & Price, 1990). For instance, students who are rejected by
their peers may have fewer opportunities for positive peer interactions in the future (Webster-Stratton & Reid, 2008). This is important to note because the early identification of problem behavior and inadequate social skills has been shown to place children at increased risk for long term negative effects such as poor academic achievement, school absences, and school drop out (Moffitt, 1993).

Alternatively, research has shown positive outcomes for students in well-managed classrooms. For instance, Hawkins and colleagues (1999) conducted studies that showed improved academic achievement, behavior, and school bonds for students in well-managed classrooms, as well as reduced rates of lifetime violence, frequent drinking, and sexual behavior for these students through the age of 18. Similarly, Kellam et al. (1998) identified good classroom management as a vital factor in supporting the positive socialization of students and decreasing problem behavior in the classroom. Therefore, classroom management has been identified as a key area of intervention to improve outcomes for both teachers and students.

There is over 30 years of research on behavior and classroom management indicating that teacher behavior can significantly influence student behavior (Becker, Madsen, Arnold, & Thomas, 1967; Madsen, Becker & Thomas, 1968; Greenwood, Hops, Delquadri, & Guild, 1974) and that intervening at the classroom level is an effective way to improve students’ behavior problems (Conduct Problems Prevention Research Group, 1999; Ialongo, Werthamer, Kellam, Brown, Wang & Lin, 1999; Webster-Stratton, Reid, & Hammond, 2004). Furthermore, studies have identified teachers as having a pivotal role in students’ social-emotional development and academic achievement (Hester, Henderson & Gable, 2009). For instance, Ialongo et al. (1999) found improved academic
achievement and decreased early problem behavior (e.g., concentration problems, aggression, shy behaviors) for students in classrooms where teachers were trained to implement a behavior management and instructional skills intervention. Further, a study by the Conduct Problems Prevention Research Group (1999) found decreased aggression, increased self-control, and improved on-task behavior in student behavior for students receiving a universal intervention that combined teacher behavioral consultation with a social-emotional curriculum. Taken together, research indicates that well-managed classrooms, in which teachers encourage students’ social-emotional development, increase positive outcomes for students.

Therefore, it would be beneficial to identify ways to support classroom teachers in using effective classroom management strategies. One promising solution to help teachers increase their implementation of effective classroom management practices is the Classroom Check-up (CCU) Consultation Model. The CCU focuses on developing a collaborative relationship between the consultant and teacher in which the consultant uses Motivational Interviewing techniques to create teacher and student behavior change in the classroom (Reinke, Herman, & Sprick, 2011). The CCU aims to create positive outcomes for students by focusing on change at the classroom level as opposed to working with individual students (Reinke et al., 2011). The goals of the CCU are to work with teachers to build on their identified strengths and continue doing the things that are working well in their classroom to help students be successful, limit the negative interactions with students that may be escalating behavior problems, and improve teacher behavior that helps support students to be successful at school (Reinke et al., 2011). Several studies have found positive outcomes associated with the CCU Consultation
Model including increases in teacher’s praise rates (Mesa, Lewis-Palmer, & Reinke, 2005) and use of behavior-specific praise (Reinke, Lewis-Palmer & Martin, 2007; Reinke, Lewis-Palmer, & Merrell, 2008), decreased reprimands (Reinke et al., 2008), and reductions in student disruptive behavior (Mesa et al., 2005; Reinke et al., 2008).

Another need in the research on implementing evidence-based practices in school settings is to identify available resources to support natural implementers’ supporting teachers’ use of new practices. Many schools do not have access to the necessary materials and resources (e.g. funding, time, training) to appropriately support classroom teachers. Therefore, it is important to manualize best practices in classroom management so that natural implementers can easily identify effective strategies to support teachers and be efficient with their time and resources.

**Purpose of the Current Study**

The purpose of this study was to develop and evaluate a set of modules on the best practices in effective classroom management. The modules were delivered to five elementary school teachers using the CCU Consultation Model. The project consisted of two phases: Phase I) CCU modules were developed and Phase II) The CCU modules were piloted. Phase I activities included the development of a first draft of the CCU modules based on literature reviews and evidence-based interventions. In Phase II of the study, the 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 key school personnel (i.e., teachers, school-based coaches) and experts in the field of coaching and consultation. Lastly, the modules were revised based on the suggested feedback.
One of the aims of this developmental study was to explore the research and best practices in classroom management, and develop a set of modules that could easily be used by natural implementers within schools with little training. Since coaches and consultants are often outside experts or off-site coaches coming into schools to provide support to classroom teachers, a goal of this project was to create materials with detailed instructions that would be simple for an on-site school staff member (e.g. instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) to use with classroom teachers. The developed modules align with the CCU assessment and feedback process (discussed in more detail in Chapter 2) and include the following topics: 1) Classroom Structure, 2) Authentic Teacher-Student Relationships, 3) Effective Instructional Management, 4) Responding to Appropriate Behavior, and 5) Responding to Inappropriate Behavior.

The developed modules were piloted using the CCU Consultation Model to evaluate teacher and student behavior change in the classroom as a result of the consultation and coaching. The outcomes of this study were to reduce students’ disruptive behavior, increase teachers use of effective classroom management practices such as increased rates of praise, providing more opportunities for students to respond, reduced rates of reprimands, and increase teacher’s self-efficacy and confidence using evidence-based classroom management practices.

**Research Questions**

The proposed study will investigate the following research questions:
Question 1: Do teachers who receive the Classroom Check-up have increased rates of overall praise, precorrection, provide more opportunities to respond, increased percentage of time spent teaching and have reduced rates of reprimands?

Hypothesis 1: Direct observations in classrooms of teachers who receive the Classroom Check-up will display increased rates of overall praise, precorrection, opportunities to respond, increased percentage of time spent teaching and reduced rates of reprimands in comparison to baseline.

Question 2: Do teachers who receive the Classroom Check-up have improved classroom management practices including active supervision, use of an attention signal, following a schedule, contingent reinforcement, variety of reinforcement, review academic and behavior expectations, smooth transitions, positive climate, and overall classroom rating?

Hypothesis 2: Following receipt of the Classroom Check-up teachers will be rated higher on their use of classroom management practices related to active supervision, use of an attention signal, following a schedule, contingent reinforcement, variety of reinforcement, review academic and behavior expectations, smooth transitions, positive climate, and overall classroom rating.

Question 3: Do students in the classrooms of teachers receiving the Classroom Check-up have decreased rates of aggressive behavior and classroom disruptions?

Hypothesis 3: Direct observations of student behavior in the classrooms of teachers receiving the Classroom Check-up will have decreased rates of aggressive behavior and classroom disruptions in comparison to baseline data.
CHAPTER II: LITERATURE REVIEW

Classroom Management

Classroom management is an important topic and area of concern for classroom teachers (Reinke et al., 2011). Increasingly, additional demands are placed on teachers including accountability for student’s academic achievement, managing student behavior and the overall classroom climate, promoting student’s social and emotional development, as well as balancing the sometimes contradictory expectations of parents/caregivers, administration and the community (Burke et al., 1996). Often the stress of these demands can lead to emotional exhaustion and burnout for teachers (Brouwers & Tomic, 2000; Burke et al., 1996) or cause teachers to leave the profession of teaching altogether (Ingersoll, 2001).

Negative Outcomes for Teachers

Poorly managed classrooms can have negative effects on teachers. A longitudinal study by Brouwers and Tomic (2000) examined the relationship between teachers’ perceived self-efficacy in classroom management and burnout. Findings showed that teachers with lower self-efficacy reported higher rates of depersonalization, defined as a cynical, cold and/or distant attitude towards their work and students, across a five month time period (Brouwers & Tomic, 2000). Brouwers and Tomic (2000) suggest that when teachers do not feel confident in their ability to manage the classroom they may begin to blame the students for their doubts and eventually have negative feelings about the students. Additionally, there is growing concern regarding the high rate that teachers are leaving their jobs, increasing the demand for new teachers and creating staffing problems...
in schools (Ingersoll, 2001). Insufficient administration support, disruptive student behavior, and lack of teacher input in making school decisions have been found to contribute to the high rate of teacher turnover (Ingersoll, 2001).

**Student Outcomes**

Classroom teachers spend valuable instruction time responding to students’ aggression, problem behavior, and non-compliance (Webster-Stratton, Reid & Hammond, 2001). Thus, ineffective management of student behavior can lead to poor outcomes for students. Research has shown that poorly managed classroom environments can have long-term negative effects on student development (Kellam et al., 1998). For instance, Kellam and colleagues (1998) found that male students in first grade classrooms with high rates of aggressive-disruptive behavior were at increased risk of being highly aggressive in the middle school years, indicating that poorly managed classrooms place students at risk for future behavior problems.

Disruptive classroom behaviors can lead to other negative outcomes for students. For example, children that exhibit aggressive-disruptive behavior often become rejected by their peers (Dodge et al., 1990), which limits the likelihood of future opportunities for positive peer interactions and development of friendship skills (Webster-Stratton & Reid, 2008). Dodge and colleagues (1990) reported that aggressive boys that were rejected by their peers were more likely to interpret ambiguously confrontational situations as being intentionally caused by their peers and more likely to get into aggressive conflicts in these ambiguous situations. Furthermore, the peer-rejected boys were more likely to take these behavioral patterns to interactions with new peers and continue this negative pattern (Dodge et al., 1990). Moreover, early behavior problems and poor social competence
place students at increased risk for poor academic achievement, school absences, and eventually school drop out (Moffitt, 1993).

The successful integration of emotional and behavioral skills is critical for students to develop socially competent behavior and positive peer relationships (Halberstadt, Denham, & Dunsmore, 2001). Research has shown positive outcomes for students in well-managed classrooms. For example, a study evaluating the effectiveness of a classroom and instructional management training with teachers, combined with a student skill training and parent education program, found improved student achievement, behavior, and school bonds through the age of 18 for students receiving the full intervention in elementary school, as well as reduced rates of lifetime violence, frequent drinking, and sexual behavior for these students (Hawkins et al., 1999). Other studies on effective classroom behavior management have identified classroom management as the key element in promoting the positive socialization of young children and reducing disruptive behavior in the classroom (Kellam et al., 1998). In summary, one area of intervention to improve teacher and student outcomes is to support teachers in the area of effective classroom management.

Over the past 30 years, a substantial amount of research has shown that teacher behavior has a tremendous influence on individual student behavior (Becker et al., 1967; Madsen et al., 1968; Greenwood et al., 1974) and that teachers play an essential role in student’s social-emotional development and academic achievement (Hester et al., 2009). Extensive research has indicated that intervening at the classroom level is an effective way to improve student’s behavior problems (Conduct Problems Prevention Research Group, 1999; Ialongo et al., 1999; Webster-Stratton et al., 2004). For instance, Ialongo
and colleagues (1999) found improved student achievement and reductions in early risk behavior (e.g., concentration problems, aggression, shy behaviors) for students in classrooms where teachers received training and implemented a behavior management and instructional skills intervention. Another study found positive effects on classroom behavior including reductions in aggression, increases in self-control, and improved on-task behavior from the implementation of a universal classroom intervention that combined teacher behavioral consultation with Promoting Alternative Thinking Strategies (PATHS), a social competence curriculum aimed at enhancing students’ problem-solving skills, social skills and emotional understanding (Conduct Problems Prevention Research Group, 1999). In short, effective classroom management and promoting students’ social and emotional development are essential to creating a positive learning environment for all students to be successful at school (Webster-Stratton & Reid, 2008).

**Consultation Models**

One method for supporting classroom teachers in their use of effective practices is through consultation. Historically there have been several consultation models that are commonly used in schools including Behavioral Consultation, Mental Health Consultation, and Instructional Consultation. Behavioral Consultation focuses on the students’ behaviors in the classroom and identifies functional relationships between the environment and student behavior (Kampwirth, 2006). This model emphasizes social learning theory that students learn by observing adult behavior and interactions modeled for them (Bandura, 1977). Furthermore, Behavioral Consultants analyze the association among antecedents, behaviors and consequences of behavior toward developing a plan
for intervention. There are four stages in the Behavioral Consultation Model including problem identification, problem analysis, plan implementation, and problem evaluation (Bergan & Kratochwill, 1990). Research on behavioral consultation has found positive outcomes and improved behavior for students (Sheridan & Colton, 1994; Wilkinson, 1997), however it is important to note that most of these studies are case studies and there is limited research on the consultant’s skills and quality of consultation (MacLeod, Jones, Somers, & Havey, 2001). Behavioral Consultation is used more frequently in schools and has more research supporting its effectiveness than the Mental Health Model and Instructional Consultation (Knotek & Sandoval, 2003).

Another model of consultation is the Mental Health Model. This model focuses on feelings and the interpersonal relationships of the teacher and consultant. While this model does not completely ignore the classroom environment, the primary focus is on the teacher’s thoughts, feelings and perceptions, and developing a collaborative, nonhierarchical working relationship with the teacher (Kampwirth, 2006). Lastly, Sylvia Rosenfield’s model of Instructional Consultation is commonly used in schools. Rosenfield suggested that it was not about something inherent in the student such as a learning disability, but the possibility of a “mis-match” between the learner’s abilities and the academic curriculum being taught in the classroom (Kampwirth 2006). The focus of this model is for consultants to address poor classroom practices, especially those related to the instructional process (Kampwirth 2006).

While each of these models contributed to the coaching and consultation field, the identified models do not attend to some of the important factors associated with the complex needs of working with teachers in schools. For example, effective consultation
can not only focus on the student behavior and classroom environment (e.g., Behavioral Consultation) without having a strong foundation of a collaborative relationship between the teacher and the consultant from the Mental Health Consultation Model. Furthermore, it is important to consider the learning of the student and consult with the teacher not only about the behavior and environment but also how to help all students learn and be successful at school, which is a focus of Instructional Consultation. Additionally, these models lack evidence of treatment integrity and fidelity of the consultation process. Lastly, the majority of these consultation models focus on changing individual student behavior as opposed to focusing on change at the classroom level, which would be a more efficient use of time and resources in schools.

More recently, several other coaching and consultation models have been developed and discussed in the coaching and consultation literature. For example, the Good Behavior Game (GBG) and Promoting Alternative Thinking Strategies (PATHS) both have coaching models to increase teacher implementation of their evidence-based classroom interventions (Domitrovich et al. 2008; Becker, Bradshaw, Domitrovich, & Ialongo, 2013). Another coaching model is the Incredible Years Classroom Management Program which focuses on supporting teachers to improve classroom management skills, promote students’ social-emotional learning and school readiness, and reduce aggressive-disruptive student behavior in the classroom (Webster-Stratton, Reid & Stoolmiller, 2008). Additionally, My Teaching Partner (MTP; Pianta, Mashburn, Downer, Hamre, & Justice, 2008) is a coaching model that consists of consultants reviewing videotapes of student-teacher interactions in the classroom and a reflection process for the teacher that is guided by the consultant.
While many of these coaching and consultation models include evidence-based practices such as data collection, goal setting, and performance feedback, the CCU is more comprehensive and tailored to the needs of the individual teacher (Reinke, Herman & Sprick, 2011). Furthermore, the CCU is unique in that it uses Motivational Interviewing to improve teachers’ motivation to increase implementation of evidence-based practices in their classroom, extensive data collection, and personalized feedback.

**Classroom Check-up (CCU) Consultation Model**

One solution to address the need to provide support to teachers in effective classroom management is the Classroom Check-up (CCU), a consultation model developed to collaboratively work with teachers to increase their implementation of effective classroom management practices with students in their classroom (Reinke et al., 2011). The CCU uses a similar process and framework to the Family Check-up (FCU), a brief intervention shown to be effective with families of children with behavior problems (Dishion & Kavanaugh, 2003). The foundation of the CCU is a collaborative working relationship between the consultant and teacher aimed at creating teacher and student behavior change in the classroom (Reinke et al., 2011). The CCU uses Motivational Interviewing (MI) techniques used to engage teachers in the change process (Miller & Rollnick, 2002).

The CCU aims to create positive outcomes for students by focusing on creating change at the classroom level as opposed to working with individual students (Reinke et al., 2011). Additionally, when teachers have a solid foundation of effective classroom management practices in their classroom it is easier to identify the students that need extra support (Reinke et al., 2011). The goals of the CCU are to work with teachers to
continue doing the things that are working well in their classroom to help students be successful, limit the negative interactions with students that may be escalating behavior problems, and improve teacher behavior that helps support students to be successful at school (Reinke et al., 2011). A key component of the CCU is to connect assessment and intervention to promote behavior change in the classroom (Reinke et al., 2011). The overall objective of the CCU is to create individualized interventions that are practical, realistic, and focused on improved outcomes for students (Reinke et al., 2011).

**Figure 1: The CCU Process**

![CCU Process Diagram](image)

*Figure 1. Visual of the CCU Process. From “Motivational Interviewing for Effective Classroom Management: The Classroom Check-up,” by Wendy M. Reinke, Keith C. Herman, and Randy Sprick, 2011, p.74. Copyright 2011 by The Guilford Press.*

Using the CCU process (Figure 1), the consultant guides the teacher through a series of systematic steps (Table 1): (1) Assess the classroom, (2) Provide the teacher with personalized feedback, (3) Develop a menu of options for intervention, (4) Choose intervention(s), (5) Action planning and have the teacher self-monitor implementation of
the intervention, and (6) Provide ongoing monitoring (Reinke et al., 2011). Step One consists of the consultant meeting with the teacher for a brief interview to begin building rapport with the teacher, obtain information about current classroom management practices, and identify areas the teacher would like additional support (Reinke et al., 2011). Additionally as part of Step One, the consultant conducts several classroom observations to gather data on various classroom variables including classroom structure, behavioral expectations, instructional management, responding to appropriate and inappropriate behavior, and student engagement (Reinke et al., 2011).

Next, the consultant summarizes all of the assessment findings and provides personalized feedback to the teacher including both identified strengths and areas of growth (Reinke et al., 2011). During the feedback session, the teacher and consultant collaboratively develop a menu of options and the teacher chooses interventions to implement in the classroom (Reinke et al., 2011). Then the teacher and consultant develop a detailed action plan for the chosen interventions. After the feedback session, the teacher begins implementation of the chosen interventions and monitors their progress using a self-monitoring form (Reinke et al., 2011). The consultant continues to provide ongoing support and coaching in the implementation of the interventions, and conducts additional classroom observations. Lastly, the teacher and consultant continue to monitor, review and revise their implementation plans and goals as needed (Reinke et al., 2011).
Table 1: Steps of the CCU Consultation Model

<table>
<thead>
<tr>
<th>Step</th>
<th>Steps of the CCU Model</th>
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<tbody>
<tr>
<td>Step 1</td>
<td><strong>Assess the Classroom</strong></td>
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<td></td>
<td>- Teacher Interview</td>
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<td></td>
<td>- Classroom Ecology Checklist</td>
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<td></td>
<td>- Classroom Observations</td>
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<tr>
<td>Step 2</td>
<td><strong>Provide Personalized Feedback</strong></td>
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<td></td>
<td>- Consultant provides personalized feedback based on assessment findings</td>
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<td></td>
<td>- Feedback includes identified teacher strengths and areas of growth</td>
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<tr>
<td>Step 3</td>
<td><strong>Develop Menu of Options</strong></td>
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<tr>
<td></td>
<td>- Teacher and consultant collaboratively develop a menu of options for intervening to create positive classroom level outcomes</td>
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<tr>
<td>Step 4</td>
<td><strong>Choose Intervention(s)</strong></td>
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<td></td>
<td>- Teacher chooses intervention(s) to implement in their classroom</td>
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<td></td>
<td>- Consultant provides ongoing support of intervention implementation</td>
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<tr>
<td>Step 5</td>
<td><strong>Action Planning and Teacher Self-Monitoring</strong></td>
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<tr>
<td></td>
<td>- Teacher and consultant collaboratively develop an action plan for intervening</td>
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<td></td>
<td>- Teacher monitors daily implementation of the chosen intervention(s) using a self-monitoring form</td>
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<tr>
<td>Step 6</td>
<td><strong>Provide On-going Monitoring and Support</strong></td>
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<tr>
<td></td>
<td>- Consultant conducts ongoing observations and continues to collect data</td>
</tr>
<tr>
<td></td>
<td>- Teacher and consultant monitor, review, and revise as needed</td>
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</tbody>
</table>

*Table 1*. Six steps of the CCU with the main components of each step. From “Motivational Interviewing for Effective Classroom Management: The Classroom Check-up,” by Wendy M. Reinke, Keith C. Herman, and Randy Sprick, 2011, p.73. Copyright 2011 by The Guilford Press.

**Effectiveness of the Classroom Check-up Consultation Model**

Reinke and colleagues (2008) used the Classroom Check-up and visual performance feedback with four general education elementary teachers to evaluate the effects on teacher and student behavior. Findings showed that rates of praise increased for
the four teachers during the CCU plus visual performance feedback phase of the intervention (Reinke et al., 2008). Additional results showed an increase in behavior specific praise, decreases in disruptive behavior and a decrease in reprimands for all four classrooms during the visual performance feedback phase (Reinke et al., 2008). In summary, the participating teachers reported the CCU as important, effective, and helpful (Reinke et al., 2008).

To date only highly trained consultants have implemented the CCU Consultation model with teachers. These consultants develop interventions in collaboration with teachers based on their knowledge of applied behavior analysis and evidence-based practices. Few school personnel have advanced training in behavior analysis or evidence-based practices for consulting with teachers. Thus, one potential method for making the model more feasible for use by school-based personnel would be to develop materials that help to guide the consultant and teachers through effective intervention.

**Purpose of the Current Study**

The purpose of this study was to develop and evaluate a set of materials based on a foundation of current research and evidence-based interventions, yet practical and feasible for school staff to implement in the real-world. As noted previously, often coaches and consultants are outside experts or off-site coaches coming into schools to provide support to classroom teachers. For example, when Dr. Wendy Reinke developed the Classroom Check-up Consultation Model she was a graduate student at the University of Oregon going into schools to coach teachers on classroom management. Similarly, for the past two years in a pilot study using the Classroom Check-up Consultation Model to increase teacher’s implementation of the PATHS to PAX Program (an integration of two
evidence-based interventions, Promoting Alternative THinking Strategies and the PAX Good Behavior Game) with teachers in Baltimore City Schools, the coach is an outside consultant with a position funded by the Johns Hopkins Center for Prevention and Early Intervention. Therefore, a goal of this project was to develop materials with detailed instructions that would be simple for an on-site school staff member (e.g. instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) to use with classroom teachers.

This was a developmental project to explore the research and best practices in classroom management, and develop a set of materials that can easily be used by natural implementers within schools with little training. A series of intervention modules were developed that align with the CCU assessment and feedback process. The modules included the following topics: 1) Classroom Structure, 2) Authentic Teacher-Student Relationships, 3) Effective Instructional Management, 4) Responding to Appropriate Behavior, and 5) Responding to Inappropriate Behavior.

The following provides a review of the research supporting the best practices associated with each module topic.

**Classroom Structure**

Simonsen and colleagues (2008) define classroom structure as the amount of teacher directed activity, clearly defined rules and expectations, and the physical layout of the classroom. This section will provide a review of the literature and best practices in classroom structure, including the physical arrangement of the classroom, behavioral expectations, pre-correction, and active supervision.
Physical Arrangement

One area of classroom structure that effects student behavior and learning is the physical arrangement of the classroom including furniture, use of shelving, and location of classroom materials (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Disorganized classrooms with furniture or dividers taller than the children interfere with the child’s ability to see and hear the teacher’s instruction (Davis & Fox, 1999). It is optimal to physically arrange classrooms with minimal barriers and plenty of open walkways so that students and teachers can easily move around the classroom without bumping into objects or each other and do not disturb students while they are working (Stichter, Lewis, Johnson, & Trussell, 2004). In addition, well-organized classrooms allow teachers to actively supervise student behavior (DePry & Sugai, 2002) and academic progress on instructional activities (Evertson, 1989).

Studies have shown that teachers find crowded classrooms as a setting event for student problem behavior (McGill, Teer, Rye, and Hughes, 2003) and that crowding at both home and school can negatively effect students’ behavior (Maxwell, 1996). Research has also indicated that re-arranging the physical layout of the classroom to be more organized increases student’s task engagement, encourages pro-social behavior, and reduces or prevents problem behavior in the classroom (Davis & Fox, 1999). Therefore, it is recommended to arrange classrooms in a manner that increases the amount of open space and reduces crowding and distractions for students (Simonsen et al., 2008). Further, rooms with clear pathways for getting around the classroom increase the likelihood that teachers will actively supervise students throughout the day. Trussell (2008) suggests
grouping desks and tables together to open up walkways and for teachers to periodically
discard materials they no longer need in the classroom.

**Behavioral Expectations**

Simonsen et al. (2008) recommend that a small number of positively stated
expectations should be posted in the classroom, systematically taught to students, and
frequently reviewed with the students by the teacher. Research has shown that simply
introducing classroom rules to students is not effective in reducing problem behavior
(Madsen et al., 1968; Greenwood et al., 1974). The most effective way to improve
student behavior is to combine feedback and reinforcement with rule instruction
(Greenwood et al., 1974).

Often lack of rule following occurs when rules or discipline policies are not
clearly defined and communicated to students which can result in punitive consequences
from the teacher that can lead to antisocial student behavior (Mayer, 1995). Welsh and
colleagues (2000) found that in schools with the most severe discipline problems, rules
often are unclear or inconsistently enforced, adult responses to misconduct are vague or
indirect, school staff is not aware of the rules or does not agree on the rules, and students
do not feel the rules are legitimate. Alternatively, actively teaching classroom rules is an
effective intervention because it clearly communicates what is expected of students, holds
the students accountable for knowing the rules, and provides a framework for teachers to
reward behavior consistent with the rules or provide consequences to those students that
are not following the rules (Johnson, Stoner, & Green, 1996).

In classrooms where students abide by the classroom rules and expectations there
is more on-task time, less disruptions and distractions in the classroom, and students have
more time accessing instruction (Krasch & Carter, 2009). One study by Lohrmann and Talerico (2004) found a significant reduction in talk-out behavior for ten students using a class-wide intervention called Anchor the Boat in which teachers use direct instruction and role plays to teach operationally defined behavioral expectations and reinforce students that are following the taught expectations. Similarly, one of the key components of School-wide Positive Behavior Supports (SW-PBS) include developing a list of 3-5 positively stated behavioral expectations, teaching the identified expectations to students and then providing rewards for students that follow the behavioral expectations (Sugai & Horner, 2002). Bradshaw and colleagues (2008) reported that schools needed additional training and support in the areas of defining and teaching behavioral expectations as well as developing a system for rewarding behavioral expectations. However, after the training schools still found it difficult to create lessons for teaching behavioral expectations and to frequently review the behavioral expectations with their students, therefore it was suggested that a considerable amount of the initial training be devoted to strategies for teaching behavioral expectations and developing corresponding lesson plans (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). Moreover, it was recommended that schools develop a schedule to review the lessons the first week of school and then each month thereafter (Bradshaw et al., 2008).

We will develop a module that includes specific lessons on defining, teaching and reinforcing behavioral expectations, as well as suggestions for developing a schedule with reminders for teachers to review the behavioral expectations throughout the school year.
Pre-correction

Pre-correction is a strategy that can be used by teachers to remind students of the expected or appropriate behavior before they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007). It is the opposite of correction because it is a proactive strategy in which the teacher reminds students of the expectations before the task (Lampi, Fenty, & Beaunae, 2005). For instance, if the expected behavior is for students to stay in their seats until their name is called to go to recess then the teacher would remind students of the appropriate behavior before announcing that it is time for recess (Lampi et al., 2005).

Consistently using pre-corrects as a part of classroom routines has numerous positive outcomes. First, pre-correction is an effective strategy for promoting appropriate student behavior in various school settings including the classroom (De Pry and Sugai, 2002), cafeteria and playground (Lewis, Colvin, & Sugai, 2000), and during transitions (Colvin, Sugai, Good, & Lee, 1997). Additionally, it reduces the time teachers spend in redirection and correction of misbehavior since it takes considerable more time and energy for teachers to try to get students back on track then to remind them of the expected behavior before the task begins (Lampi et al., 2005). To encourage positive behavior it is important for students to practice appropriate behavior, thus pre-corrects prevents the likelihood of student’s repeating problem behavior in the future (Lampi et al., 2005). Overall, pre-correction creates a more positive environment in the classroom by providing more opportunities for the teacher to use praise students for their behavior and reduces the need for more punitive methods (Lampi et al., 2005).
Active Supervision

Active supervision is when the teacher physically circulates around the classroom and continues to scan the classroom while interacting with students (De Pry & Sugai, 2002). In training teachers to use active supervision, De Pry and Sugai (2002) recommend that teachers move around the classroom during instruction, visually scan and attend to all sections of the classroom, verbally and non-verbally interact with students about the academic material as well as behavioral expectations, and reinforce those students that are displaying appropriate academic and social behaviors. Research has shown that active supervision increases students’ positive behavior in various school settings (e.g., classrooms, hallways) (Simonsen et al., 2008). One study found that active supervision made significant contributions to the reduction of student problem behavior such as running, hitting, and yelling in three major transition settings in an elementary school (entering the school, going to the cafeteria, and leaving the classroom at the end of the school day) (Colvin et al., 1997). Similarly, active supervision has been shown to result in class-wide reductions in minor behavioral incidents in general education classrooms (De Pry & Sugai, 2002).

In summary, there is considerable research supporting the use of the following strategies in classroom structure: 1) Physical arrangement of the classroom, 2) Posting, teaching, reviewing, and providing feedback on behavioral expectations, 3) Pre-correction and 4) Active Supervision. These best practices will be included in the module on classroom structure. Next, we will provide an overview of the literature on developing effective student-teacher interactions.
Another key component of effective classroom management is for teachers to develop caring relationships with their students. Positive teacher-student relationships have been defined as relationships between teachers and students that are supportive, warm, and low in conflict (Pianta, Nimetz, & Bennett, 1997). There is substantial evidence that strong positive student-teacher relationships are essential to the healthy development of all students (Hamre & Pianta, 2001). Furthermore, research has repeatedly linked positive relationships between teachers and students with positive student outcomes such as improved academic achievement, increased motivation, and a positive self-concept (Hughes & Kwok, 2006). Graziano and colleagues (2007) reported that students in kindergarten with supportive teachers performed better on standardized measures of reading and math than students with less supportive teachers.

Positive relationships between children and their teacher have been found to be a support for at-risk students, while negative student-teacher relationships may increase students’ risk for school failure (Ladd & Burgess, 2001). It should be noted that even students with severe behavior problems can develop positive relationships with their teacher, and relationships with teachers are particularly important for students identified with early academic and behavior problems (Myers & Pianta, 2008). A study by Hamre and Pianta (2001) looked at kindergarten teacher’s perceptions of their relationships with students and whether their relationship predicted academic and behavior outcomes for these students in eighth grade. Results from a sample of 179 children showed that early teacher-child relationships (as experienced and described by the kindergarten teachers) are unique predictors of academic and behavioral outcomes through eighth grade (Hamre
& Pianta, 2001). Teacher reports of negativity towards students continued to uniquely predict behavioral outcomes into upper elementary and middle school, especially for boys and students with high levels of behavior problems (Hamre & Pianta, 2001).

Doll, Zucker, and Brehm (2004) stated that the consistency and quality of teacher’s rapport with students is the most important component in creating a safe and supportive classroom environment. Teacher practices that strengthen student-teacher relationships include teachers having frequent conversations with students, developing rapport by getting to know students, showing a genuine interest in student’s daily lives, being familiar with their celebrations and disappointments, using comfortable eye contact and sitting at the child’s level, and conducting frequent classroom meetings to encourage connections between the students and teacher (Doll et al., 2004). Based on the research supporting the importance of positive student-teacher relationships, a module will be developed with suggestions for how teachers can build positive relationships with students, particularly with those students identified as being at-risk for school failure.

**Effective Instructional Management**

It has been well documented in the literature on classroom management that effective instruction greatly impacts student’s social and academic achievement (Stichter, Lewis, Whittaker, Richter, Johnson, & Trussell, 2009). One way for teachers to engage students in instruction is by increasing opportunities for students to respond. An opportunity to respond (OTR) is any teacher behavior that prompts or requires a student response, such as the teacher asking students a question or providing an academic request (Simonsen et al., 2008). Studies have shown improvements in student’s reading (Carnine, 1976) and math (Skinner, Belfiore, Mace, Williams-Wilson, & Johns, 1997) scores when
teachers increase opportunities to respond during instruction. Additionally, providing frequent opportunities to respond has been associated with increased on-task behavior and student engagement during instruction (Sutherland, Alder, & Gunter, 2003).

A study by Carnine (1976) found that when teachers asked questions or gave instructions at a faster rate student off-task behavior decreased, while student participation and number of correct responses increased. Similarly, a recent study by Stichter and colleagues (2009) examined instructional variables associated with opportunities to respond and found that as teachers increased their instructional talk or active teaching, rates of inappropriate verbalizations from students decreased. Furthermore, teachers in this study identified with poor classroom management skills had increased rates of student verbal outbursts and ongoing disruptions (Stichter et al., 2009).

Taken together, these findings suggest that helping teachers increase their rate of opportunities to respond is an effective classroom management strategy to increase student engagement and reduce disruptive classroom behavior. The module on instructional management will provide suggestions for how teachers can increase student engagement in instruction by providing more opportunities for students to respond. Two suggestions from Simonsen et al. (2008) include using choral responding (e.g. all students saying the answer to a question at the same time) and using individual white boards so that each student has an opportunity to write their response on their board and hold it up to show the teacher. Results from a study by Sutherland and colleagues (2003) showed that when a teacher with nine students with emotional and behavioral disorders (EBD) in a self-contained classroom increased the rate of opportunities to respond and
used choral responding, the students had more correct responses, fewer disruptions and increased on-task behavior.

**Responding to Appropriate Behavior**

Two of the major findings from a pivotal study on classroom management by Madsen et al. (1968) are that the most effective way to improve classroom behavior is to ignore students’ inappropriate behavior and show approval for their appropriate behavior, and that the key to successful classroom management is for teachers to praise students for appropriate behavior. Behavior specific praise is an evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi et al., 2005). The purpose of praise is to provide students with positive feedback on their behavior, as well as encourage and support the identified behavior (Hester et al., 2009). It is important for praise to be timed well and appropriate for the student, the task, and the context to increase the likelihood that the student will repeat the behavior in the future (Hester et al., 2009). According to Lampi et al. (2005), praise should always be genuine, descriptive and specific, and varied since students may ignore praise if it is consistently the same.

When teachers increase their rate of specific and contingent praise studies have consistently shown improvements in student’s academic skills and appropriate behavior (Sutherland, Wehby, & Copeland, 2000), as well as improved student-teacher relationships (Hall, Lund, & Jackson, 1968; Madsen et al., 1968). Other benefits of praise are that it does not cost any money, is less time-consuming than other reinforcements, provides encouragement to students helping to build their self-esteem, and it allows teachers to identify the specific behavior they want to reinforce (Brophy, 1981).
Numerous studies have examined the effect of praise on various types of disruptive behavior including out-of-seat behavior, making noises, talking to peers, noncompliance, disrespect, aggression and calling out answers, and all of the studies have concluded that increased use of teacher praise results in decreased student problem behaviors (Lampi et al., 2005).

While research shows that behavior specific praise is the most effective form of praise, it is the least used by teachers (Sutherland et al., 2000; Reinke, Herman, Stormont, & Newcomer, 2013). The module on responding to appropriate behavior will focus on strategies for helping teachers increase their rate of praise, specifically to increase their use of behavior specific praise. The following suggestions from Brophy (1981) for using effective praise will be included in the module. Effective praise specifies the details of the student’s accomplishment, helps students to be more aware of their own task-related behavior and think about problem solving, is used to acknowledge remarkable effort or success for tasks that are difficult for the identified student, and attributes the success to the student’s effort and ability so that students believe they can experience additional successes in the future (Brophy, 1981). Additionally, suggestions from Madsen and colleagues (1968) will be included in which teachers were trained to give attention or praise immediately when the student is following classroom expectations and “catch the child being good.” This strategy is especially effective for students with behavior problems and it is important for the teacher to be persistent in noticing as many positive behaviors as possible to consistently give praise and attention to these students. Teachers can praise students for appropriate behavior, following the classroom rules, focusing on
independent work, raising a quiet hand, sitting at their desk and reading, and any other behaviors that encourage learning (Madsen et al., 1968).

One CCU module was devoted to interventions teachers can use to respond to students’ appropriate behavior. In addition, a module on responding to inappropriate behavior was also developed.

**Responding to Inappropriate Behavior**

Some classrooms are plagued with continuous reprimands from teachers for disruptive behavior, negative coercive cycles between teachers and students, and the sparse use of behavior specific praise (Hester et al., 2009). Additionally, sometimes the more common strategies for responding to discipline problems are highly ineffective. For example, arguing and yelling at students only models and teaches students how to criticize and argue with others (Webster-Stratton, 1999). Sending a student home for misbehavior may be unsuccessful if the student favors being at home, while putting a student’s name on the board gives negative attention to the misbehavior that a student may find reinforcing (Webster-Stratton, 1999).

As stated earlier, one of the most effective classroom management strategies is for teachers to use a combination of showing approval for student’s appropriate behavior and ignoring inappropriate behavior (Madsen et al., 1968). Several studies have shown decreases in reprimands when teachers increase their rates of praise. For example, Sutherland and Wehby (2001) conducted a study in which teachers were trained to audiotape portions of their instruction and code the tapes for the use of praise statements. Findings showed that when teachers used this self-evaluation process it not only increased the use of praise but also resulted in a reduction of reprimands. Similarly, a
recent study by Reinke and colleagues (2008) found that when teachers received the Classroom Check-up Consultation Model with visual performance feedback they had increased rates of praise and decreased use of reprimands (Reinke et al., 2008). In summary, praise has been shown not only to be an effective strategy for increasing student’s appropriate behavior and decreasing inappropriate behavior, but also by increasing teacher’s use of praise it can result in a reduction in reprimands.

Another effective strategy for responding to inappropriate behavior is ignoring. Teachers can eliminate student’s minor misbehavior or low-level attention seeking behavior (e.g. calling out, tantrums, arguing, pouting, whining, teasing) by consistently ignoring it (Webster-Stratton, 1999). Additionally, teachers can avoid power struggles with students by not giving the problem behavior any attention (Webster-Stratton, 1999). Moreover, planned ignoring can help students differentiate between appropriate and inappropriate behavior (Hester et al., 2009). This is beneficial when the teacher ignores the inappropriate behavior they want decreased and then quickly praises the child when they display an appropriate behavior (Hester et al., 2009). To be effective, it is critical that the teacher immediately ignores the negative behavior and is quick to praise the appropriate replacement behavior (Hester et al., 2009). Hester and colleagues (2009) also suggest that teachers are very specific about which behaviors they will be praising (e.g. appropriate behavior) and the behaviors they will ignore (e.g. inappropriate behavior). For instance a teacher might say, “Johnny, if you call out on the carpet during today’s lesson I will not pay attention to you or call on you. However, I will immediately call on you when I see you sitting quietly with your hand raised.”
For more severe behavior such as physically hitting the teacher, kicking a peer, or throwing furniture, students will need a more invasive strategy like Time Out or a Calming Down period (Webster-Stratton, 1999). According to Webster-Stratton (1999), Time Out is effective for non-compliant, oppositional or defiant students. It is important for teachers to use an approach to dealing with misbehavior that lets students know violent behavior is unacceptable and sets positive expectations for future behavior, yet assures them they are valued regardless of their mistake (Webster-Stratton, 1999). Benefits of using Time Out include: 1) Models a non-violent and positive response to conflict, 2) Ends the conflict and student’s frustration in the moment, 3) Allows both the teacher and student time to cool down, 4) Children can reflect on what they have done and think about other solutions, and 5) Maintains a respectful and trusting relationship between the teacher and child (Webster-Stratton, 1999).

The module on responding to inappropriate behavior will include effective classroom management strategies on increasing praise and decreasing reprimands, planned ignoring, and Time Out.

Overall, the literature on effective classroom management shows a magnitude of positive outcomes for students. The focus of the CCU modules will include the physical arrangement of the classroom such as behavioral expectations, precorrection and active supervision, developing strong authentic relationships with students, providing effective instructional management and responding to appropriate and inappropriate student behavior.
CHAPTER III: METHOD

Research methods are described in this chapter and include the following sections: 1) description of study phases, 2) participants and setting, 3) dependent variables, 4) independent variables, 5) experimental design, 6) procedures, 7) data decision rules, 8) data analysis, and 9) procedural fidelity of the intervention.

Description of the Study Phases

The current study contained two phases: Phase I) Development of the CCU modules and pilot study preparations and Phase II) CCU modules were piloted with five classroom teachers using a multiple baseline design. In Phase I, a first draft of the CCU modules were developed based on literature reviews and evidence-based interventions. In addition, five elementary school teachers were recruited and identified to participate in Phase II of the project based on their need/interest in classroom management support.

In Phase II of the study, the CCU consultation model and initially drafted CCU modules were piloted with five elementary school teachers using a multiple baseline design. Originally, the intent was that the modules be revised based on practitioner and expert feedback prior to implementing the pilot study in Phase II. However, time constraints did not allow this and instead revisions to modules occurred after the pilot study with teachers. A timeline of the tasks in Phase I and Phase II of the project is provided in Table 2.
Table 2: CCU Study Timeline

<table>
<thead>
<tr>
<th>Phase 1: Developed CCU Modules and Pilot Study Preparations</th>
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<tbody>
<tr>
<td>1. Recruited one elementary school: September 2011</td>
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<td>2. Identified five classroom teachers for the CCU study:</td>
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<td>September 2011</td>
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<tr>
<td>3. Developed first draft of CCU modules based on literature reviews and evidence-based interventions:</td>
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<td>December 2012 – March 2013</td>
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<th>Phase II: Pilot CCU &amp; Modules</th>
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<td>4. Trained data collectors for classroom observations and reliability:</td>
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<tr>
<td>February 2012</td>
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<td>5. Finalized CCU modules: March 2012</td>
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<td>6. Started CCU with Teacher One: March 2012</td>
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<td>7. Conducted the CCU using a single-subject multiple baseline design with five teachers:</td>
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<td>March – May 2012</td>
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<td>8. Distributed CCU modules to ten teachers, coaches, and other experts in the field of coaching/consultation to obtain feedback:</td>
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<td>April 2012</td>
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<tr>
<td>9. Teachers, coaches, and other experts in the field of coaching/consultation provided feedback on the CCU modules:</td>
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<tr>
<td>April 2012</td>
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<tr>
<td>10. Revised CCU modules to include suggested feedback from teachers, coaches, and other experts in the field of coaching/consultation:</td>
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<td>November 2012</td>
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Phase I: Development of CCU Modules.

The purpose of developing the CCU modules was to create and evaluate a set of materials that were based on a foundation of current research in the literature and evidence-based interventions, yet practical and feasible for school staff to implement in the real-world. The first step in the process of developing the CCU modules was to conduct an extensive search of the literature to explore the research and best practices in classroom management. Second, a series of intervention modules were developed by two doctorate students (Dana Darney and Sean Wachsmuth) and their advisor (Dr. Wendy Reinke) that aligned with the CCU assessment and feedback process. The modules included the following topics: 1) Classroom Structure, 2) Authentic Teacher-Student Relationships, 3) Effective Instructional Management, 4) Responding to Appropriate Behavior, and 5) Responding to Inappropriate Behavior. It was determined that two of the original modules, Supporting Student Social-Emotional Development and Home-School Collaboration, were outside the scope of this project.

Third, feedback on the developed materials was obtained from a panel of nine teachers, coaches and other experts in the field of coaching and consultation to determine if the materials were practical and feasible to use in schools. The panel consisted of four school-based consultants, two classroom teachers and three experts in the field of coaching and consultation. Experts were asked to review the modules and provide detail feedback on the strengths of each module, what could be added or improved in each module, and any additional strategies or tips for each module topic. Additionally, experts were asked to provide overall feedback on the handouts, glossaries, format, and any additional comments/feedback (Appendix L).
Next, the modules were piloted using the Classroom Check-up Consultation Model with five elementary classroom teachers. Lastly, the feedback and suggestions from the expert panel were used to revise the CCU modules. Additionally, feedback from the CCU consultant and five participating teachers based on the CCU pilot study were also incorporated to create a final set of CCU modules (Appendix M).

**Phase II: Pilot Study of CCU & Initially Developed Modules.**

The second phase of the study included an experimental evaluation of the CCU and newly developed intervention modules. The following describes the research methods for Phase II of the study.

**Participants & Setting**

The setting was an elementary school with 257 students in a suburban community in the Mid-West. According to the Missouri Department of Elementary and Secondary Education (DESE), the school has 89% free and reduced lunch. The student population is 3% Asian, 53% African-American, 16% Hispanic, and 27% Caucasian. The staff consists of 31 general education teachers, 7 special education teachers, and 6 Title I Literacy teachers. The average years of teaching experience for teachers is 11 years.

Study participants included five female, Caucasian elementary school teachers. Participating teachers included one Grade 2 teacher, two Grade 3 teachers, one Grade 4 teacher, and one Grade 5 teacher. Teachers were identified by the school administrator and recruited based on their interest/need for support with classroom management. All participating teachers were asked to provide written consent for inclusion in the study. All data was collected in compliance with the Institutional Review Board at the University of Missouri as well as the participating school district.
One doctoral student in school psychology (primary investigator) conducted the CCU consultation model. In addition, a second consultant, a doctoral student in Special Education shadowed consultation meetings and led three sessions with Teacher 3 and two sessions with Teacher 4 in conjunction with the other consultant. The second consultant also modeled behavior-specific praise in combination with distributing good behavior tickets to students two times in Teacher 3 and Teacher 4’s classroom.

**Dependent Variables**

A combination of direct observation and teacher report measures were gathered in Phase II of the study. A list of measures and associated research questions is provided in Table 3.

**Teacher and Student Behavior in the Classroom**

Independent observers conducted daily direct observations of teacher and student classroom behavior using *Multi-Option Observation System for Experimental Studies* (MOOSES, Tapp, 2004). Teachers participating in the study were observed for 20-minutes each day during academic instruction. The *Brief Classroom Interaction Observation Revised* (BCIO-R; Reinke & Newcomer, 2010) observational coding system was employed, wherein the frequency of teacher use of praise (specific praise and general praise), reprimands (harsh and explicit), precorrection, opportunities to respond, and percentage of time spent teaching as well as student disruptive and aggressive behaviors were recorded in real time. Observations were conducted by rigorously trained observers who were blind to the study hypotheses. Reliability checks were made on 33% of observations and observers received continuing supervision to ensure against observer drift throughout the study. For further details on the observation codes, see Appendix A.
In addition, independent raters provided a global rating of each item on the 
*Overall Rating Form* (ORF: Reinke, 2012) following completion of each 20 minutes of 
direct observation during instructional time. Raters utilized tangible indicators (e.g., rules 
posted, schedule posted) as well as overall impressions (e.g., students followed rules, 
majority of observation teacher provided instruction) when scoring each item. The ORF 
consists of 10 global ratings on classroom management topics including: 1) Use of Active 
Supervision, 2) Use of an Attention Signal, 3) Followed the Schedule, 4) Reinforcement 
was Contingent, 5) Variety of Reinforcement, 6) Reviewed Academic Expectations, 7) 
Reviewed Social/Behavioral Expectations, 8) Smooth Transitions, 9) Overall Positive 
Climate, and 10) Overall Rating (Appendix B). Observers rated teachers on a scale from 
1 to 5 with 5 being excellent compared to other observed classrooms, 3 being average, 
and 1 being poor.

**Other Outcome Measures**

**Teacher Sense of Self Efficacy & Confidence**

The *Teacher Sense of Self-Efficacy Scale* (TSSES, Tschannen-Moran & Woolfolk Hoy, 2001) was utilized to measure each teacher’s self-efficacy with classroom 
management. The TSSES consists of 24 items and is an adaptation of Gibson and 
Dembo’s Teacher Efficacy Scale. Factor analysis found three 8-item sub scales: 1) 
efficacy for instructional strategies, 2) efficacy for classroom behavior management, and 
3) efficacy for student engagement. For the overall measure, Cronbach’s alpha for the 
subscales range from .84 to .90 and .92 to .95. Additionally, to measure each teacher’s 
confidence related to classroom management two questions regarding confidence 
managing classroom behavior were added from the *Incredible Years Teaching Strategies*
questionnaire (Webster-Stratton): 1) How confident are you in managing current behavior problems in your classroom? 2) How confident are you in your ability to manage future behavior problems in your classroom? A Likert scale from 1-7 was used with 1 being very unconfident and 7 being very confident. The TSSES and confidence questions on managing classroom behavior were completed at the end of the study with all five participating teachers (Appendix I).

**Teacher/Consultant Relationship**

The quality of the consultant-teacher relationship was evaluated using the *Teacher/Consultant Alliance Scale* (Wehby, 2010). The Teacher/Consultant Alliance Scale was designed to measure the quality of the teacher-consultant relationship from the teacher’s perspective. Each of the 10-items on the scale are rated on a 5-point Likert scale (*never* = 1, *seldom* = 2, *sometimes* = 3, *often* = 4, *always* = 5). Example items include (a) the teacher / consultant and I agree on what the most important goals for intervention are; (b) I feel confident of the teacher / consultant’s ability to help the situation; and (c) the teacher / consultant is approachable. Preliminary analyses of teacher responses on the alliance scale indicate strong psychometric properties (alpha coefficient revealed an internal consistency rating of .96 with an average inter-item covariance of .31 for data aggregated across the whole sample). The Teacher/Consultant Alliance Scale (Appendix J) was completed by participating teachers at the end of the study.

**Acceptability/Feasibility/Social Validity**

An Acceptability/Feasibility/Social Validity form was completed by the five participating teachers to determine their perceptions of the importance, effectiveness, and feasibility of the developed CCU modules. Participating teachers completed this form
with 10-items using a Likert scale (not helpful = 1, somewhat helpful = 2, fairly helpful = 3, very helpful = 4). Teachers were asked about the importance of the classroom management strategies, helpfulness of the classroom management modules, effectiveness of the consultation process, intrusiveness of the consultation, and whether the amount of time, resources, and effort was reasonable. Additionally, teachers were asked two open questions regarding what they liked best and least about the consultation process and materials (Appendix K).

Table 3: CCU Study Measures and Research Questions

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<tr>
<th>Research Question</th>
<th>Dependent Variable</th>
<th>Independent Variable</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Do teachers who receive the CCU have increased rates of praise, precorrection, provide more opportunities for their students to respond, increased percentage of time spent teaching and have reduced rates of reprimands?</td>
<td>Brief Classroom Interaction Observation-Revised</td>
<td>CCU</td>
<td>Multiple Baseline</td>
</tr>
<tr>
<td>2) Do teachers who receive the CCU have improved classroom management practices including active supervision, use of an attention signal, following a schedule, contingent reinforcement, variety of reinforcement, review academic and behavior expectations, smooth transitions, positive climate, and overall classroom rating?</td>
<td>Overall Rating Form</td>
<td>CCU</td>
<td>Pre-Post Design</td>
</tr>
</tbody>
</table>
3) Do students in the classrooms of teachers receiving the CCU have decreased rates of aggressive behavior and classroom disruptions?

<table>
<thead>
<tr>
<th>Brief Classroom Interaction Observation-Revised</th>
<th>CCU</th>
<th>Multiple Baseline</th>
</tr>
</thead>
</table>

**Independent Variable**

The CCU consists of six steps including an ecological assessment of the classroom, personalized feedback to the teacher using Motivational Interviewing (MI) techniques, and the development of a collaborative intervention plan focused on improving the teacher’s implementation of effective classroom management practices. First, the consultant assesses the classroom (step 1) by conducting a teacher interview (Appendix E), classroom observations, and completing the *Classroom Ecology Checklist-Revised* form (Reinke 2011) (Appendix D). The consultant uses the CCU Feedback Form (Appendix F) to summarize the obtained data, noting the teacher’s strengths and areas of growth, and presents the personalized feedback to the teacher in an assessment based feedback session (step 2). After the consultant has shared the assessment findings in the feedback session, the teacher and consultant work together to create a possible menu of options for classroom interventions using the CCU Menu of Options form (Appendix G) (step 3). Next, the teacher chooses the interventions they want to implement in their classroom. For the purposes of this study the teachers referred to the CCU modules as a guide for which intervention strategies to select. In step 4, the consultant and teacher collaboratively develop a detailed action plan using the CCU Action Plan form (Appendix H). Then the teacher begins implementing the chosen intervention based on the action plan (step 5). During this step the consultant provides ongoing support and
coaching to the teacher. In the last step of the CCU (step 6), the consultant continues to complete classroom observations and the teacher and consultant collaboratively work together to monitor, review and revise the intervention(s) as needed.

The following provides a summary of the feedback, action planning, and overview of modules utilized with each of the participating teachers.

Teacher 1

During the feedback session the consultant shared with Teacher 1 that the following were areas of strengths: physical layout of the classroom, being prepared for the day and having sharpened pencils, making connections with students’ lives and asking them questions about their personal lives and interests, being warm and supportive towards students and the use of non-contingent attention. Areas of concern included classroom rules and routines, pacing of instruction, student engagement, use of praise and reprimands (positive to negative ratio), variety of reinforcement, and level of aggressive-disruptive behavior. Teacher 1 identified that things going well in her classroom included that the collegiality of students had improved from the beginning of the year, students were striving more to do well academically, and she was “still here - the challenging classroom and strained relationship with students has not gotten the best of me.” She wanted to work on reducing classroom disruptions, behavioral expectations and students’ aggressive response and negative attitude when re-directed by the teacher. Specifically, her goal was to focus more attention on positive student behavior and less attention on negative student behavior. A collaborative plan was developed to create and distribute good behavior tickets to students exhibiting appropriate behavior, teach and post behavioral expectations, and develop a reward system. The modules on behavioral
expectations, precorrection, active supervision, authentic teacher-student relationships, planned ignoring and responding to appropriate behavior were completed with Teacher 1.

Teacher 1 reported that she was a level 10 on the confidence scale (0 is not important at all and 10 very important) because she wanted the students with positive behavior in her classroom to feel significant again, the students with appropriate behavior get tired of waiting for instruction/attention, and all student would benefit from rewards. On a confidence scale of 0 to 10 with 0 being not confident at all and 10 being very confident, Teacher 1 rated herself as an 8 because she felt there had to be a shift in her classroom to focus more attention on the positive and less attention on negative behavior.

**Teacher 2**

Areas of strength were shared with Teacher 2 at the CCU Feedback Session including minimal clutter and organized classroom, providing a high rate of opportunities to respond, clear academic objectives, schedule posted and followed, high percentage of time spent teaching and using class time effectively, and a warm, caring relationship with students. Additionally, areas of concern were discussed including transitions, behavioral expectations, use of praise and reprimands (positive to negative ratio), variety of reinforcement, and level of classroom disruptions. Teacher 2 reported that the following things were going well in her classroom, being prepared for the day, being flexible with last minute changes to the schedule, relationship with students, and being accepting of student differences (e.g. let students be themselves). She wanted to work on being consistent with her response to interruptions during instruction, focus more attention on positive student behavior and ignore negative student behavior, and clear behavioral expectations. Teacher 2 stated that her specific goal was to be more consistent and clear
with behavioral expectations. A collaborative plan was developed with the consultant and Teacher 2 to teach, review and practice behavioral expectations with students, increase behavior specific praise, develop a reward system connected to her current system and to consistently ignore negative student behavior. The modules on behavioral expectations, precorrection, active supervision, authentic teacher-student relationships, planned ignoring, effective reprimands, and responding to appropriate behavior were completed with Teacher 2.

Teacher 2 reported that the most important reasons for making this change were that she wanted to be better about focusing on positive behavior and “practice what she preached,” and stress equality in her classroom so that all students could feel good about themselves and be individuals. She stated that she was a level 9 on importance of meeting this goal in her classroom (0 is not important at all and 10 very important). Teacher 2 felt a level 7 on a confidence scale (0 to 10 with 0 being not confident at all and 10 being very confident) because she did not want to disappoint herself or her students, felt more aware of her positive to negative ratio, and believes that when you know better you do better.

Teacher 3

During the CCU Feedback Session, the consultant shared the following strengths with Teacher 3 such as clear academic objectives, creative and engaging lessons, classroom organization and lesson preparation, precorrection, high percentage of time spent teaching, high expectations for students and student engagement. Areas of concern included harsh reprimands, use of praise and reprimands (negative to positive ratio), level of classroom disruptions, schedule posted and followed, interactions with students, and
variety of reinforcement. Teacher 3 reported that things that were going well in her classroom included student engagement, creative and engaging lessons and activities, and improved ability to follow schedule and be on time throughout the day. She wanted to work on controlling her response (e.g. anger) to negative student behavior, be more positive and less negative with student interactions, and be consistent with distributing good behavior tickets to students following classroom rules. Specifically, her goal was to reprimand quickly and move on with pace of instruction as well as be more positive and less negative with students. A collaborative plan was developed to distribute good behavior tickets and behavior specific praise to students displaying appropriate behavior, ignore students exhibiting inappropriate behavior, and develop a reward system. The modules on effective reprimands, active supervision, authentic teacher-student relationships, planned ignoring, and responding to appropriate behavior were completed with Teacher 3.

Teacher 3 reported that she was a level 10 for the importance of meeting these goals in her classroom (0 is not important at all and 10 very important) because she wanted to improve the classroom environment, not let “frustrations and little things get to me,” and that by being more positive the students will also be more positive. On the confidence scale (0 to 10 with 0 being not confident at all and 10 being very confident) she stated she was a 5 because it would be challenging to remember and be consistent with the strategies. However, some reasons she was confident were that she had support from the consultants who could help develop strategies to remind her.
Teacher 4

Strengths that were shared with Teacher 4 during the CCU Feedback Session included strong positive relationships with students (e.g., lots of hugs and smiles), warm and safe classroom environment, organized classroom/minimal clutter, schedule posted and followed, and creative and engaging lessons. Areas of concern that were discussed included use of praise and reprimands (positive to negative ratio), level of classroom disruptions, clear and consistent behavioral expectations, and pacing of instruction. Teacher 4 felt that some of the things that were going well in her classroom included students being rigorous and working hard, improved academic progress, and strong relationship with students and parents. She wanted to work on transitions, pacing, writing objectives on the board, and her positive to negative ratio. Specifically, Teacher 4’s goal was to improve her ratio of positive to negative statements. A collaborative plan was created with the two consultants and Teacher 4 to write objectives on the board and explain to students how the academic content connected to their lives, distribute good behavior tickets with behavior specific praise to students displaying positive behavior, behavioral expectations, and reward system. The modules on behavioral expectations, precorrection, active supervision, planned ignoring, and responding to appropriate behavior were completed with Teacher 2.

Teacher 4 reported that she was a level 10 for the importance of meeting these goals in her classroom (0 is not important at all and 10 very important) because “this is my focus this year, every year I pick a goal and this year my goals are writing and this project/behavior in my classroom.” On the confidence scale (0 to 10 with 0 being not confident at all and 10 being very confident) she stated she was a 8 and felt confident that
“we have a plan.” She reported that some other reasons she felt confident were that she already had good relationships with her students and believed she could meet her goals with support from the consultants and being held accountable.

**Teacher 5**

Areas of strength were shared with Teacher 5 at the CCU Feedback Session including physical layout of the classroom, organization of classroom/minimal clutter, smooth transitions, schedule posted and followed, creative lessons, safe and positive classroom environment, minimal classroom disruptions, and good relationships with students. Additionally, areas of improvement were discussed including percentage of time spent teaching, pacing of lessons, use of praise and reprimands (positive to negative ratio), and variety of reinforcement. Teacher 5 reported that the following things were going well in her classroom, relationship with students, creative/interactive lessons, and high student engagement. She wanted to work on behavior management, positive to negative ratio, and variety of reinforcement. Teacher 5 stated that her specific goal was to develop a variety of ways to reinforce positive, appropriate student behavior and pay less attention to negative, inappropriate behavior. A collaborative plan was developed with the consultant and Teacher 5 to distribute good behavior tickets and behavior specific praise to students displaying appropriate behavior, develop a reward menu of various prizes for students, and create reminders for teacher to distribute good behavior tickets (e.g. put tickets in pocket, clip to lanyard around her neck). The modules on precorrection, active supervision, planned ignoring, and responding to appropriate behavior were completed with Teacher 5.
Teacher 5 stated that she was a level 9/10 on importance of meeting this goal in her classroom (0 is not important at all and 10 very important). She reported that the most important reasons for making this change and meeting her goal were that it was really important for the students and her, and that it puts her in a bad mood when she is more negative. Teacher 5 felt a level 8 on the confidence scale (0 to 10 with 0 being not confident at all and 10 being very confident) because she “knows I can do it,” has been thinking more about it, and has great support from the consultant.

**Experimental Design**

A single subject multiple-baseline design was implemented with five classroom teachers to examine the effects of the CCU and the developed modules on student and teacher behavior. Multiple-baseline designs are valuable in situations when the intervention should not or cannot be withdrawn or reversed, or when the dependent variable is a behavior expected to continue once the intervention is reversed or withdrawn (Hadley & Mitchell, 1995). A multiple-baseline design is most appropriate for this study because it reveals the effects of an intervention (e.g. CCU Consultation Model) by demonstrating that behavior change occurs when the intervention is introduced at various points in time (Kazdin, 1998). Multiple-baseline designs are methodologically rigorous and beneficial in showing that a change in behavior has occurred, that the change in behavior is a result of the intervention, and that the change is statistically significant (Hawkins, Sanson-Fisher, Shakeshaft, D’Este, & Green, 2007). By staggering the CCU intervention over time in several classrooms, the multiple-baseline design provided the opportunity to observe the potential influence of the CCU on the identified outcome variables such as disruptive student behavior, and teacher’s rate of praise (Hawkins et al.,
2007). Furthermore, multiple-baseline designs are a practical tool to conduct research in classrooms and schools. Compared to other research designs (e.g. randomized controlled trials), they are more cost-effective (Hawkins et al., 2007). Barlow, Nock, & Hersen (2008), recommend using at least three baselines, with the use of four or more increasing the strength of the design, making this design particularly useful as an initial test of efficacy with a small sample.

**Procedures**

**Baseline**

In the first week of the study participating teachers were observed daily for 20-minute periods and data was collected on teacher (opportunities to respond, reprimands and the use of general and specific praise) and student behaviors (aggressive behavior, classroom disruptions,). Additionally in the baseline phase of the study, the consultant met with the classroom teacher to conduct a teacher interview. Prior to the feedback session, both the teacher and consultant completed the *Classroom Ecology Checklist-Revised* (Reinke 2011) (Appendix D). The baseline phase continued until all teachers had a stable number of data points. In addition, independent raters completed the *Overall Rating Form* (ORF: Reinke, 2012) following completion of each 20 minutes of direct observation during instructional time. Raters scored each teacher/classroom on global ratings on classroom management topics including: 1) Use of Active Supervision, 2) Use of an Attention Signal, 3) Followed the Schedule, 4) Reinforcement was Contingent, 5) Variety of Reinforcement, 6) Reviewed Academic Expectations, 7) Reviewed Social/Behavioral Expectations, 8) Smooth Transitions, 9) Overall Positive Climate, and 10) Overall Rating (Appendix B).
**CCU Phase**

After a stable baseline was obtained for each of the five classroom teachers, the CCU Consultation Model began with Teacher 1. Teacher 1 was chosen based on a higher rate of classroom disruptions and lower praise to reprimand ratio. It was expected that Teacher 1 would change her behavior while the other teachers remained at pretreatment levels or baseline behavior (Kazdin, 1998). Next, the CCU Consultation Model started with Teacher 2 after Teacher 1’s behavior was stabilized. The CCU Consultation Model proceeded with the first two teachers while baseline continued for the remaining three teachers. Over time each teacher was exposed to the CCU Consultation Model but at a different time point. According to Kazdin (1998), a causal relationship between the intervention (e.g. CCU) and change in teacher behavior is clear if each teacher’s behavior changes only once the intervention is introduced and not before.

The feedback session began the CCU (e.g. intervention) phase of the study. In this meeting the consultant met with the teacher to review the data collected during baseline. As stated earlier, the feedback session provides teachers with an overview of their strengths and areas of improvement based on the assessment findings. This feedback is visually displayed on the CCU feedback form (Appendix E) using a green, yellow and red system that highlights the teacher’s strengths in green and the problematic areas in yellow and red. Next, the teacher and consultant collaboratively developed a menu of options building on the teacher’s strengths (e.g. factors in the green zone) and focusing on improving the factors in the yellow and red zone of the feedback form. Lastly, the teacher and consultant worked together to develop an action plan and implement the
chosen intervention module(s) in the classroom. Direct observations of teacher and student behavior were conducted daily throughout the study.

**Data Decision Rules**

Overall rate of praise was used as the phase change variable since research shows that increases in teacher’s rate of praise increases students’ appropriate behavior in the classroom and decreases disruptive behavior. Therefore, teachers remained at the baseline phase until a stable number of data points were collected indicating consistent rates of overall praise. Once a stable baseline of praise was established, the CCU phase began with the first teacher. Then once the first teacher maintained a stable rate of overall praise, the second teacher started the CCU phase while the third, fourth, and fifth teachers were still in the baseline phase of the study. Overall, a teacher started the CCU phase of the study when the teacher preceding them maintained a stable rate of overall praise.

**Data Analysis**

Some of the advantages of a multiple baseline design are experimental control and to control for internal validity. Visual inspection was utilized to examine the data and determine whether the intervention had an effect. According to Kazdin (1998), visual inspection is a reliable and replicable method that can be advantageous when there are several time points of data available for a single subject prior to implementing the intervention and several data points once the intervention is implemented. When using visual inspection if there are abrupt changes in the pattern of the data once the intervention is introduced the researcher can make inferences about the effects of the intervention, which can be more marked than comparing pre and post intervention differences between two observations (Kazdin, 1998). The aims of visual inspection are
to determine if the intervention effects are consistent, reliable, and not due to chance variations between the identified conditions (Kazdin, 1998). For the current study, visual inspection was used to identify changes in the following characteristics of the data across study phases: 1) Means or average rate of performance, 2) Levels or the shift in performance from the end of one phase to the beginning of the next phase, 3) Trends or the slopes of data (e.g., systematic increases or decreases in the data over time), and 4) Latency of the change (e.g., time between the start or end of one phase and the change in behavior) (Kazdin, 1998).

**Procedural Fidelity of the Intervention**

Procedural fidelity is the degree to which the intervention is actually implemented with teachers as intended. The consultant completed the detailed steps of the CCU process including the teacher interview, *Classroom Ecology Checklist*, feedback session, menu of options, action plan, and intervention implementation with all five participating teachers with 100% fidelity.
CHAPTER IV: RESULTS

Overview

The purpose of this study was to develop a set of modules on the best practices in classroom management. The modules were piloted with five elementary school teachers using the Classroom Check-up (CCU) Consultation Model. The results of this study are presented in three sections. First, a brief overview of the process and feedback associated with the development of the modules will be provided, including information on how the modules were revised. Next, the effects of the CCU on teacher behavior in the classroom, including global classroom management ratings, rates of general and specific praise statements, reprimands, opportunities to respond, rates of precorrection, and percentage of time spent teaching, as well as results on the effects of the CCU on student behavior including classroom disruptions and aggressive behavior. Lastly, descriptive information will be provided from the Classroom Ecology Checklist, CCU Social Validity Form, Teacher Self-Efficacy in Classroom Management, and Teacher/Consultant Alliance Scale.

Phase I: Development of CCU Modules & Expert Feedback

The purpose of developing the CCU modules was to create and evaluate a set of materials that were based on a foundation of current research in the literature and evidence-based interventions, yet practical and feasible for school staff to implement in the real-world. Often coaches and consultants are outside experts or off-site coaches coming into schools to provide support to classroom teachers. Therefore, one of the goals of this study was to develop materials with detailed instructions that could easily be used
by natural implementers with little training within schools (e.g. instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) to support classroom teachers.

The first step in the process of developing the CCU modules was to conduct an extensive search of the literature to explore the research and best practices in classroom management. Second, a series of intervention modules were developed by two doctorate students (Dana Darney and Sean Wachsmuth) and their advisor (Dr. Wendy Reinke) that aligned with the CCU assessment and feedback process. The modules included the following topics: 1) Classroom Structure, 2) Authentic Teacher-Student Relationships, 3) Effective Instructional Management, 4) Responding to Appropriate Behavior, and 5) Responding to Inappropriate Behavior.

Third, feedback on the developed materials was obtained from a panel of nine teachers, school-based coaches and other experts in the field of coaching and consultation to determine if the materials were practical and feasible to use in schools. The nine expert reviewers provided detailed feedback on the CCU Modules. Some of the noted strengths included the consistent format and organization, scripted exemplars, glossaries for each module of key terms, emphasis on mutual respect and collaboration between the consultant and teacher, Motivational Interviewing tips, What If? Section, Model-Lead-Test format, explanation of time-out and planned ignoring, specific strategies for building positive relationships with students, and examples of opportunities to respond and response cards. The expert reviewers also provided suggestions to add to the modules. For instance, examples of good behavior tickets and behavior specific praise statements were added as handouts. Multiple scenarios were added the What If? Sections based on
the experts experience in schools (e.g., what if the student refuses to go to time-out?). Additionally, it was requested that details were included in the CCU Modules such as the length of time-out (e.g., one minute per age as a maximum length of time) and the negative effects of time-out such as reinforcing the student and loss of academic instruction. It was also suggested that an Introduction be added to the CCU Modules that provided the purpose/benefits of the modules, important tips/skills for the consultant to keep in mind when using all of the module topics, an overview of the format of the modules, organizing handouts, tips for modeling and practicing the new skills and combining module topics when needed.

Lastly, specific suggestions were provided by an expert in Motivational Interviewing to incorporate more MI throughout the modules. Examples include adding questions to each Introduction such as “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?” Additionally, some of the wording was changed to be more MI friendly such as asking the teacher what they already know about the topic or asking the teacher what strategies they have tried in the past. Using language such as “This is your choice,” “This is up to you,” and “Whatever you decide” was added to the list of MI tips. At the end of each session the question “So what are you thinking is the next step for you?” was added, as opposed to the consultant summarizing next steps for the teacher.

It was determined that some of the suggestions were outside the scope of this study including adding module topics (e.g., teacher wellness, teacher stress reduction), developing modules and examples for middle and high school students and creating videos that model each of the skills in classrooms. Furthermore, decisions had to be made
when a reviewer’s feedback contradicted the other reviewers. One reviewer felt that at times the modules seemed repetitive. For example, he suggested there should be one glossary and one set of handouts at the end of the modules. However, the majority of the reviewers reported that the individualized glossary and handouts for each topic were a major strength of the CCU modules and it was determined to keep the modules as individual topics with separate handouts and glossary.

**Phase II: Pilot of CCU Modules with Elementary Classroom Teachers**

**Teacher Behavior**

**Rates of Overall Praise Statements**

For each classroom teacher the mean rate of overall praise (general and specific praise statements combined) was calculated for each observation period. Figure 2 displays the rates of overall teacher praise statements provided to students. All five teachers maintained a low rate of praise during the baseline phase. During baseline, Teacher One provided praise at a mean rate of 0.23 praise statements per minute. Teacher Two provided praise at a mean rate of 0.32 praise statements per minute at baseline. Teacher Three provided praise at a mean rate of 0.10 praise statements per minute. Teacher Four delivered praise to students’ at a mean rate of 0.21 praise statements per minute. Lastly, Teacher Five had the lowest baseline mean rate of praise statements per minute with 0.08 praise statements per minute.

During implementation of the CCU, results indicated that the rate of praise increased for all five classroom teachers however some teachers exhibited higher rates of increases compared to the other teachers. Teacher One increased her mean rate of praise to 0.34 praise statements per minute during the CCU, while Teacher Two increased her
mean rate of praise statements to 1.28 per minute. Teacher Three increased her mean praise rate to 0.52 praise statements per minute during the CCU. Teacher Four increased her mean rate of praise to 0.83 praise statements. Teacher Five increased her mean rate of praise statements to 0.40 per minute. Teachers 2, 3, and 4 demonstrate an immediate upward trend in praise following the CCU, whereas, Teacher 1 remained relatively flat with no increase or decrease in praise following the CCU.
Figure 2: Rates of Overall Teacher Praise Statements
Rates of General Praise Statements

This section describes the results of teacher’s use of general praise at baseline and during implementation of the CCU. Four of the five teachers increased their rate of general praise statements during the CCU. During the baseline phase, Teacher One provided general praise statements at a mean rate of 0.22 per minute. Teacher Two had a general praise mean rate of 0.21 statements per minute at baseline. Teacher Three had a general praise mean rate of 0.08 statements per minute. Teacher Four had a baseline general praise mean rate of 0.15 statements per minute. Teacher Five had a general praise mean rate of 0.07 statements per minute and specific praise mean rate of 0.01 statements per minute.

During implementation of the CCU, Teacher One provided general praise statements at a mean rate of 0.15 per minute. Teacher Two increased her general praise mean rate to 0.42 statements per minute. Teacher Three increased her general praise mean rate to 0.18 statements per minute. During the CCU, Teacher Four had a general praise mean rate of 0.24 statements per minute. Teacher Five increased her general praise mean rate to 0.12 statements per minute.

Rates of Specific Praise Statements

This section describes the results of teacher’s use of specific praise statements at baseline and during implementation of the CCU. All five teachers increased their rate of specific praise statements during CCU implementation. During the baseline phase, Teacher One provided specific praise at a mean rate of 0.01 statements per minute. Teacher Two had a specific praise mean rate of 0.11 per minute at baseline. Teacher Three had a specific praise mean rate of 0.02 statements per minute. Teacher Four had a
baseline specific praise mean rate of 0.06 statements per minute. Teacher Five had a specific praise mean rate of 0.01 statements per minute.

During implementation of the CCU, Teacher One provided specific praise at a mean rate of 0.18 per minute. Teacher Two increased her specific praise mean rate to 0.87 statements per minute. Teacher Three increased her specific praise mean rate to 0.34 statements per minute. During the CCU, Teacher Four had a specific praise mean rate to 0.59 statements per minute. Teacher Five increased her specific praise mean rate to 0.28 statements per minute.

The proportion of specific praise to general praise for baseline and interventions phases for each classroom teacher are presented in Figure 3. To calculate the percent of specific to general praise the mean rate of specific praise for each phase (i.e., baseline, CCU) was divided by the overall rate of praise. Next the rate of general praise for each phase was divided by the overall rate of praise. The total percentages calculated equaled 100%.

**Figure 3: Proportion of Teacher Specific Versus General Praise Statements**

![Figure 3: Proportion of Teacher Specific Versus General Praise Statements](image-url)
Rates of Reprimands

Overall, results showed a decrease in reprimands for four of the five teacher participants. During baseline, Teacher One had a mean rate of 1.44 reprimands per minute. During the CCU, Teacher One’s mean rate of reprimands decreased to 0.78 reprimands per minute. Teacher Two had a mean rate of 0.96 reprimands per minute during baseline. Her mean rate of reprimands reduced to 0.47 per minute during the CCU. Teacher Three did not have a reduction in her mean rate of reprimands. During baseline, her mean rate of reprimands was 0.57 per minute and during implementation of the CCU her mean rate of reprimands remained at 0.57 per minute. Teacher Four had a decrease in her rate of reprimands from 0.77 per minute at baseline to 0.07 during the CCU. Lastly, Teacher Five had a reduction in her mean rate of reprimands from 0.41 per minute during baseline to 0.27 per minute during the CCU.

Rates of Harsh Reprimands

Results indicate a decrease in reprimands for four of the five teacher participants. Figure 4 displays the results of teacher rates of harsh reprimands provided to students. During baseline, Teacher One had a mean rate of 0 harsh reprimands per minute. During the CCU, Teacher One’s mean rate of harsh reprimands increased to 0.01 per minute. Teacher Two had a mean rate of 0.03 harsh reprimands per minute during baseline. Her mean rate of harsh reprimands decreased to 0 per minute during the CCU. Teacher Three had the largest reduction in harsh reprimands from 0.13 per minute during baseline to 0.04 per minute during the CCU. Teacher Four had a reduction in her mean rate of harsh reprimands from 0.01 per minute during baseline to a mean rate of 0 per minute during
the CCU. Lastly, Teacher Five had a reduction in her mean rate of harsh reprimands from 0.02 per minute at baseline to 0 per minute during the CCU.

**Figure 4: Teacher Rates of Reprimands**

![Graph showing rates of reprimands and harsh reprimands over time for different teachers.]

**Rates of Opportunities to Respond (OTR)**

Results for classroom teachers providing opportunities for students’ to respond varied. Two teachers showed increases in mean rates of OTR’s while three of the five teachers showed decreases in mean rates of OTR’s from baseline to CCU implementation. Teacher One had a reduction in her mean rate of OTR’s to students from 0.91 per minute at baseline to 0.73 during the CCU. Teacher Two also showed a decrease in her mean rate of OTR’s from 1.91 per minute during baseline to 1.15 per minute during the CCU. However, Teacher Three increased her mean rate of OTR’s from 0.98 per minute during baseline to 1.33 per minute during the CCU. Teacher Four had a mean rate of 0.66 OTR’s per minute during baseline and mean rate of 0.43 OTR’s per minute during the CCU. Lastly, Teacher Five increased her mean rate of OTR’s from 0.32 per minute to 0.96 per minute during the CCU.
Rates of Precorrection

This section describes the results of teacher’s using precorrection in the classroom at baseline and during implementation of the CCU. Four of the five classroom teachers showed minor increases in mean rates of precorrection, while the remaining teacher did not show any improvement in her mean rate of precorrection. Teacher One had an increase in her mean rate of precorrection from 0 precorrects per minute during baseline to 0.02 precorrects per minute during implementation of the CCU. Similarly, Teacher Two had a minor increase in her mean rate of precorrection from 0.01 per minute at baseline to 0.03 per minute during the CCU. Teacher Three had an increase in her mean rate of precorrection from 0.02 per minute during baseline to 0.03 during the CCU. During baseline, Teacher Four had a mean rate of 0 precorrects per minute which increased to 0.03 during the CCU. Teacher Five had a mean rate of 0 precorrects per minute at baseline and maintained a mean rate of 0 precorrects per minute during the CCU.

Percentage of Time Spent Teaching

For each classroom teacher the percentage of time spent teaching during the observation period was calculated. Figure 5 displays the results of the percentage of time spent teaching during observation periods. During baseline, Teacher One had an average of 78.2% of time spent teaching. Her percent of time spent teaching increased to an average of 95.02% during the CCU implementation. Teacher Two taught on average for 98.54% of the observations during baseline and maintained a high average percent of time spent teaching (97.41%) during the CCU. Teacher Three also had a high percent of time spent teaching during baseline at 91.94%, however she increased her average
percent of time spent teaching to 99.78% during the CCU. Similarly, Teacher Four had an average percent of time spent teaching of 90.13% during the baseline observation periods and increased her average percent of time spent teaching to 100% during the CCU. Teacher Five displayed the largest improvement in average percent of time spent teaching. During baseline her average percent of time spent teaching was the lowest of all five teachers at 65.44%, however during the CCU the average percent of time spent teaching was increased to 97.86%.

**Figure 5: Percentage of Time Spent Teaching**

![Figure 5: Percentage of Time Spent Teaching](image)

**Percent of Teacher Behavior Change**

Tables 4 and 5 display the results of the percent change of teacher behavior to determine the effectiveness of the CCU consultation on each teacher’s implementation of effective classroom management practices, including praise, reprimands, OTR’s, and precorrection during the observation period. The percent change was calculated by subtracting the CCU mean rate for each teacher behavior from the baseline mean rate of the behavior and then dividing by the baseline mean rate and multiplying by 100. For
teacher behaviors with baseline or intervention rates of zero, 0.01 was added to both phase rates, the CCU mean rate was subtracted from the baseline mean rate, divided by baseline mean rate (with addition of 0.01) and multiplied by 100 to demonstrate percentage change. Percentage change results with a ‘+’ denote an increase in implementation of the specified behavior while a ‘–’ represents a decrease in implementation.

**Table 4: Percent of Behavior Change for Teacher Proactive Skills**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>General Praise Statements</th>
<th>Specific Praise Statements</th>
<th>Opportunities to Respond</th>
<th>Precorrection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>1</td>
<td>0.22</td>
<td>0.15</td>
<td>0.01</td>
<td>0.18</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-31.82</td>
<td>+1,700.00</td>
<td>-19.78</td>
</tr>
<tr>
<td>2</td>
<td>0.21</td>
<td>0.42</td>
<td>0.11</td>
<td>0.87</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>+100.00</td>
<td>+690.91</td>
<td>-39.79</td>
</tr>
<tr>
<td>3</td>
<td>0.08</td>
<td>0.18</td>
<td>0.02</td>
<td>0.34</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>+125.00</td>
<td>+1,600.00</td>
<td>+35.71</td>
</tr>
<tr>
<td>4</td>
<td>0.15</td>
<td>0.24</td>
<td>0.06</td>
<td>0.59</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>+60.00</td>
<td>+883.33</td>
<td>-34.85</td>
</tr>
<tr>
<td>5</td>
<td>0.07</td>
<td>0.12</td>
<td>0.01</td>
<td>0.28</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>+71.43</td>
<td>+2,700.00</td>
<td>+200.00</td>
</tr>
</tbody>
</table>

**Table 5: Percent of Behavior Change for Teacher Reprimands**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Reprimands</th>
<th>Harsh Reprimands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>1</td>
<td>1.44</td>
<td>0.78</td>
</tr>
<tr>
<td></td>
<td>% Change</td>
<td>-45.83</td>
</tr>
<tr>
<td>2</td>
<td>0.96</td>
<td>0.47</td>
</tr>
<tr>
<td></td>
<td>% Change</td>
<td>-51.04</td>
</tr>
<tr>
<td>3</td>
<td>0.57</td>
<td>0.57</td>
</tr>
<tr>
<td></td>
<td>% Change</td>
<td>0.00</td>
</tr>
<tr>
<td>4</td>
<td>0.77</td>
<td>0.07</td>
</tr>
<tr>
<td></td>
<td>% Change</td>
<td>-90.91</td>
</tr>
<tr>
<td>5</td>
<td>0.41</td>
<td>0.27</td>
</tr>
<tr>
<td></td>
<td>% Change</td>
<td>-34.15</td>
</tr>
</tbody>
</table>
Overall Rating Form (ORF)

The mean rate was calculated for each topic during baseline (e.g. pre) and following the CCU (e.g. post). Table 6 displays results for each of the five classrooms mean ratings.

**Table 6: Overall Rating Form (ORF) Data**

<table>
<thead>
<tr>
<th>ORF Item</th>
<th>Teacher 1 Pre</th>
<th>Teacher 1 Post</th>
<th>Teacher 2 Pre</th>
<th>Teacher 2 Post</th>
<th>Teacher 3 Pre</th>
<th>Teacher 3 Post</th>
<th>Teacher 4 Pre</th>
<th>Teacher 4 Post</th>
<th>Teacher 5 Pre</th>
<th>Teacher 5 Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Supervision</td>
<td>2.50</td>
<td>2.59</td>
<td>2.58</td>
<td>3.53</td>
<td>2.94</td>
<td>3.00</td>
<td>2.80</td>
<td>3.67</td>
<td>1.89</td>
<td>2.75</td>
</tr>
<tr>
<td>Attention Signal</td>
<td>1.75</td>
<td>1.93</td>
<td>2.33</td>
<td>2.21</td>
<td>2.00</td>
<td>1.44</td>
<td>1.55</td>
<td>0.50</td>
<td>0.73</td>
<td>0.00</td>
</tr>
<tr>
<td>Followed Schedule</td>
<td>2.25</td>
<td>2.70</td>
<td>2.75</td>
<td>3.68</td>
<td>2.61</td>
<td>3.00</td>
<td>2.95</td>
<td>3.00</td>
<td>2.65</td>
<td>2.75</td>
</tr>
<tr>
<td>Contingent Reinforcement</td>
<td>1.50</td>
<td>2.70</td>
<td>2.08</td>
<td>3.89</td>
<td>1.17</td>
<td>2.38</td>
<td>1.90</td>
<td>3.83</td>
<td>0.88</td>
<td>2.75</td>
</tr>
<tr>
<td>Reinforcement Variety</td>
<td>2.00</td>
<td>2.33</td>
<td>2.08</td>
<td>3.11</td>
<td>1.61</td>
<td>2.31</td>
<td>2.30</td>
<td>3.33</td>
<td>1.08</td>
<td>3.00</td>
</tr>
<tr>
<td>Academic Expectations</td>
<td>2.50</td>
<td>2.59</td>
<td>2.17</td>
<td>2.95</td>
<td>2.89</td>
<td>2.75</td>
<td>2.80</td>
<td>2.17</td>
<td>2.31</td>
<td>2.75</td>
</tr>
<tr>
<td>Social/Behavioral Expectations</td>
<td>2.00</td>
<td>2.41</td>
<td>2.50</td>
<td>2.37</td>
<td>2.00</td>
<td>2.38</td>
<td>2.15</td>
<td>1.83</td>
<td>1.65</td>
<td>2.00</td>
</tr>
<tr>
<td>Smooth Transitions</td>
<td>2.00</td>
<td>1.81</td>
<td>2.50</td>
<td>3.53</td>
<td>2.56</td>
<td>2.00</td>
<td>1.45</td>
<td>0.50</td>
<td>1.65</td>
<td>1.75</td>
</tr>
<tr>
<td>Positive Climate</td>
<td>2.75</td>
<td>3.00</td>
<td>2.58</td>
<td>4.00</td>
<td>2.22</td>
<td>2.31</td>
<td>3.42</td>
<td>4.50</td>
<td>2.92</td>
<td>3.00</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>2.50</td>
<td>2.73</td>
<td>2.50</td>
<td>3.63</td>
<td>2.39</td>
<td>2.69</td>
<td>2.50</td>
<td>3.33</td>
<td>2.08</td>
<td>2.75</td>
</tr>
</tbody>
</table>
All five of the classroom teachers showed increases in mean rates for use of active supervision, following the schedule, contingent reinforcement, variety of reinforcement, overall positive climate, and overall rating. Three teachers showed improvement in mean rates for reviewing academic and social/behavioral expectations. Two teachers showed increased mean rates for smooth transitions and one teacher showed improved mean rates for use of an attention signal.

**Student Behavior**

**Classroom Disruptions**

This section describes the results of student disruptive behavior in the classroom at baseline and during implementation of the CCU. Figure 6 illustrates the rate of disruptions for each of the five classrooms. At the beginning of the study Teacher One, Two, Three, and Four reported that disruptive student behavior was a major concern and interfered with their ability to provide effective instruction. Teacher Five did not report disruptive behavior as a concern, however she was also observed to have a very low percentage of time spent teaching. During baseline, Teacher One had the highest mean rate of classroom disruptions with 1.69 disruptions per minute. Teacher Two also had a high mean rate of 1.15 disruptions per minute at baseline. Teacher Three had a mean rate of 0.76 disruptions per minute. During baseline, Teacher Four had a mean rate of 0.99 disruptions per minute. Teacher Five had the lowest mean rate of 0.52 classroom disruptions per minute. Due to the high rate of disruptions in Classroom One and Two they were chosen as the first classrooms to receive the CCU.

During implementation of the CCU, Teacher One had a mean rate of 0.89 classroom disruptions per minute. Teacher Two reduced classroom disruptions to a mean
rate of 0.54 per minute during the CCU. Teacher Three had a minor reduction in classroom disruptions with a mean rate of 0.66 per minute during the CCU. Teacher Four had a reduction in classroom disruptions with a mean rate 0.15 disruptions per minute. Teacher Five had the lowest mean rate of disruptions during baseline but reduced her mean rate to 0.33 per minute during the CCU.

During implementation of the CCU, results indicated that the rate of classroom disruptions reduced for Teacher 1, 2, 4 and 5. Teacher 3’s results did not indicate a clear shift/levels of performance for classroom disruptions. Teachers 4 and 5 demonstrate an immediate downward trend in classroom disruptions following the CCU, whereas, Teacher 1 and 2 exhibited more gradual downward trends in their decrease of classroom disruptions. Teacher 3 remained relatively flat with no increase or decrease in praise following the CCU.
Figure 6: Rate of Classroom Disruptions
Aggressive Behavior

Results showed that all five classrooms had a reduction in aggressive behaviors displayed by students. Figure 7 shows the rate of student aggressive behavior for each of the five classrooms. Teacher One reported having concerns about aggressive behavior and the physical safety of students in her classroom and had the highest rate of student aggression at baseline. The classroom had a mean rate of 0.11 aggressive behaviors per minute at baseline, which was reduced to a mean rate of 0.02 aggressive acts per minute during the CCU. Teacher Two also had a reduction in aggression in her classroom from a mean rate of 0.04 aggressive behaviors per minute to 0.01 aggressive behaviors per minute during the CCU. Results indicate that Teacher Three had a decrease in aggressive behavior from a mean rate of 0.04 aggressive behaviors per minute to 0 aggressive behaviors per minute during the CCU. Teacher Four had the second highest rate of aggressive behavior at baseline with a mean rate of 0.06 aggressive behaviors per minute, however she also had one of the largest reductions in aggressive behavior with a mean rate of 0 aggressive behaviors per minute during the CCU. Teacher Five had the lowest mean rate of aggressive behavior at baseline with 0.01 aggressive behaviors per minute and results showed a minor reduction in aggressive behavior to 0 per minute during the CCU.
Figure 7: Rate of Student Aggressive Behavior

Percent of Student Behavior Change

Table 7 displays the results of the percent change of student behavior to determine the effectiveness of the CCU on student disruptions and aggression in the classroom. The percent change was calculated by subtracting the CCU mean rate for each student behavior from the baseline mean rate of the behavior and then dividing by the baseline mean rate and multiplying by 100. Percentage change results with a ‘+’ denote an increase in the specified behavior while a ‘−’ represents a decrease in the behavior.
Table 7: Percent of Student Behavior Change

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Disruptions</th>
<th>Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>1</td>
<td>Rate</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-47.34</td>
</tr>
<tr>
<td>2</td>
<td>Rate</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-53.04</td>
</tr>
<tr>
<td>3</td>
<td>Rate</td>
<td>0.76</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-13.16</td>
</tr>
<tr>
<td>4</td>
<td>Rate</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-84.85</td>
</tr>
<tr>
<td>5</td>
<td>Rate</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td>% change</td>
<td>-36.54</td>
</tr>
</tbody>
</table>

**Teacher Overall Praise Statements and Classroom Disruptions**

Figure 8 shows the results for teacher rates of overall praise and classroom disruptions. Prior to starting the CCU, all five classrooms had higher levels of classroom disruptions than overall teacher praise. Teacher One maintained a higher rate of classroom disruptions and low praise immediately after the CCU intervention began. However, after the first 7 days of intervention there is a decrease in classroom disruptions that is maintained throughout the study. For Teacher One overall praise rates remained consistently low throughout the intervention phase.

Teacher Two, Four and Five show an increase in overall praise and reduction in classroom disruptions after CCU implementation. Teacher Two gradually increased her rate of praise, which was one of her primary goals, and within two days after beginning the CCU there is a shift of increased overall teacher praise and reduced classroom disruptions.
disruptions which is maintained throughout the study. Teacher Four requested not to have data collected immediately after her CCU feedback session due to wanting some time to process the feedback and feeling uncomfortable having an observer in the room immediately following the feedback session. Additionally, data could not be collected for the following two days due to schedule changes. However, three days after beginning the CCU Teacher Four increased her overall praise rate and reduced classroom disruptions for the remainder of the study. Similarly, Teacher Five increased her rate of overall praise immediately following the CCU feedback session on Day 38 and maintained a higher rate of overall praise throughout the end of the study. For Teacher Five classroom disruptions decreased two days after beginning the CCU and remained at a lower level for the remainder of the study.

Teacher Three had the most variable data and was the most inconsistent with her implementation of the classroom management strategies. Her rate of overall praise initially increased after the CCU feedback session, however this higher rate of overall praise was not maintained throughout the study. It is noteworthy that on the days that Teacher Three had the highest rate of overall praise there are also lower rates of classroom disruptions. Ten days after beginning the CCU, Teacher Three showed lower rates of overall praise and increased rates of classroom disruptions.
Figure 8: Rate of Teacher Overall Praise and Classroom Disruptions
Teacher/Classroom Measures

Classroom Ecology Checklist

Prior to starting the CCU intervention each classroom teacher and the consultant completed the Classroom Ecology Checklist, a 24 item questionnaire that assessed their perspective on the following classroom practices: 1) Classroom Structure, 2) Behavioral Expectations, 3) Instructional Management, 4) Interacting Positively, 5) Responding to Appropriate Behavior, and 6) Responding to Inappropriate Behavior. Teacher responses are listed below in Table 8.

Table 8: Classroom Ecology Checklist Teacher Responses

<table>
<thead>
<tr>
<th>Classroom Structure</th>
<th>Teacher 1</th>
<th>Teacher 2</th>
<th>Teacher 3</th>
<th>Teacher 4</th>
<th>Teacher 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic patterns clearly defined, allow for movement without disrupting others</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat</td>
</tr>
<tr>
<td>Desks and furniture arranged so all students can be seen/easy access to all areas of classroom</td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat</td>
<td>Yes</td>
<td>Somewhat</td>
</tr>
<tr>
<td>Classroom materials clearly labeled, easily accessible and organized</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>System to turn-in completed work and retrieve graded materials</td>
<td>Yes</td>
<td>Somewhat</td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat</td>
</tr>
<tr>
<td><strong>Routines and expectations clearly defined, stated positively, and visible</strong></td>
<td>Yes</td>
<td>Somewhat</td>
<td>Yes</td>
<td>Somewhat</td>
<td>Somewhat</td>
</tr>
<tr>
<td>Directly teach and practice classroom routines/expectations regularly</td>
<td>Yes</td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>No</td>
</tr>
<tr>
<td>Use an attention getting signal that is directly taught, practiced and positively reinforced</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transitions are smooth without interruption of behavior problems</td>
<td>No</td>
<td>Somewhat</td>
<td>No</td>
<td>Somewhat</td>
<td>Somewhat</td>
</tr>
<tr>
<td><strong>Instructional Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain attention of all students at beginning of lesson or transition</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Class time allocated to academic instruction</td>
<td>50-69%</td>
<td>70% or more</td>
<td>50-69%</td>
<td>70% or more</td>
<td>70% or more</td>
</tr>
<tr>
<td>Percentage of students engaged during classroom instruction</td>
<td>61-89%</td>
<td>90% or more</td>
<td>61-89%</td>
<td>90% or more</td>
<td>61-89%</td>
</tr>
<tr>
<td>Provide optimal number of opportunities to respond (4-6 per minute for new material; 9-12 per minute for drill and practice)</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Solicit both group and individual responses to questions</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Percentage of time students answer teacher questions correctly</strong></td>
<td>61-84%</td>
<td>85% or more</td>
<td>61-84%</td>
<td>85% or more</td>
<td>85% or more</td>
</tr>
<tr>
<td><strong>Use effective error correction (rather than saying “no” or “wrong”)</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Interacting Positively</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide noncontingent attention to every student</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Positive to negative ratio to acknowledge expected student behaviors versus misbehaviors</strong></td>
<td>Less than 2:1</td>
<td>Less than 2:1</td>
<td>Less than 3:1</td>
<td>Less than 2:1</td>
<td>Less than 3:1</td>
</tr>
<tr>
<td><strong>Responding to Appropriate Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>System for documenting and rewarding appropriate student behavior</strong></td>
<td>Somewhat/Informally</td>
<td>Somewhat/Informally</td>
<td>Yes</td>
<td>Somewhat/Informally</td>
<td>Somewhat/Informally</td>
</tr>
<tr>
<td><strong>Use behavior-specific praise to encourage appropriate behavior</strong></td>
<td>Most of time</td>
<td>Sometimes</td>
<td>Most of time</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Responding to Inappropriate Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of problem behaviors and disruptions generally minimal</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat</td>
<td>No</td>
<td>Somewhat</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>----------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>Use a continuum of consequences (ignore, praising others, proximity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation system for managing specific behavioral violations</td>
<td>Somewhat/ informally</td>
<td>Somewhat/ informally</td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat/ Informally</td>
</tr>
<tr>
<td>Consistent when reprimanding/ correcting misbehavior</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>No</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Calm, clear, brief reprimands for misbehavior</td>
<td>Sometimes</td>
<td>Yes</td>
<td>Sometimes</td>
<td>Yes</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

Overall, two of the five teachers reported that transitions were not smooth without the interruption of behavior problems and the other three teachers reported that they were ‘somewhat’ smooth. Similarly, three of the teachers reported that the number of problem behaviors and disruptions in their classroom were not minimal while the other two teachers stated that they were ‘sometimes’ minimal. Three of the teachers reported that only ‘sometimes’ they provided calm, clear, and brief reprimands to students for misbehavior. Regarding the ratio of positive to negative statements provided to students to acknowledge positive behavior versus inappropriate student behavior, two teachers reported a ratio of less than 3 to 1 while the remaining three teachers reported a ratio of less than 2 to 1. Four of the five teachers stated that they ‘somewhat/informally’ had a system for documenting and rewarding appropriate behavior. Lastly, two of the teachers stated that 90% or more of students were engaged during classroom instruction while three teachers reported that 61-89% were engaged during instruction. Many of the goals
chosen by teachers were connected to reducing classroom disruptions, providing effective reprimands, increasing attention provided to positive student behavior, developing a system to reward positive student behavior, and increasing student engagement during instruction.

**Social Validity/Acceptability/Feasibility**

At the end of the study each teacher completed 11 questions regarding the importance, helpfulness and effectiveness of the consultation process and materials. Four of the five teachers reported that they felt the classroom management materials and strategies were very important, and one teacher believed they were fairly important. Three teachers reported that the materials were very helpful in increasing their knowledge of classroom management strategies and two teachers rated them as fairly helpful. Regarding how helpful the materials were in increasing their knowledge about developing relationships with students, one teacher found them very helpful, two teachers found them fairly helpful and two teachers found them somewhat helpful. Four of the five teachers found the materials and suggested strategies very helpful in helping increase skills and competence responding to student problem behavior in the classroom, the remaining teacher rated the materials and strategies as fairly helpful in this area. All five teachers reported that the consultation process and materials addressed all of their questions and concerns about classroom management. Four of the five teachers stated that they had a very positive reaction to the consultation process and materials and found the consultation process to be very effective, the fifth teacher had a fairly positive reaction to the consultation process and materials and believed the consultation process was fairly effective. Four of the five teachers believed the consultation process was not
intrusive and that the time, resources, and effort required to participate in the consultation process was very reasonable, the remaining teacher felt that the consultation process was somewhat intrusive and that the time, resources, and effort required to participate in was mostly reasonable.

Participating teachers were asked to write what they liked best about the consultation process and materials. Listed below are the five teachers’ responses.

1. “I appreciated the opportunity to have a safe ‘sounding board,’ honest and supportive feedback.” (Teacher 1)

2. “I really enjoyed having another set of eyes in the classroom who could see things that I couldn’t see. I also liked that the information was based on data and numbers and not solely on opinion. I really enjoyed working with Dana!” (Teacher 2)

3. “Being able to discuss what is happening in my room and then finding ways to ‘fix’ the problematic areas.” (Teacher 3)

4. “I enjoyed the enthusiasm and support I received from the consultants because I believe people are motivated by the energy of others!! 😊 I also appreciated having data driven feedback that was based on me and the personalized strategies to respond to problematic issues.” (Teacher 4)

5. “Dana was very positive and had great ideas to share.” (Teacher 5)

Additionally, each teacher was asked to write what they liked least about the consultation process and materials. Listed below are the five teachers responses.
1. “Though necessary I found it a bit uncomfortable having someone in my classroom daily, especially if things weren’t going as smooth as I had hoped.” (Teacher 1)

2. “Because I felt confident I didn’t utilize the materials I would have liked to see more of them possibly for future reference.” (Teacher 2)

3. “Nothing 😊” (Teacher 3)

4. “Gathering data was somewhat stressful to me on random days when I felt unprepared or tired.” (Teacher 4)

5. “I don’t feel I had enough time to implement ideas.” (Teacher 5)

Teacher Self-Efficacy

At the end of the study each teacher completed a 24 item questionnaire on their self-efficacy and confidence with classroom management. Three teachers slightly disagreed that they have enough training to deal with almost any learning problem while one teacher strongly agreed and the fifth teacher moderately agreed with this statement. Three teachers slightly agree that when they really try they can get through to most difficult students, however one teacher moderately agreed and the remaining teacher strongly agreed with this statement. The five teachers varied in their responses to the statement that if students aren’t disciplined at home they aren’t likely to accept any discipline, one teacher strongly agreed, one slightly agreed, one slightly disagreed, one moderately disagreed, and one strongly disagreed. Three of the five teachers reported that they moderately agreed that when the grades of their students improve it is usually because they found more effective teaching approaches, however one teacher strongly agreed and another teacher slightly agreed with this statement. Four of the five teachers
slightly agreed that if a student in their class becomes disruptive and noisy, they felt assured that they know some techniques to quickly redirect the student, one teacher strongly agreed with this statement. Responses varied on the item stating that their teacher training program and experience gave them the necessary skills to be an effective teacher (one teacher strongly agreed, one teacher moderately agreed, one teacher slightly agreed, one teacher slightly disagreed, and one teacher moderately disagreed). Two teachers reported being confident in managing current behavior problems in the classroom, while two teachers were somewhat confident and one teacher was somewhat unconfident. Regarding confidence in their ability to manage future behavior problems in the classroom, two teachers were somewhat confident, two teachers were confident and one teacher was very confident in their ability.

**Teacher/Consultant Alliance Scale**

At the end of the study each teacher completed a 10 item questionnaire on the quality of the teacher-consultant relationship from the teacher’s perspective. Four of the five teachers reported that they often agreed with the consultant on what the most important goals for intervention were, while one teacher felt that they always agreed. Three of the five teachers stated that they often felt confident in the consultant’s ability to help the situation, while two teachers always felt confident in the consultant’s ability to help the situation. All five teachers reported that the consultant always communicated effectively, that the teacher and consultant trusted one another, that the consultant was approachable and that overall the consultant has shown a sincere desire to understand and improve the situation. Three of the five teachers always felt satisfied with the utility and practicality of the suggestions and ideas provided by the consultant, while the other two
teachers often felt satisfied. Four of the five teachers reported *always* for the following items, 1) Consultant and I are worked together collaboratively to improve the situation, 2) Consultant followed through with commitments and responsibilities, and 3) Time spent working with the consultant was effective and productive. The fifth teacher rated these three items as *often* representing their experience with the consultant.
CHAPTER V: DISCUSSION

The purpose of this study was to explore the research and best practices in classroom management, and develop a set of modules in effective classroom management. Since coaches and consultants are often outside experts or off-site coaches coming into schools to provide support to classroom teachers, one goal of this project was to create materials with detailed instructions that would be simple for an on-site school staff member (e.g. instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) to use with classroom teachers. The developed modules were aligned with the CCU assessment and feedback process and administered to teachers using the CCU Consultation Model.

This chapter will focus first on providing a summary of the findings from the study, and then discuss the limitations of this project. Additionally, implications for school psychology and directions for future research will be discussed.

Summary of Findings

Changes in Teacher Behavior

Overall, results indicated that following implementation of the CCU teachers were observed to increase or improve their use of effective classroom management practices. These findings provide some promise to the CCU as an effective consultation model that can be delivered in conjunction with intervention modules focused on supporting teachers in evidence-based practices.

First, we hypothesized that teachers would display increased rates of overall praise, precorrection, opportunities to respond, increased percentage of time teaching and reduced rates of reprimands following receipt of the CCU in comparison to baseline
levels. Findings indicated that all five classroom teachers increased overall praise rates, while four of the five teachers increased rates of precorrection and percentage of time teaching, and reduced rates of reprimands. Additionally, two of the five participating teachers increased rates of opportunities to respond.

During the CCU, all five teachers increased their rate of overall praise statements. At baseline, Teacher Three and Five displayed the lowest mean rate of overall praise statements. During implementation of the CCU, Teacher Two and Four had the largest increases in overall praise statements while Teacher Three and Five also showed increases in overall praise statements. However, Teacher One had a very minimal increase in overall praise statements. Increasing teacher use of contingent praise is important because numerous studies have shown that the increased use of teacher praise results in decreased student problem behavior (Lampi et al., 2005; Mesa et al., 2005; Reinke et al., 2008). Therefore, one of the primary goals of the consultants were to work with teachers to improve their ratio of positive to negative statements provided to students. Four of the five teachers increased their rate of general praise statements during the CCU. During baseline, Teacher Three and Five displayed the lowest mean rate of general praise statements. During the CCU, Teacher Two had the largest increase in her mean rate of providing general praise statements to students with Teacher Three, Four and Five also showing increased mean rates of general praise statements. Teacher One had a decrease in her mean rate of general praise statements during the CCU.

Similar to prior studies (Reinke et al., 2013; Sutherland et al., 2000) the current study found that teachers used behavior specific praise sparingly at baseline. Following implementation of the CCU, all five teachers increased their mean rate of specific praise
statements provided to students during the CCU. During baseline, Teacher One, Three and Five had the lowest mean rate of specific praise statements. During the CCU, Teacher Two and Four exhibited the largest increase in specific praise mean rates and Teacher One had the smallest increase in mean rate of specific praise statements. These findings are particularly important given that research has consistently shown improvements in students’ academic skills and behavior (Sutherland et al., 2000), as well as improved student-teacher relationships (Hall et al., 1968; Madsen et al., 1968) when classroom teachers increase their rate of specific and contingent praise.

While none of the teachers chose reducing reprimands as a goal in this study, four of the five teachers exhibited a decrease in mean rates of reprimands and harsh reprimands per minute. This finding is interesting because reductions in reprimands for disruptive behavior may also reduce the likelihood of coercive interactions between teachers and students (Hester et al., 2009).

In this study, Teacher Five had the lowest percentage of time spent teaching during baseline and this was one of the intervention goals for her classroom. During the CCU, Teacher Five had the largest increase in percentage of time spent teaching. Teacher One had the second largest increase in percentage of time spent teaching. Teacher Three and Four also showed increases in the percentage of time spent teaching, however they had a high percent of time spent teaching at baseline so they had less opportunity for improvement. Teacher Two had a high percentage of time spent teaching at baseline that was maintained during CCU implementation. Prior research has also shown that when teachers provide effective instruction and increase opportunities for students to respond
during instruction it results in improved social and academic achievement (Stichter et al., 2009), including improved reading (Carnine, 1976) and math scores (Skinner et al., 1997).

The five participating teachers had different rates of behavior change. Teacher One worked collaboratively with the consultant to develop and teach behavioral expectations. However, despite modeling and co-teaching from the consultant Teacher One was reluctant to use praise with students and often was not consistent with giving her attention to positive student behavior and ignoring negative student behavior. Often Teacher One would engage in power struggles with students, however overall classroom disruptions were reduced after implementation of the CCU. Teacher Two, Teacher Four and Teacher Five reported that the feedback session using personal data from their classroom was helpful in changing their behavior. All three teachers increased overall rates of praise and reduced classroom disruptions after implementation of the CCU. Lastly, Teacher Three’s data was variable after the CCU and she was inconsistent in her implementation of the chosen classroom management practices. Often she increased her rates of praise when the consultant was in the classroom which resulted in decreased classroom disruptions, however when the consultant was not in the classroom she would regress back to providing more reprimands and less praise which resulted in increased classroom disruptions.

The second research questions hypothesized that teachers would receive higher rating on their use of effective classroom practices following implementation of the CCU in their classrooms. Observers rated teachers on their use of practices on the Overall Rating Form following each classroom observation. Findings indicated that that all five of the participating classroom teachers showed increases in mean rates of active
supervision, following the schedule, contingent reinforcement, variety of reinforcement, overall positive climate, and overall rating based on independent observer’s global ratings of classroom management practices conducted during each daily observation. Three teachers showed improvement in mean rates for reviewing academic and social/behavioral expectations and two teachers showed increased mean rates for smooth transitions and one teacher showed improved mean rates for use of an attention signal. Interestingly, the CCU intervention was not necessarily focused on these global dimensions of classroom management. For instance, the interventions selected by the teachers to work on collaboratively with the CCU consultant were focusing more attention on positive student behavior and less attention on negative behavior, teaching clear behavioral expectations, effective reprimands, providing a variety of ways to reward students for appropriate behavior, increase pace of instruction and reduce classroom disruptions. The fact that teachers demonstrated change on these global indicators is important because teachers were able to create overall change at the classroom level by improving their implementation of effective classroom management practices.

Changes in Student Behavior

In addition to changes in teacher practices, we hypothesized that student disruptive and aggressive behavior would decrease following implementation of the CCU. At the beginning of this study Teacher One, Two, Three and Four reported that disruptive student behavior was a major concern. The large amount of disruptions greatly interfered with their ability to provide effective instruction. While all five teachers displayed a decrease in mean rates of classroom disruptions, Teacher One and Two had the largest mean rate of classroom disruptions during baseline and results showed that
during the CCU they had the largest decrease in mean rates of classroom disruptions. Teacher Three was inconsistent in her implementation of classroom management practices such as providing good behavior tickets to students displaying positive behavior, ignoring negative behavior, and providing effective reprimands and as a result there was not a clear pattern of reductions in classroom disruptions. Teacher Two, Four and Five were consistent with implementation of effective classroom management practices such as increasing behavior specific praise, and showed reductions in classroom disruptions immediately following implementation of the CCU.

Another major concern for classroom teachers is aggressive student behavior. In the current study, aggressive behavior was a serious concern for Teacher One and she reported that she was worried about the physical safety of the students in her classroom. While all five teachers reduced their mean rate of aggression during the CCU, Teacher One had the highest mean rate of aggressive behavior at baseline and results for this classroom indicated one of the largest overall decreases in mean rates of aggressive behavior. Teacher Four had the second highest mean rate of aggressive behavior during baseline and also had the second largest decrease in mean rate of aggressive behavior. Finding ways to help teachers reduce the levels of aggressive behavior displayed in their classroom is imperative given research showing that poorly managed classrooms can put students at risk for future behavior problems later in life (Kellam et al., 1998).

**Social Validity**

To determine teachers perceptions of the CCU and intervention modules, at the end of this study teachers were asked to complete a social validity measure to determine if the developed modules and consultation process were important, helpful, and feasible.
Four of the five participating teachers reported that they believed the classroom management materials and strategies were very important. Three teachers reported that the materials were very helpful in increasing their knowledge of classroom management strategies. Similarly, four of the five teachers found the materials and suggested strategies very helpful in helping increase skills and competence responding to student problem behavior in the classroom. All five teachers reported that the consultation process and materials addressed all of their questions and concerns about classroom management and four of the five teachers stated that they had a very positive reaction to the consultation process and materials and found the consultation process to be very effective. Lastly, four of the five teachers believed that the consultation process was not intrusive and that the time, resources, and effort required to participate in the consultation process was very reasonable. Since teachers in the current study liked the CCU consultation process and materials it increased the likelihood that they would engage in the consultation and be motivated to work collaboratively with the consultant to improve their implementation of evidence-based classroom management practices. Future research should determine ways to improve the consultation process by making it positive for teachers and not intrusive.

Teachers were also asked about their relationship with the consultant. All five teachers reported that the consultant ‘always’ communicated effectively, that the teacher and consultant trusted one another, the consultant was approachable, and that overall the consultant showed a sincere desire to understand and improve the situation. Teachers reported that they appreciated the honest feedback that was based on data from their classroom. Overall, they found the consultation process to be positive and supportive. The teachers enjoyed having another person to share ideas and problem-solve challenges
in the classroom. This is important because research has shown that a positive teacher-coach alliance is linked with teacher’s increased treatment implementation (Wehby, Maggin, Moore Partin, & Robertson, 2012).

Additionally, at post assessment teacher were asked about their levels of overall efficacy and confidence in classroom management. The five teachers’ responses varied. For example, three teachers slightly agreed that when they really try they can get through to the most difficult students while one teacher moderately agreed and one teacher strongly agreed with this statement. Three of the five teachers reported that they moderately agreed that when the grades of their students improve it is usually because they found more effective teaching approaches, however one teacher strongly agreed and one teacher slightly agreed with this statement. Four of the five teachers slightly agreed that if a student in their class becomes disruptive and noisy, they felt assured that they know some techniques to quickly redirect the student, one teacher strongly agreed with this statement. Regarding teacher confidence with classroom management, two of the five teachers reported being confident in managing current behavior problems in their classroom, while two teachers were somewhat confident and one teacher was somewhat unconfident. Regarding confidence in their ability to manage future behavior problems in the classroom, two teachers were somewhat confident, two teachers were confident and one teacher was very confident in her ability.

**Limitations**

While the results from this project are promising, there are several limitations that should be noted. One limitation is the small sample size of five teachers, which limits the generalizability of the findings. Additionally, this study was conducted in one elementary
school in a small Mid-West city. Therefore, without further research it cannot be assumed that the same results would be found for middle and high school teachers and students in other geographical regions. Second, while the teachers varied in age and years of teaching experience, all five teachers were Caucasian females. The ethnic and racial diversity of the teacher participants was limited and did not contain any male participants. Therefore, future studies should be conducted with teachers from diverse populations including male teachers, teachers working in urban schools, and middle and high school teachers.

Third, the teachers were not randomly chosen to participate in this study. Teachers were identified by their school administrator as teachers that had difficulty with classroom and behavior management and struggled with high rates of student disruptive behavior. However, the identified teachers were also chosen by the school administrator for their perceived willingness to participate in this study and being more open to the consultation process. Therefore, it is possible that teachers who may have been more resistant to change and/or less interested in implementing new strategies in their classroom may have been excluded from the school administrator’s selection process for this study. Future research should include teachers with varying levels of interest and motivation to change the climate of their classroom.

A fourth limitation is that the CCU consultation started later in the school year (mid-March) due to challenges with recruiting and training a team of data collectors that were consistently reliable prior to collecting baseline data. Due to starting the project later in the school year, there were gaps in data collection for Spring Break and state testing. There were also numerous disruptions in the classroom schedules and routines for
school events and end-of-the-year activities (e.g. assemblies, movies) which made it challenging to consistently collect data at the same time of day during the same subject/activity. It is recommended that future studies start earlier in the school year or optimally at the beginning of the year to help teachers set goals, teach routines and expectations, and develop positive reward systems to prevent classroom disruptions.

Fifth, after the CCU feedback session the first teacher did not show immediate improvements in praise statements, which delayed beginning the CCU with the second classroom teacher. It was determined to move forward with the second teacher to be sure all teachers would receive the intervention before the end of the school year. This resulted in Teacher Four and Teacher Five not having as much time to implement the strategies collaboratively developed in the CCU Action Plan. As stated earlier, it would have been beneficial to start the CCU consultation process earlier in the school year to allow more time for Teacher Four and Five to implement strategies in their classroom and receive ongoing support and consultation.

Lastly, one of the limitations in replicating this research is that the consultant received ongoing training and supervision from the developer of the CCU and a certified trainer in Motivational Interviewing. Additionally, the consultant was a graduate student trained in evidence-based interventions with previous coaching experience. Natural implementers (e.g., instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) in schools may not have access to the training and resources provided in this study and/or may not have the skills necessary to effectively consult with teachers. Similarly, this was the consultant’s dissertation project and it may be challenging for natural implementers to have a similar amount of time to dedicate to the
consultation process. Future studies should pilot the CCU modules to determine if similar results are found using on-site school staff members (e.g., instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) as consultants.

One of the strengths of this study is the daily observation data collected by independent observers to determine differences in teacher and student behavior. However, inter-observer reliability was only conducted for the BCIO-R direct observation and not the ORF global ratings. Therefore, it is not clear if the ORF data were reliable. Yet, these global ratings provide indication of classroom practices over time. Future research should include reliability across time on this measure.

Strengths of CCU Consultation

A recent review of the coaching and consultation literature found that there is limited information on how often consultants provide support to teachers to increase implementation of evidence-based practices and exactly what they are doing in their interactions and meetings with teachers (Stormont, Reinke, Newcomer, Darney, & Lewis, 2013). The CCU and the modules developed in this study may advance the consultation field and fill a gap in the literature by providing natural implementers in schools with a detailed and practical guide for how to navigate the consultation process with teachers.

The consultant in this study utilized many strategies to engage teachers in the consultation process and increase the likelihood that teachers could successfully implement the evidence-based strategies in their classroom. First, the consultant spent time developing rapport and a positive working relationship with each teacher to build trust and help the teacher feel comfortable with the consultation process. For example, the consultant would ask questions about the teacher’s personal photographs on their
desk, follow-up on how their child’s play went the night prior, ask about their
grandchildren, or ask about their Master’s degree work. Other examples include attending
school events and letting a teacher borrow a lamp for the class’ pet turtle aquarium to
reduce the stress of not having the resources at school. A positive relationship was
helpful to reduce the teacher’s anxiety of having data collectors in their classroom daily
and was necessary to deliver difficult feedback to the teacher on their classroom
management.

One benefit of the CCU is that the consultant helps the teacher prioritize the
changes they want to make in their classroom. This includes assisting teachers’ in
“chunking” goals into smaller steps and identifying the evidence-based practices that will
give the teacher the “biggest bang for the buck.” For example, the majority of the
teachers in this study wanted to be more positive in their interactions with students. The
consultant worked with each teacher on increasing Behavior Specific Praise and Catching
Students Being Good while ignoring minor negative behavior. Research consistently
shows that when teachers increase praise it decreases student problem behavior in the
classroom (Lampi et al., 2005; Mesa et al., 2005; Reinke et al., 2008).

Another benefit of the CCU is that it utilizes Motivational Interviewing (MI)
techniques. MI allows the consultant to use a client centered approach and can be used to
remind the teacher that they chose the goals for their classroom based on their core
values. Furthermore, core MI principles such as respecting a client’s autonomy, skill
level and resources, and rolling with the resistance were effective techniques in creating
teacher behavior change.
Moreover, consultation was a way to interrupt the negative cycle in many of the identified classrooms. Teachers reported that they felt lonely, over-whelmed, “burned-out” and frustrated by the lack of training and support from administration. This is consistent with research in which teachers report that the stress of increased demands including accountability for student’s academic achievement, managing student behavior, and promoting student’s social-emotional development often lead to emotional exhaustion and burnout for teachers (Brouwers & Tomic, 2000; Burke et al., 1996). In the current study, teachers stated that they had never received specific feedback on their classroom management skills as they did with the CCU. Several teachers mentioned that administration had not visited their classroom or conducted any classroom observations all year. The participating teachers liked that the CCU process was based on data from their classroom and felt the consultation was supportive and positive.

**Implications for School Psychologists**

Overall, the findings from this study are encouraging for teachers, school psychologists and school administrators. The CCU consultation process resulted in positive changes in teacher and student behavior. School psychologists can utilize the CCU Consultation model and developed modules to provide classroom level consultation to teachers. Spending more time consulting at the classroom level to support teachers increase their use of universal evidence-based classroom practices will likely lead to lower referrals for special education. Further, following implementation of the CCU students in need of additional support can easily be identified. For example, when a teacher is effectively using universal practices in the classrooms those students that are not responding may need more individualized supports. Similarly, school administrators
would benefit by having more safe and positive classroom environments resulting in an improved overall school climate.

**Future Directions**

The results from this study contribute to the literature on school-based coaching and consultation. While the findings are preliminary, the results are promising and lay the groundwork for additional research in this important area. Recommendations for future research include using the CCU and developed modules with a larger sample that includes different populations of teachers, including male teachers, teachers from diverse backgrounds, middle and high school teachers, and inner city schools to determine if similar results are found. In addition, further refinement of the CCU modules is recommended across a variety of school and classroom contexts.

Since there is limited information on how often consultants provide support to teachers increase implementation of evidence-based practices (Stormont et al., 2013) it will be important for future studies to continue to document how often consultants meet with teachers each week. Moreover, future studies could focus on determining how many coaching visits per week are necessary to provide effective support to the teacher while maximizing the efficiency of the coach’s time and resources. For example, do teachers benefit from daily visits or is it possible to have the same outcomes with two weekly visits? It will also be important to determine if all visits need to be in-person or if the same results can be obtained from encouraging emails, reminder notes, and text messages.

In this study, the consultant conducted typical coaching activities such as having meetings before and after school, modeling new skills, co-teaching lessons, conducting
classroom observations and providing feedback to the teacher, and stopping by the classroom to check-in on the teacher’s progress. However the consultant would also leave chocolate or cookies for the teacher, send encouraging emails, and leave praise notes in their mailbox. Future research should focus on which activities teachers find most helpful in increasing their implementation of evidence-based practices in the classroom. Also, understanding those activities such as rapport building and reinforcing teacher behaviors with verbal or tangible reinforcers, as well as how and if they lead to increased teacher engagement of practices would be an interesting line of future research.

A major contribution of this study was the development of modules on best practices in classroom management. While previous research has found that by increasing rates of teacher praise student disruptions are reduced (Reinke et al., 2007; Reinke et al., 2008), it is important to determine which module topics are most effective at improving teacher and student behavior in the classroom. For example, if teachers only need to increase praise to reduce disruptions then the other modules may not be necessary. However, future research could determine which module topics are most effective and if there is a particular order to complete the modules. In this study the consultant helped the teacher prioritize their goals to give them the “biggest bang for their buck” so the teacher could experience quick small successes and improve their self-efficacy in implementing the evidence-based practices. It would be helpful for future research to identify the most effective topics to help guide future consultants.

One of the goals of this study was to develop a set of modules that could easily be used by natural implementers within schools with little training. Future research could determine if natural implementers are effective at using the modules without training and
supervision when compared to consultants who receive ongoing training and supervision. Currently there is a lack of research on best practices for the training and supervision of consultants.

**Conclusion**

In summary, this study contributes to the field of coaching and consultation by developing a set of modules based on research and evidence-based practices in classroom management. Moreover, the modules were vetted by nine experts in the field of coaching and consultation and the obtained feedback from the expert panel as well as the five participating teachers and consultant in this study was used to further advance the quality of the modules. 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.
References


APPENDIX A

BCIO-R Codes
Teacher Behaviors

Opportunities to respond. An opportunity to respond (OTR) is defined as an instructional prompt that requires immediate academic response to the teacher. OTRs include statements, gestures, or visual cues.

Examples:

- “Wendy, what is 2 + 2?”
- The teacher directing the class “Please write the answer to number five on your white boards and hold them up when you are finished.”
- For OTRs that are choral responses, each discrete response was coded as an OTR. For example, if the teacher were pointing to letters in the alphabet, “A, ‘a’, apple” would count as one OTR and B, ‘b’, bat” would count as another.
- Instances of students reading lines from a play for each time a student read his/her part.

Non-examples:

- Singing.
- Dancing.
- Stretching.
- Spelling tests.
Praise. Praise statements were classified as being general or specific. General praise is defined as a praise statement or gesture which indicates approval and does not name a specific behavior. Specific praise is defined as a verbal statement or gesture which indicates approval and names a specific behavior. Specific and general praise are coded during each observation depending on whether they are directed toward the target student or another student. If praise is directed at the whole class or a small group in which the target student is part, it is coded as praise-other.

Examples:

General praise:

- “Thank you.”
- “Great job.”
- “Correct answer.”
- “Good question.”

Specific praise:

- “Thank you for answering.”
- “Good thinking.”
- “Thank you for sitting quietly.”
- “Aaron has his eyes on me.”
- “I’m looking for line basics. Sarah has line basics, so does Jenny. And Claire does too.” (Coded as three specific praises.)
Reprimands. An explicit reprimand is defined as a verbal comment or gesture made by a teacher to indicate disapproval of behavior; it is concise and in a normal speaking tone. A harsh reprimand is defined as a verbal comments or gesture which indicates disapproval of behavior using a voice louder than typical for setting or harsh, critical or sarcastic tone.

Examples:

Explicit reprimands:

- “Eyes on me please” (when students are not looking at the teacher and should be).
- “Hands to self” (when one student is touching another student).

Harsh reprimands:

- Teacher saying sarcastically “What a surprise, your work isn’t finished.”
- Teacher raises voice to say “Look up here, I am talking”.

Student Behaviors.

Disruption. A disruption was coded when a student displays a behavior which disturbs or has the potential to disturb the class. Disruptions were coded when the disruption was performed by the target student or any other student in the class.

Example:

- When a student would ask a question or make a comment that was unrelated to the subject matter.
BCIO-R Codes

- When student calls out and teacher reprimands. “I have to use the restroom!” followed by “Not now. Use the pass later.”

- A disruption will be coded if the target child was not following teacher directions and the teacher provided proximal praise to a student who was following directions. If the teacher says “I like how Bill raised his hand! Yes, Bill?”, after Ann calls out, a disruption would be coded.

Non-example:

- A ‘call out’ was not coded as a disruption if the teacher ignored it. “I have to use the restroom!” followed by no response from the teacher.

Aggression. An act of aggression was coded when a student was physically or verbally aggressive toward an object, peer or teacher. Since aggression is a form of disruptive behavior, when aggression was coded, disruption was not. Aggression was coded even if there was no teacher reprimand, as often aggressive acts occurred when the teacher was not looking.

Examples:

- Hitting a peer.
- Swearing at a peer.
- Flipping off the teacher.
- Yelling “shut up” at a peer.
- Two students were calling each other names would be coded as two aggressive acts.
APPENDIX B

Overall Rating Form (ORF)
Upon completion of an observation visit, rate the classroom on the following items on a scale from 1 to 5, with 5 being excellent compared to other classrooms you have observed, 3 being average, and 1 being poor. For items you rate below average (1 or 2) write down reasons for the lower rating in the comment section provided. For items you rate above average write your reasons for doing so as well.

Please circle the most appropriate rating for each item using the following scale:

5=excellent; 4=above average; 3=average; 2 below average; 1= poor; NO= Not observed

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Active Supervision</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Use of an Attention Signal</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Followed the Schedule</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Reinforcement was Contingent</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Variety of Reinforcement</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Reviewed Academic Expectations</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Reviewed Social/Behavioral Expectations</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Transitions were Smooth</td>
<td>5 4 3 2 1 NO</td>
<td></td>
</tr>
<tr>
<td>Overall Climate was Positive</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Overall Rating (Average of ratings above)</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:
APPENDIX C

Definitions for Overall Rating Form (ORF)
Definitions for Overall Rating Form

(Alberto & Troutman, 2009; Bos & Vaughn, 2009; Coyne, Kame‘enui, & Carnine, 2011; Depry & Sugai, 2002; Miller, 2009; Stichter et al., 2009; Stormont, Reinke, Herman, & Lembke, in press; Stormont, Smith & Lewis, 2007; Stormont, 2007; Walker, Ramsey, & Gresham, 2004; Webster-Stratton, 1999).

The following definitions provide some context for what an excellent (5), average (3), and a poor (1) would look like in the classroom setting.

Use of Active Supervision
5 = When the teacher has completed instructions for a lesson or activity the teacher moves around the room and answers questions and provides positive or corrective feedback to students. The teacher is always checking and acknowledging student performance (typically within the context of small group and individual work). The teacher is a clear presence through her/his use of proximity and catches students who are struggling before they have a chance to become frustrated. The teacher uses the time moving around interacting with students to provide precorrections, clarify academic expectations and give positive specific praise to children. The teacher NEVERS sits at his/her desk.

3 = The teacher walks around and provides feedback to students. The teacher does not catch students who are struggling before they need help but is responsive to children with raised hands.

1 = Students are working on independent work or in small groups and the teacher is doing something else and not attending to or monitoring student performance/progress in any way. Teacher provides no feedback at all. Students may have their hands raised but the teacher does not see this for quite some time to answer their question. Teacher may be checking email, grading, texting or talking to another adult.

Use of an Attention Signal
5 = Teacher had a clear attention signal or signals that immediately (one second) got all children’s attention. The signal can be a high five or something more novel (like teacher wearing goggles-Webster-Stratton, 1999). The important thing is that it is clear that the attention signal has been taught and children are quick to come to attention.

3 = Teacher used an attention signal that worked fairly well. Children responded after a few seconds and seemed to recognize the attention signal.

1 = Teacher did not have or use an attention signal. Teacher tried to secure attention for more than 10 seconds but never had all the children’s attention before speaking.
Definitions for Overall Rating Form

Followed the Schedule
5 = The teacher clearly had a schedule posted that was referred to as the students worked through their activities. It was very obvious how time was broken down and the students were clearly transitioned from one type of instruction to the next.

3= There appeared to be some structure that wasn’t referred to but was posted in the classroom. The teacher did seem to be following the schedule for the most part and students seemed to understand the schedule.

1 = There seemed to be a complete lack of structure. The teacher didn’t provide any cues to students to shifting from one type of instruction or activity to the next. There was not any sign of a schedule or if the schedule was posted it was not being followed. Transitions were hurried as if there hadn’t ben any time allocated to the activity at hand.

Reinforcement was Contingent
5 = It was very obvious why students received reinforcement. The teacher clearly explained the desired expectations that led to a group or individual reinforcer, which was delivered immediately after the desired academic or social behavior. Academic example “You just spelled all the target no excuse word correctly, good for you.” Social behavior example, “Class you came in and went to your carpet squares without talking, awesome job!” If another form of reinforcement was provided (ticket, jolly rancher, special privilege) it was clear what behavior was being reinforced. An If...Then... statement may have precluded the reinforcement.

3= The teacher delivered some contingent reinforcement. However, other times the teacher delivered a ticket, sticker, or general praise that did not acknowledge the behavior that was being reinforced.

1= Teacher gives very generic general praise statements without connecting them to a target skill. Examples would be when a teacher says “Super Kim” and Kim just kicked someone or is laying down on her carpet square.

Variety of Reinforcement
5= Teacher uses varied ways to acknowledge and reward students’ desired academic and social behavior. For example, giving the class a group reward for working quietly, doing well on a spelling test, etc., may include 5 minutes of free time, game time, five minutes of dance time to a student selected song, or a token for a larger reward like a pizza party at a later time. Individual students also receive behavior specific praise and other forms of positive attention such as thumps up, pats on the back, winks, smiles, and high fives. Students could also receive tickets linked to a store or treasure chest, a “happy graham” to take home (Webster-Stratton, 1999), individual time with teacher, and special treats such as a jolly
Definitions for Overall Rating Form

rancher. Examples of reinforcement categories include edible, tangible, privilege, activity, social (praise, expressions), and generalized (tokens, points). Overall, it is very clear that the teacher has put time and thought into using a variety of reinforcement and different types are observed.

3= There is evidence that there is more than one type of reinforcement but one type seems to be the main one (tickets, praise).

1= There is only one observed form of reinforcement used (even general praise) for individuals or groups.

Reviewed Academic Expectations

5= Teacher makes the academic expectations very clear using the following when appropriate for the specific activity: securing prior knowledge, tying the specific current lesson or activity/tasks with overall big ideas of a unit or lesson, providing clear organizational structure for the lesson or activity including modeling where appropriate or having students model specific steps. If something is not a main focus this is clearly stated. For example, the teacher may say that spelling words correctly is not important or the teacher may say “Remember to spell your no excuse words for the week correctly.” In either case, children know what they are to focus on. Overall, the teacher makes it very clear why the students are learning something and what they need to do to work on the content. If students are not responding correctly within guided practice or independent practice the teacher reteaches the content.

3= In general, students seem to be engaged in the activity at hand and the teacher has provided some connection between what they are doing and previous lessons or an overall unit, main idea, etc.

1= Teacher gives students assignments or leads a lesson but it is not clear at all why the information is being covered, how it fits with the overall curriculum, and what exactly students need to be learning.

Reviewed Social Behavioral Expectations

5= Every time the expectations for children changed, the teacher provided instruction to support children in being successful. For a large group setting, teacher provides instruction/review of social behavioral expectations, clearly stated and specific, at the beginning of the lesson. Then, when the expectations change and perhaps some choral responding are included, the teacher reminds students how to respond, models the response, and asks a student to model the response. Teacher uses behavioral specific praise to acknowledge (and thus, further support) children who are following the expectations. Before a transition the teacher clearly instructs children on what is expected in the transition, perhaps has a student model the
Definitions for Overall Rating Form

behavior, and then reinforces children following the expectations. In small group or individual settings, the teacher reviews at the beginning what the behavioral expectations are and acknowledges children who follow the expectations. The teacher could teach and support expectations with visual reminders posted or at individual desks (e.g., steps for when I get stuck).

3=The teacher provides some statements of desired behavior before problems occur such as “remember to raise your hand” or “body basics please.” There isn’t modeling or specific instruction on the desired behavior.

1=Teacher does not, at any time, review expected behavior BEFORE problems occur. The teacher gives many reprimands, redirections, and beta commands (unclear and not effective).

Transitions were Smooth
5= Teacher prepared children for the transition by providing a prompt that the current activity would be ending in 5 minutes (or 3 minutes) and the behaviors that would be expected with the transition began. The teacher may provide a visual cue to prompt the 3 or 5 minute warning (lights on and off). Then during the transition the same clearly stated expectations are provided and perhaps one child or the teacher models the expectation. A child (perhaps one who has trouble with transitions), may be a transition leader or moves the marker on a schedule.

3=Teacher provided a general prompt that the transition would be occurring but did not provide it several minutes before or provide specific behaviors/expectations for the new setting. When the transition occurred general directions were given such as “Class we are going to centers now.” Some children seemed to struggle during the transition (e.g., off task and didn’t seem to know what to do, where to go, etc.).

1=Transitions are like chaos with many reprimands, commands, and redirections. No attention cue is provided, no transition cue is provided, children are engaged in problem behavior, no clear structure or expectations provided. Transitions take a lot of time and do not have a clear beginning or end.

Overall Climate was Positive
5= Very “warm and fuzzy”/positive classroom.
3= You feel indifferent (not harsh, but not positive classroom environment)
1= You feel scared. Harsh/negative environment.
APPENDIX D

Classroom Ecology Checklist-Revised
Classroom Ecology Checklist

Date: ___________ Classroom #: ___________ Observer #: ___________ Primary or Secondary (circle one)

Please check the box that represents the best answer for each question based on the observation of classroom practices.

<table>
<thead>
<tr>
<th>A. Classroom Structure</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The traffic patterns in the classroom are clearly defined and allow movement without disrupting others.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>2. The desks and furniture in the classroom are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>3. The materials in the classroom are clearly labeled, easily accessible, and organized to minimize clutter.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>4. There is a system in place for students to turn in completed work and to retrieve graded materials.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Behavioral Expectations</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom routines and expectations are clearly defined, stated in the positive, and visible.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>*K-1: Rule and expectations developmentally appropriate (e.g. have visuals, large print)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is easy to figure out the classroom expectations when observing the class.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>3. When the teacher uses an attention-getting signal, over 80% of the students respond within a few seconds.</td>
<td>Never responded or &gt;30 sec</td>
<td>Within 30 seconds</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Transitions between activities occur smoothly without interruption caused by behavior problems.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Instructional Management</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher gains the attention of all students at the beginning of a lesson or transition.</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Based on review of the classroom schedule and observation, it appears that 70% or more of class time is allocated to academic instruction.</td>
<td>Less than 50%</td>
<td>50-69%</td>
<td>70% or more</td>
</tr>
<tr>
<td>3. The students are observed as engaged during classroom instruction, and there is a high rate of engagement.</td>
<td>&lt; 60% are engaged</td>
<td>61-89% are engaged</td>
<td>90% or more are engaged</td>
</tr>
<tr>
<td>4. The teacher provides an appropriate pace with an optimal number of opportunities to respond while adjusting for complex content. (4-6 opportunities per minute for new material, 9-12 per minute for drill and practice)</td>
<td>No</td>
<td>Sometimes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. The teacher solicits both group and individual responses to questions with an effort to provide the majority of students with individual opportunities to respond (not targeting the same students for every question).</td>
<td>No</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
</tbody>
</table>

04/12/11
### Classroom Ecology Checklist

<table>
<thead>
<tr>
<th>6. The students generally answer questions with a high rate of accuracy during teacher-led instruction.</th>
<th>Less than 60%</th>
<th>61-84%</th>
<th>85% or more</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The teacher uses effective error corrections such as telling, showing, or demonstrating the correct answer rather than saying &quot;no&quot; or &quot;wrong.&quot;</td>
<td>No</td>
<td>Sometimes</td>
<td>Yes</td>
<td>Not observed</td>
</tr>
</tbody>
</table>

#### D. Interacting Positively

| 1. The teacher provides noncontingent attention to every student in the classroom (e.g., greeting them at the door, taking an interest in what they do outside of school). | Not observed | Sometimes | Yes |
| 2. The teacher acknowledges expected student behaviors more frequently than misbehaviors (3:1 positive to negative ratio). | Less than 2:1 | Between 2:1 and 3:1 | 3:1 or higher |

#### E. Responding to Appropriate Behavior

| 1. There is a system for documenting and rewarding appropriate student behavior (classwide and individual students). | No | Somewhat/Informally | Yes | Not observed |
| 2. The teacher uses behavior-specific/descriptive praise to encourage appropriate behavior. | No | Sometimes | Most of the time |

#### F. Responding to Inappropriate Behavior

| 1. The number of problem behaviors/disruptions in the classroom is generally minimal. | No | Sometimes | Yes |
| 2. The teacher uses a continuum of consequences to discourage rule violations (e.g., ignore, praising others, proximity, explicit reprimand). | No | Somewhat | Yes |
| 3. There is a documentation system for managing specific behavioral violations. | No | Somewhat/Informally | Yes | Not observed |
| 4. The teacher is consistent when reprimanding/correcting misbehavior. | No | Sometimes | Yes |
| 5. The teacher is calm, clear, and brief when providing reprimands/corrections. | No | Sometimes | Yes |

#### G. Persistence Coaching

| 1. The teacher used descriptive commenting about student interactions involving academic skills (thinking hard, planning, numbers, shapes, letters). | Not observed | Once | More than One time |
| 2. The teacher used descriptive commenting about student interactions of friendship skills (helping, waiting, sharing, taking turns, being friendly, asking for help). | Not observed | Once | More than One time |
| 3. The teacher used descriptive commenting about student interactions which include feelings (looking calm, staying patient, appearing pleased or proud). | Not observed | Once | More than One time |

04/12/11
APPENDIX E

CCU Teacher Interview
CCU Teacher Interview

Teacher:_________ Date:_________________ Interviewer:______________

I. Preparation Dialogue with Teacher

“I wanted to take just a bit of your time to ask you a few questions that will allow me to get to know you better and provide me with an idea about your classroom management style. Additionally, I plan to ask you some questions about your past consultation experiences, if any, and provide you with an opportunity to share any classroom difficulties in which you would like support.”

II. Teacher Experience

1. How long have you been a teacher? Have you always taught this grade level?

2. What do you think it was that made you want to become a teacher?

3. What is the best thing about being a teacher? What excited you about teaching?

4. What do you think is the most difficulty or hardest thing about being a teacher?

Before moving forward you might provide a brief summary of the conversation thus far. Connect personally with the teacher by giving examples of shared experiences (if appropriate) and normalizing difficulties.
III. Classroom Management Style

“The next few questions will be about how you manage behavior in your classroom.”

1. What are some of the strategies that you use in your classroom to help with classroom management? What are some things you feel you need to work on in this area?

*If teacher does not provide examples of rules or reward systems use the following prompts:*

   Do you have a set of classroom rules? If so, what are those rules?

   Do you use reward systems in your classroom? If so, what does that system look like?

2. How do you handle misbehavior in your classroom?

3. What strategies have you found to be most effective?

4. What strategies have you found to be ineffective?

*This may be a good place to provide a brief summary of the discussion. Connecting personally and normalizing challenges can be helpful in developing rapport.*

V. The Ideal Classroom

“We have been discussing many aspects of your classroom. In this next section, I would like you to picture your ideal classroom.”

1. What would this classroom look like?

2. What are some of the important qualities that you want children to take home from your classroom?
CCU Teacher Interview

3. What do you hope the students from your classroom to remember about you as their teacher at the end of the year? What about in the future?

Briefly summarize before moving into the next section.

VI. Past Consultation/Coaching Experiences & Description of CCU Model

1. What has been your past experience with consultation? What did you find helpful/ not helpful?

Describe the CCU Model:
“`I want to briefly describe what we will be doing together. My role is to support you in implementing effective classroom management strategies in your classroom. The first thing I will do is visit your classroom a few times to observe. During these visits I will be gathering some specific information. For instance, I will be taking a count of the number of disruptions, your use of praise and reprimands, your use of questions during instruction and how engaged students are during lessons. After I gather all this information I will set up a meeting with you to go over it. We will look at it together to see if there are any areas that you want to improve or perhaps try out a new strategy in your classroom. I will then make regular visits to see how things are going and to brainstorm other ideas if things are not going well.

Do you have any questions or concerns?”

Set up the first observation:
“OK. Let’s find a time that I can come to your classroom to observe. What is a time that you find can be challenging with regard to managing student behavior?”
Mark down the date and time. Provide the teacher with a card with your name, number, and date of first observation to help remind them of the visit.

“When I come to your classroom I won’t talk to the students or you. However, if I can do so without disrupting, I will check in with you at the end to see how you felt it went.”

VII. Specific Areas of Support

1. When I come to observe is there anything in particular that you would like me to take notice of?

2. Do you have any behavioral challenges in your classroom that you would like support?

“Excellent I will see you on (date of observation).”
APPENDIX F

CCU Feedback Form
## CCU Feedback Form

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Structure</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Layout</td>
<td></td>
</tr>
<tr>
<td>Classroom Rules</td>
<td></td>
</tr>
<tr>
<td>Classroom Routines</td>
<td></td>
</tr>
<tr>
<td>Smooth Transitions</td>
<td></td>
</tr>
<tr>
<td>Other:___________</td>
<td></td>
</tr>
<tr>
<td><strong>Area of Strength</strong></td>
<td><strong>Needs Attention</strong></td>
</tr>
<tr>
<td><strong>Instructional Management</strong></td>
<td></td>
</tr>
<tr>
<td>Schedule Posted and Followed</td>
<td></td>
</tr>
<tr>
<td>Academic Objectives Clear</td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td></td>
</tr>
<tr>
<td>Student Accuracy</td>
<td></td>
</tr>
<tr>
<td>Student Engagement</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Area of Strength</strong></td>
<td><strong>Needs Attention</strong></td>
</tr>
<tr>
<td><strong>Behavior Management</strong></td>
<td></td>
</tr>
<tr>
<td>Behavioral Expectations Clear</td>
<td></td>
</tr>
<tr>
<td>Active Supervision</td>
<td></td>
</tr>
<tr>
<td>Use of Praise</td>
<td></td>
</tr>
<tr>
<td>Use of Reprimands</td>
<td></td>
</tr>
<tr>
<td>Positive to Negative Ratio</td>
<td></td>
</tr>
<tr>
<td>Used Variety of Reinforcement</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Area of Strength</strong></td>
<td><strong>Needs Attention</strong></td>
</tr>
<tr>
<td><strong>Classroom Climate</strong></td>
<td></td>
</tr>
<tr>
<td>Use of Noncontingent Attention</td>
<td></td>
</tr>
<tr>
<td>Interactions with Students</td>
<td></td>
</tr>
<tr>
<td>Level of Disruptive Behavior</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td><strong>Area of Strength</strong></td>
<td><strong>Needs Attention</strong></td>
</tr>
</tbody>
</table>
APPENDIX G

CCU Menu of Options
## CCU Menu of Options

**Teacher:** ____________  
**Date:** ________________

### Target Areas for Improvement:

*Based on the feedback what areas would you as the classroom teacher like to focus.*

1. 
2. 
3. 

### Menu of Options to Increase Effective Classroom Management Strategies:

<table>
<thead>
<tr>
<th>Collaborative Ideas</th>
<th>Strategies Used by Others</th>
<th>Ongoing Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve positive to negative ratio (goal=3:1) identify strategies to increase praise and reduce reprimands</td>
<td>Weekly Check-in</td>
<td></td>
</tr>
<tr>
<td>To improve classroom climate: Increase noncontingent positive reinforcement.</td>
<td>Model strategies in classroom</td>
<td></td>
</tr>
<tr>
<td>To improve pacing of lessons: Identify strategies to breakdown complex into smaller chunks and ideas for providing more questions to more students</td>
<td>Observe and provide Performance Feedback</td>
<td></td>
</tr>
<tr>
<td>To improve use of reprimands: Identify strategies for knowing when to use reprimand and when not as well as ideas for making the reprimands concise and fluent.</td>
<td>Schedule a visit to observe another teacher using strategies</td>
<td></td>
</tr>
<tr>
<td>To improve correct academic responding: Review lesson material to determine if above or below current level of students. Teach to mastery.</td>
<td>Videotape and review together</td>
<td></td>
</tr>
</tbody>
</table>

### Books:

- Identify behaviors of concern and develop a hierarchy of consequences to increase consistency

### Resources:

- Develop a lesson plan for teaching classroom expectations. Teach the expectations regularly.

### Other:

- Other:

**NEXT STEP:** Identify from the Menu one or more strategies to put into place. Complete Action Planning Form to identify the specific goal (e.g., increase use of behavior-specific praise from 5 to 10 per lesson).
APPENDIX H

CCU Action Plan
# CCU Action Plan

Those things going well in my classroom:  

Areas I would like to focus toward improving in my classroom:  

Specifically, my goal is to:

<table>
<thead>
<tr>
<th>Task: What needs to be done?</th>
<th>Description of Plan</th>
<th>Resources: What is needed to get it done?</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How **important** is it for you to meet this goal in your classroom?  

<table>
<thead>
<tr>
<th>Not Important</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Very Important</th>
</tr>
</thead>
</table>

The **most** important reasons for making this change and meeting this goal is:

<table>
<thead>
<tr>
<th>Some reasons that I am confident:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How **confident** that you will meet this goal in your classroom?  

<table>
<thead>
<tr>
<th>Not Confident</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

Is there anything that could get in the way of meeting this goal?  

What can I do to help make sure this doesn’t get in the way?

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APPENDIX I

Teacher Sense of Self-Efficacy Scale (TSSES) and Classroom Management
# Teacher Efficacy

A number of statements about actual organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators concerning these statements. There are no correct or incorrect answers. We are interested only in your frank opinions. Your responses will remain confidential.

**Instructions:** Please indicate your opinion by circling a response for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When a student does better than usually, many times it is because I exert a little extra effort.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The hours in my class have little influence on students compared to the influence of their home environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. The amount a student can learn is primarily related to family background.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. If students aren’t disciplined at home, they aren’t likely to accept any discipline.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. I have enough training to deal with almost any learning problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways to teaching that student.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. When I really try, I can get through to most difficult students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. A teacher is very limited in what he/she can achieve because a student’s home environment is a large influence on his/her achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. Teachers are not a very powerful influence on student achievement when all factors are considered.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. When the grades of my students improve, it is usually because I found more effective teaching approaches.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Efficacy, Continued (Page 2 of 3)</td>
<td>Strongly Agree</td>
<td>Moderately Agree</td>
<td>Slightly Agree</td>
<td>Slightly Disagree</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-----------------------------------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>If parents would do more for their children, I could do more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>The influences of a student’s home experiences can be overcome by good teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Even a teacher with good teaching abilities may not reach many students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>If one of my students couldn’t do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>If I really try hard, I can get through to even the most difficult or unmotivated students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his/her home environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Some students need to be placed in slower groups so they are not subjected to unrealistic expectations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>My teacher training program and/or experience has given me the necessary skills to be an effective teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Teacher Efficacy, Continued

**Managing Classroom Behavior**

Please circle one response for each question. Please think about your general strategies for managing your entire classroom and not a specific child.

<table>
<thead>
<tr>
<th></th>
<th>Very Unconfident</th>
<th>Unconfident</th>
<th>Somewhat Unconfident</th>
<th>Neutral</th>
<th>Somewhat Confident</th>
<th>Confident</th>
<th>Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. How confident are you in managing current behavior problems in your classrooms?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>24. How confident are you in your ability to manage future behavior problems in your classroom?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
APPENDIX J

Teacher/Consultant Alliance Scale
Teacher/Consultant Alliance Scale

Name: __________________________  School: __________________________

Date: __________________________  Role:  Teacher  Consultant  (circle one)

Teacher/Consultant with whom you have been working: __________________________

Directions: Circle the appropriate descriptor that best represents your experience with the teacher or consultant with whom you have been working.

1 = Never  2 = Seldom  3 = Sometimes  4 = Often  5 = Always

1. The teacher/consultant and I agree on what the most important goals for intervention are.

2. I feel confident of the teacher/consultant’s ability to help the situation.

3. The teacher/consultant communicates effectively.

4. The teacher/consultant and I trust one another.

5. The teacher/consultant is approachable.

6. The teacher/consultant and I are working together collaboratively to improve the situation.

7. I feel satisfied with the utility and practicality of the suggestions and ideas provided by the teacher/consultant.

8. The teacher/consultant followed through with commitments and responsibilities.

9. Overall, the teacher/consultant has shown a sincere desire to understand and improve the situation.

10. The time spent working with the teacher/consultant was effective and productive.
APPENDIX K

Acceptability/Feasibility/Social Validity Form
**Classroom Check-up Project**  
Acceptability/Feasibility/Social Validity Form  
*Please answer the following questions by circling one response.*

How important do you believe the classroom management materials and strategies are?

<table>
<thead>
<tr>
<th>① Not at all important</th>
<th>② Somewhat important</th>
<th>③ Fairly important</th>
<th>④ Very important</th>
</tr>
</thead>
</table>

How helpful are the materials in increasing your knowledge of classroom management strategies?

<table>
<thead>
<tr>
<th>① Not helpful</th>
<th>② Somewhat helpful</th>
<th>③ Fairly helpful</th>
<th>④ Very helpful</th>
</tr>
</thead>
</table>

How helpful are the materials in increasing your knowledge of developing relationships with students?

<table>
<thead>
<tr>
<th>① Not helpful</th>
<th>② Somewhat helpful</th>
<th>③ Fairly helpful</th>
<th>④ Very helpful</th>
</tr>
</thead>
</table>

How helpful are the materials and suggested strategies in helping increase your skills and competence responding to student problem behavior in your classroom?

<table>
<thead>
<tr>
<th>① Not helpful</th>
<th>② Somewhat helpful</th>
<th>③ Fairly helpful</th>
<th>④ Very helpful</th>
</tr>
</thead>
</table>

Did the consultation process and materials address any questions or concerns you had about classroom management?

<table>
<thead>
<tr>
<th>① Yes</th>
<th>② No</th>
<th>③ Not applicable</th>
</tr>
</thead>
</table>

Overall, what is your general reaction to the consultation process and materials?

<table>
<thead>
<tr>
<th>① Very negative</th>
<th>② Somewhat negative</th>
<th>③ Fairly positive</th>
<th>④ Very positive</th>
</tr>
</thead>
</table>

How effective do you believe the consultation process was?

<table>
<thead>
<tr>
<th>① Not at all effective</th>
<th>② Somewhat effective</th>
<th>③ Fairly effective</th>
<th>④ Very effective</th>
</tr>
</thead>
</table>

How intrusive do you believe the consultation process was?

<table>
<thead>
<tr>
<th>① Not intrusive</th>
<th>② Somewhat intrusive</th>
<th>③ Mostly intrusive</th>
<th>④ Very intrusive</th>
</tr>
</thead>
</table>

Is the amount of time, resources, and effort required to participate in the consultation process reasonable?

<table>
<thead>
<tr>
<th>① Not reasonable</th>
<th>② Somewhat reasonable</th>
<th>③ Mostly reasonable</th>
<th>④ Very reasonable</th>
</tr>
</thead>
</table>
Classroom Check-up Project
Acceptability/Feasibility/Social Validity Form

What did you like best about the consultation process and materials?

What did you like least about the consultation process and materials?
APPENDIX L

CCU Effective Classroom Management Modules Reviewer Form
Classroom Check-up (CCU) Project

*Effective Classroom Management Modules*

**Module 1: Classroom Structure**

1. What were the *strengths* of this module? What did you *like* about this module?

2. What could be *added* or *improved* in this module? What did you feel was *missing*?

3. Are there any additional strategies or tips we should add to this topic?

**Module 2: Effective Teacher-Student Relationships**

4. What were the *strengths* of this module? What did you *like* about this module?

5. What could be *added* or *improved* in this module? What did you feel was *missing*?

6. Are there any additional strategies or tips we should add to this topic?
Module 3: Effective Instructional Management

7. What were the strengths of this module? What did you like about this module?

8. What could be added or improved in this module? What did you feel was missing?

9. Are there any additional strategies or tips we should add to this topic?

Module 4: Responding to Appropriate Behavior

10. What were the strengths of this module? What did you like about this module?

11. What could be added or improved in this module? What did you feel was missing?

12. Are there any additional strategies or tips we should add to this topic?
Module 5: Responding to Inappropriate Behavior

13. What were the strengths of this module? What did you like about this module?

14. What could be added or improved in this module? What did you feel was missing?

15. Are there any additional strategies or tips we should add to this topic?

Overall Feedback

16. Please provide any additional comments or feedback on the following:
   - Module handouts/forms:
   - Module glossaries:
   - Module format/organization:
   - Additional comments or feedback:
APPENDIX M

CCU Effective Classroom Management Modules
Classroom Check-up (CCU) Collaboration Project

*Effective Classroom Management Modules*

Dana Darney, M.S., M.A.
Wendy Reinke, Ph.D.
Sean Wachsmuth, M.Ed.

University of Missouri
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Introduction

Purpose/Benefits

The purpose of this manual is to explore the research and best practices in classroom management, and develop a set of modules that can easily be used by natural implementers within schools with little training. Since coaches and consultants are often outside experts or off-site coaches coming into schools to provide support to classroom teachers, the aim is to create practical materials with detailed instructions that would be simple for an on-site school staff member (e.g. instructional coach, mentor teacher, or any other professional in a coaching or mentoring role) to use with classroom teachers.

Over 30 years of research on classroom and behavior management has shown that teacher behavior can significantly influence student behavior (Madsen, Arnold, & Thomas, 1967; Greenwood, Hops, Delquadri, & Guild, 1974), and that intervening at the classroom level is an effective way to improve students’ behavior problems (Conduct Problems Prevention Research Group, 1999; Ialongo, Werthamer, Kellam, Brown, Wang, & Lin, 1999). Research has shown positive outcomes for students in well-managed classrooms (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999). Effective classroom management can reduce disruptive student behavior and enhance student’s behavior, social-emotional, and academic achievement (Reinke, Herman, & Sprick, 2011).

The Classroom Check-up (CCU)

One promising solution to help teachers increase their implementation of effective classroom management practices is The Classroom Check-up (CCU) Consultation Model. The CCU focuses on building a positive collaborative relationship between the consultant and teacher. Motivational Interviewing (MI) techniques are used to create teacher and student behavior change in the classroom. Throughout this manual you will find suggestions for the consultant to utilize MI to increase teacher buy-in and improve the likelihood the teacher will implement the collaboratively developed interventions. Copied below are a few important points for the CCU consultant to keep in mind throughout the consultation process:

- MI emphasizes respect for the teacher and honoring an individual’s autonomy and resources (e.g. time, skills, money).
- Whenever possible the consultant is encouraged to use open-ended questions to have the teacher reflect on their current practices and
brainstorm their own ideas for interventions. Be sure to use silence to provide “think time” for the teacher!

- Often teachers have tried many of the strategies provided in this manual, therefore the consultant should work collaboratively with the teacher to determine why it was not successful in the past and/or how it can be tweaked to be effective in their current classroom.

- It is important to note that the CCU and MI emphasize a collaborative model of working together with the teacher as opposed to an expert model of consultation in which the consultant provides lots of advice and develops intervention plans for the teacher.

- The CCU consultant uses lots of affirmations, encouragement, reflections and summaries to support the teacher’s self-efficacy and enhance their motivation for change. (For more information on the CCU and MI please refer to Reinke, Herman & Sprick, 2011 and Miller & Rollnick, 2002).

Using the Modules

With the hopes of being user-friendly and practical each module can be used independently of the other modules in the manual. For example, if a consultant wanted to work on behavior specific praise with a teacher they could remove Session 1 from Module 4 and would have all of the handouts and information necessary to implement this session. Each session contains the following sections:

- Glossary of common terms
- Definition of the Targeted Skill
- Purpose/Benefits
- Materials Needed for Session
- Introduction (with scripts for consultant)
- Strategies & Skills
- Action Planning
- Practical Implementation Tips and Reminders
- Practice: Demonstration/Modeling/Role Play (in session)
• Session Review

• Identify Next Steps & Follow-up Activities

• What if...? Section with suggestions for troubleshooting

• Session Handouts

It is important to note that while the module sessions were intended to be used independently and there is not a particular order to complete the modules, the beginning sessions such as classroom structure, effective teacher-student relationships, effective instructional management and responding to appropriate behavior are the foundation of a successful classroom. The strategies provided in these sessions should be used frequently and with high quality. **However, the techniques described in the last module (Responding to Inappropriate Behavior) such as planned ignoring, effective reprimands, and time-out should be used more sparingly when other preventive and positive strategies such as pre-correction, proximal praise, active supervision and behavior specific praise have not been effective.**

**Handouts**

The consultant and teacher may want to develop a system for organizing the handouts and tip sheets. Many of the sessions encourage the teacher to reflect on their current practices and brainstorm ideas for interventions. It may be helpful for the teacher to have a **CCU journal and/or folder** to keep all of the completed forms, surveys, action plans and handouts. Other teachers may prefer to keep the forms electronically to help with organization and reduce the amount of paper in the classroom. Lastly, teachers and consultants are encouraged to edit the handouts to fit their personal style and intervention plans!

**Modeling and Practice**

A key component in the CCU consultation process is practicing new skills in the session and modeling or co-teaching in the classroom. The consultant should encourage the teacher to participate in the practice role plays so the consultant has an opportunity to provide praise, encouragement, and feedback. Furthermore, it is often helpful for the teacher to observe the consultant demonstrating or modeling the skill in the classroom. **It is important that the teacher stays in the classroom and does not attend to other work (e.g. email, grading papers) when the consultant is modeling.** Additionally, the teacher and consultant could visit other classrooms/schools to observe master teachers or watch videos on-line of teachers implementing the identified skill.
Combining Sessions

During the action planning stage the teacher may identify goals or skills from several different sessions. In this situation the consultant may want to combine several different modules. For example the teacher may want to increase behavior specific praise to reduce problem behavior and increase positive student behavior and implement Good Behavior tickets, as well as teach and review the classroom behavior expectations. These three skills can easily be integrated and started at the same time. The consultant and teacher can work together to create a timeline of when they will teach/review behavior expectations and introduce the tickets to the class. You do not have to work on one skill at a time, especially if a teacher is highly motivated and wants to implement several new strategies.
Module 1: Classroom Structure
### Glossary of Module 1 Terms

**Active Supervision:** Active supervision is moving around the classroom during instruction, visually scanning and attending to all sections of the classroom, interacting with students about the academic material as well as behavioral expectations, and providing behavior specific praise to those students who are displaying appropriate academic and social behaviors. (De Pry & Sugai, 2002). *See Active Supervision session.

**Behavior Specific Praise (BSP):** An evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior. *See Behavior Specific Praise session.

**Effective Corrective Feedback:** When a student provides an incorrect response, be sure not to just say “no” or “incorrect.” Ask the student how they obtained their answer or ask them to try again. If the student struggles to answer correctly, have the student ask a peer for help. When the question is answered correctly, have the student explain how they figured out the correct answer. For inappropriate student behavior, remind students of the behavior expectation instead of only saying “stop that.”

**Fidelity:** The degree to which the teacher implements the intervention as planned including the frequency that the intervention is delivered and the quality of implementation (Han & Weiss, 2005). The goal is to have teachers implement classroom management best practices with high frequency and quality.

**Motivational Interviewing (MI):** Developed by Drs. William Miller and Stephen Rollnick in the 1980’s (Miller & Rollnick, 2002). MI strategies focus on building a collaborative relationship between the teacher and consultant to motivate the teacher to change and implement positive practices in the classroom.

**Performance Feedback:** The consultant collects data during follow-up classroom observations and provides the teacher with ongoing feedback. Example: If the teacher is working to increase his/her use of behavior specific praise, the consultant would observe the teacher in the classroom and let them know if they increased the number of behavior specific praise statements (Reinke, Herman, & Sprick, 2011).
**Precorrection**: A strategy that can be used by teachers to remind students of the expected or appropriate behavior *before* they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007; Stormont & Reinke, 2009). It is the opposite of correction because it is a pro-active strategy in which the teacher reminds students of the expectations of a task *before* students engage in the task (Lampi et al., 2005). * See Precorrection session.

**Self-efficacy**: An individual’s confidence or belief that they can do something (e.g. make the desired change, implement the plan).

**Self-monitor**: Teacher collects data daily to determine if the chosen intervention is working in the classroom. The teacher tracks which components of the intervention are implemented each day. This helps the teacher to be more aware of his/her behavior and is a helpful reminder to follow through on the developed plan (Reinke, Herman, & Sprick, 2011).
Module 1: Classroom Structure

Session 1: Physical Arrangement

Targeted Skill: Effectively Arranging the Classroom

One area of classroom structure that affects student behavior and learning is the physical arrangement of the classroom including furniture, use of shelving, and location of classroom materials (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

Purpose/Benefits

It is optimal to physically arrange classrooms with minimal barriers and plenty of open walkways so that students and teachers can easily move around the classroom without bumping into objects or each other and do not disturb students while they are working (Stichter, Lewis, Johnson, and Trussell, 2004). In addition, well-organized classrooms allow teachers to actively supervise student behavior (DePry & Sugai, 2002) and academic progress on instructional activities (Evertson, 1989). (* See session on Active Supervision)

Materials Needed

1. Pictures of Classroom Organization/Structure
2. CCU Module Session Action Planning Form

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

Consultant: “When we met for the feedback session one of the things you wanted to work on was improving the physical layout of your classroom. So tell me what you know about the physical arrangement of a classroom?” (Have a discussion about what the teacher already knows about the physical arrangement of classrooms).

“We talked about how research has shown that it is important for teachers to use an open layout in their classroom that allows teachers and students to walk
around freely and is conducive to active supervision of students. Can you think of any other benefits?"

**Motivational Interviewing Tips:**
1) Present strategies as options and collaboratively develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice *if solicited*.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in classroom organization in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Notes to consultant:**
- Ask the teacher to imagine a perfectly organized classroom. Have the teacher describe what it looks like. Discuss if it is possible for the teacher to have their “dream classroom.” What would they need to do to get their classroom to look like their dream classroom?
- Brainstorm problem areas in the classroom that could be improved by rearranging or eliminating furniture.
- It may be helpful for the teacher and consultant to identify cluttered areas of the classroom and collaboratively develop a plan to de-clutter the identified areas. The consultant could provide feedback based on observable issues from classroom observations as opposed to the consultant only providing their opinion. One example would be if cluttered furniture prevents students from easily moving around the classroom or piles of papers prevent the teacher from being able to visually scan and monitor all students.
- Review the pictures of classroom organization/structure with the teacher and discuss systems or strategies they would like to implement in their classroom.
- Discuss the relevant strategies listed in the “Strategies and Skills” section (*see next section of this module*).

**Strategies & Skills**

Below are some things to keep in mind when improving the physical arrangement of the classroom.
1. Arrange the teacher’s work area (e.g. desk, kidney table, etc.) so students can be monitored during individual and small group work time.

2. Arrange student desks so there are clear walkways and students have enough room to move around the classroom without disrupting other students (*see pictures of classroom organization/structure). Additionally, desks should be arranged so the teacher can actively supervise students and easily provide assistance to students during instruction.

3. Remove clutter in the classroom that could be distracting to students or limit mobility (*see pictures of classroom organization/structure).

4. Be sure that posters and other “decorations” are appropriate for the instructional and social goals of the classroom. Also, materials such as student work and rules should be current (e.g. the past two months) and relevant. For example, if it is March student work displayed on bulletin boards should not be from November.

5. Important notices for students such as classroom expectations should be large enough for students to see from anywhere in the room and displayed prominently. Also, expectations should be positioned so the teacher can reference them during instruction in multiple locations for whole class, small groups, centers, etc. Note: Use visual depictions (e.g. clip art pictures, photos) and appropriate language based on the age and developmental level of the students.

6. Organize necessary student materials such as paper, books, art supplies, pencils, etc. so students can easily access them with little disruption (*see pictures of classroom organization/structure).

7. Post classroom routines in a place where students can easily refer to them when performing daily classroom functions. For example, post an example of how students should write their name on homework.

8. Keep instructional materials in an easily accessible place so they can be accessed during instruction quickly and with minimal distractions (*see pictures of classroom organization/structure).

9. Visit other classrooms to get ideas for arrangements that could be applied in the teacher’s classroom. The consultant could also encourage the teacher to talk with other teachers to brainstorm ideas. Note: The consultant and teacher may want to visit classrooms together and discuss possible ideas for classroom arrangements before collaboratively developing a plan together for implementing these new arrangements.
10. The consultant and teacher could use *The Classroom Set-up Tool*, a virtual tool for classroom set-up which allows the user to re-arrange furniture virtually before physically moving the furniture: [http://teacher.scholastic.com/tools/class_setup/](http://teacher.scholastic.com/tools/class_setup/)

**Action Planning**

1. The consultant and teacher will develop an action plan of strategies the teacher wants to implement in their classroom (*see CCU Module Session Action Planning Form*). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are working (e.g. fidelity, collecting data, teacher self-monitors).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on their available resources (e.g. time, materials, money) and skill level. Things for the consultant and teacher to think about when action planning:

   - Is the chosen physical arrangement conducive to the teacher’s method of instruction?
   - Does the chosen physical arrangement help students successfully follow the classroom expectations and routines?

3. Discuss why the teacher chose the current arrangement, as well as what the teacher thinks is working well and what is not working with this arrangement.

**Practical Implementation Tips and Reminders**

Arrangements can be changed anytime and many different arrangements can be planned for and used depending on the activities of the classroom. It may be helpful for the teacher to plan several predetermined classroom arrangements for different instructional activities including:

- A small group arrangement
- A whole group arrangement (e.g. on the carpet, when students are at their desks/tables)
- A transition plan to transition between activities/arrangements (e.g. small group back to whole group instruction)
• Peer partner

Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we talked about strategies for optimizing the physical arrangement of your classroom. We decided that we will work on _____________.

Anything else we should add?”

Notes to consultant: Review the action plan outlining who, when, where and what resources are needed. How will the plan be monitored?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
4. Schedule next meeting.

Follow-up Activities

1. The consultant may schedule a time to help the teacher organize the classroom and set-up the desired physical arrangement.

2. Consultant conducts classroom observations and gives teacher performance feedback/tips to improve implementation as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes. If the teacher has re-arranged the physical layout of the classroom or implemented some of the other organizational strategies the consultant can provide feedback and use behavior specific praise to reinforce the teacher for their effort and creativity.

3. A plan is developed for the teacher to self-monitor implementation of the new arrangement. This may include assessing the duration of student time on task or the frequency of disruptions to determine if the new arrangement is effective.

4. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. One
suggestion is to re-visit the list of Strategies and Skills or the pictures of classroom organization and structure. The consultant and teacher may need to revise the action plan or develop a new action plan.

5. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

6. Teacher self-reflection component. The consultant should have the teacher self-reflect on the new arrangement in the classroom. The consultant might ask: Is the new arrangement helpful? Are you able to monitor students more effectively? Do you find it is easier to access materials when needed throughout the day? What was most helpful? What was the least helpful? What would you change?

What if....?

The teacher is overwhelmed by the disorganization in the classroom.

- Use behavior specific praise to point out the teacher’s strengths or things that are going well in the classroom. Encourage the teacher and share examples of times in the past he/she has had a problem they were able to overcome.
- Offer to help the teacher organize and/or re-arrange the classroom.
- Break down the larger task into smaller tasks. During action planning help the teacher to identify small tasks/goals and “chunk the tasks” by focusing on a few each week. It will also be important to help the teacher prioritize the tasks and identify what areas will give them the “biggest bang for their buck.”
- Celebrate small successes with teacher!

The teacher is not aware that clutter is a problem or does not agree that the room is cluttered.

- It will be important for the teacher and consultant to identify clutter in the classroom together to be sure the consultant does not offend the teacher.
- The consultant could ask open-ended questions such as, “How are things going with organization in the classroom?” or “Is there anything you would like us to work on related to classroom organization?”

The classroom is very small and does not allow for the optimal physical arrangement.

- The consultant and teacher may need to try different options with
the physical arrangement until the teacher can identify the best option with the provided space.

- Teacher may need to be creative with organization. For example the teacher may need to stack crates or book shelves to utilize the entire height of the walls for books and other materials. (*See pictures of Classroom Organization/Structure).

- Establish “traffic patterns” and teach them to the students. (* See Behavioral Expectations session).

- In small classrooms it will be imperative for the teacher to have defined classroom rules, routines and expectations to keep students safe and be efficient with time and space throughout the school day. (* See Behavioral Expectations session).

The teacher does not have time in the schedule.

- Offer to help the teacher organize and/or re-arrange the classroom.

- Break down the larger task into smaller tasks. During action planning help the teacher to identify small tasks/goals and “chunk the tasks” by focusing on a few each week. It will also be important to help the teacher prioritize the tasks and identify what areas will give them the “biggest bang for their buck.”

- Revisit the teacher’s goals and MI importance rating scales. “Remind me why you said it was important to organize your classroom?”

- Sometimes it is helpful to give the teacher space or time. The consultant might ask the teacher if there is another goal they would like to work on and come back to this goal at a later time. There may be a smaller goal or skill the teacher could implement to experience a small success and feel self-efficacious.
CCU Module Session Action Planning Form

Teacher Name: ________________________

Grade: __________________

Date: __________________

Module Topic: ____________________________

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<tr>
<th><strong>STRATEGY</strong> to implement in my classroom this week:</th>
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Module 1: Classroom Structure

Session 2: Behavioral Expectations

Targeted Skill: Behavioral Expectations

A small number (3 – 5) of positively stated general expectations should be posted in the classroom, systematically taught to students, and frequently reviewed with the students by the teacher. Expectations and rules should clearly communicate to students what behaviors are desired and expected in the classroom. Expectations should be defined for each activity within the classroom (small group, reading, independent work, etc.) and should be frequently referred to when using behavior specific praise so it is clear to students what is appropriate and inappropriate behavior (* See Behavior Specific Praise session).

Purpose/Benefits

Expectations provide the basis for maintaining a safe and effective learning environment. In addition, research has demonstrated that establishing, reinforcing, and teaching expectations can reduce instances of problem behavior. Classroom expectations tend to cluster around academic behaviors (e.g., turning in work, maintaining focus) and social behaviors (e.g., using polite words, following directions).

Materials Needed

1. Pictures of Classroom Organization/Structure
2. CCU Module Session Action Planning Form
3. Handout 1: Behavior Expectation Worksheet
4. Handout 2: Guidelines for Teaching Behavior Expectations

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

Consultant: “When we met for the feedback session one of the skills you wanted to work on was implementing positive academic and behavioral expectations for
your students. So tell me what you know about behavioral expectations?” (Have a
discussion about what the teacher knows about Behavior Expectations).

“We discussed how research supports that a few simply stated positive
expectations addressing specific academic and social skills increased the
likelihood of positive behavior in the classroom. Following is an example of good
behavioral expectations for your classroom.”

1. Follow Instructions
2. Use Kind Words
3. Stay On-task
4. Respect Other People’s Space

Motivational Interviewing Tips:
1) Present strategies as options and develop a menu of options with
teacher.
2) Encourage the teacher to have personal responsibility for decision-
making (using language such as, “This is your choice”, “This is up to
you”, and “Whatever you decide”) while offering direct advice if
solicited.
3) Support teacher self-efficacy by giving specific affirmations and by
using and modeling behavior specific praise to identify existing
strengths and times when the teacher has been successful in classroom
organization in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the
discussion to check shared understandings and give time to reflect.

Notes to consultant:

- Ask the teacher to brainstorm a list of problem behaviors or academic
  needs in the classroom. Review the list to determine if some of the
  behaviors can be grouped together (e.g. following directions). If
  appropriate, use Handout 1: Behavior Expectation worksheet.

- Examine expectations the teacher may already have in place but are not
  stated positively or address low incidence or unnecessary behaviors. For
  example, expectations may exist but were not taught to students. Identify
  the real problem with behavior expectations not being followed in the
  classroom. **Use silence or wait time to give the teacher time to
  examine and modify these expectations.**

- After behaviors or academic needs have been established and a simple set
  of expectations have been developed, a method of teaching the
expectations to the students must be established. Provide examples and non-examples but only have the teacher demonstrate non-examples (students should not demonstrate non-examples).

- The teacher may want to have a group discussion with students to get their input on the classroom rules and expectations. Students will most likely suggest similar ideas to the four expectations listed above, however the teacher could use the student’s wording to help give the students a sense of ownership in the classroom expectations.

**Consultant:** “Now that we have a developed set of expectations that are positively stated and address the specific needs of your classroom the next important step is to develop a plan to teach the expectations to your students. As teachers, we often assume our students know how to behave in class and how to follow our academic expectations. *It is important to remember that you can’t expect your students to do something that they have not been taught how to do.”*

“For example, as a teacher you would not expect your class to identify verbs until you have taught them what a verb is and showed them how to identify one in isolation and in a sentence. Just like identifying verbs, following classroom expectations is a skill that must be taught before it can be performed.”

“Additionally, children may receive mixed messages about what behavior is appropriate in different settings (e.g. home and school) and with different teachers (e.g. homeroom and resource teachers). Academic skills are consistent across settings and adults (e.g. the color red is red at home, in the community and at school), however children may receive mixed messages about behavior (e.g. respect at home and school, how to respond to a peer that teases or hits you). Therefore, it is critical to identify what appropriate behavior looks like in your classroom and teach behavior expectations.”

“One way to teach expectations is to follow a simple Model-Lead-Test format. First, you will define the expectation you are going to teach and model it for your class using positive and negative examples. *It will be important to remember that the harder the skill is, the more positive examples you must use.* After the skill has been modeled, lead the class through the skill providing hints and help as well as use corrective feedback during the process. More complex skills will require more hints and help and more corrective feedback. Finally you will test the students on their use of the skill in context. During this process it will be important to use an optimal pace for your students, as well as provide corrective feedback and behavior specific praise” (*See Behavior Specific Praise session).*
Model

1. Two adults will model the expectation. One adult will play the role of the teacher and one the role of the student.
2. The teacher will give a direction. “Please sit down in your desk.”
3. The “student” will then sit down in his desk.
4. Ask the class what the instruction was.
5. Ask the class what the “student” did when given the instruction.
6. Repeat this process using at least 3 different instructions involving common tasks around the room. Be sure the adult playing the role of the student follows the instruction correctly each time.

*Note: Depending on the age and skill level of the students, the teacher may want to introduce one instruction at a time or give students more opportunities to practice a specific instruction if needed. Students may need lots of practice.*

After three positive examples, introduce a negative example to the class.

*Note: When modeling negative examples always use an adult. It is best not to have students practice negative examples.*

1. The teacher gives an instruction to the adult modeling the role of the student. (It may be helpful to use an instruction that is commonly not followed by your class.) “Please sit down in your desk.”
2. The “student” models a behavior other than following the instruction. It can be helpful for the behavior to be something that is commonly seen in the classroom.
3. Ask the class what the instruction was.
4. Ask the class what the “student” did when given the instruction.
5. Ask the class what the “student” should have done instead.
6. Follow up with the same example again except the “student” will follow the instruction this time.
7. Ask the class what the instruction was.
8. Ask the class what the “student” did when given the instruction.

Lead

1. This time the class will participate in the activity.
2. Redefine the expectation and any steps needed to follow it.
3. Give the class an instruction. “Class, please stand up beside your desk.”
4. Monitor that the class has demonstrated the skill. Provide direct and immediate corrective feedback as needed. “Steve, remember when I give an instruction you need to follow it right away. What was the instruction?
Frequently giving direct and immediate feedback is essential to the teaching and learning process.

5. When the class has followed the instruction provide sincere and immediate behavior specific praise. “Great job following that instruction and standing by your desk!” (*See Behavior Specific Praise session).

6. Lead the class through the skill at least 2 more times or until all the students have demonstrated the skill correctly. Be sure to continue to provide hints and help as well as behavior specific praise and corrective feedback.

**Test**

1. During the school day give the students an instruction and monitor how they respond. Be sure to provide corrective feedback as well as behavior specific praise. For example, if the instruction is to clean off your desk and get ready for Math be sure to use behavior specific praise for students exhibiting appropriate behavior (“Thank you Johnny for putting your books and folder in your desk. You are definitely ready for Math!”) and corrective feedback for students exhibiting inappropriate behavior (“Kate, remember the expectation is that you put away your reading materials and get ready for Math”).

2. If the students do not demonstrate the skill correctly, go back to the modeling step and provide more positive examples of the skills.

**Action Planning**

1. The consultant and teacher will develop a plan of action to teach the behavior expectations (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed.

   - How will the expectations be posted in the classroom? (They should be prominently posted so the whole class can see them and also can serve as a reminder to the teacher).
   - When and how will the expectations be taught?
     - Set a date.
     - Who will help model skills?
     - Are there any needed materials?
1. Does the teacher require consultant help teaching expectations?
   - Develop a plan for measuring the fidelity of implementation for each expectation.

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on their available resources (e.g. time, materials, money) and skill level.

**Practical Implementation Tips and Reminders**

Some important benefits of developing and teaching classroom expectations are:

- The process provides the teacher with many opportunities to provide behavior specific praise for students exhibiting appropriate behavior. Integrating expectations into instruction can provide teachers with a prompt to deliver behavior specific praise. This will increase those behaviors and decrease off-task or misbehavior.

- After the teacher develops useful, positively stated expectations, it is much easier to incorporate pre-correction (* see session on pre-correction) as a way to prevent problem behaviors.

- Expectations do not need to address every possible behavior and can be modified as class dynamics change throughout the year. It is important to reteach and review expectations after school breaks, holidays, long weekends, and when there is an increase of problem behavior in the classroom.

- It will be important for teachers to develop and outline consequences for students who do not follow expectations.
  - The first step should always be to re-teach the expectation starting from the very beginning. Some students will need more time to master the expectations and may require one-on-one instruction and numerous positive examples.
  - Teachers may decide to follow the school’s discipline policies or to develop their own appropriate consequences for behaviors not outlined in the school’s guidelines.
  - It will be important to be consistent and follow through with consequences so that students know what to expect.

**Practice: Demonstration/Modeling/Role Play (in session)**

The consultant may need to model the Model-Lead-Test process (e.g., model the modeling process) for the teacher. It is important to emphasize pacing, corrective feedback, and behavior specific praise, and to demonstrate each of these
important aspects of the instructional process. **The consultant should be fluent with examples of the Model-Lead-Test process before meeting with the teacher.** The consultant will need to give the teacher explicit feedback about their performance/practice.

**Review**

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

**Consultant:** “Today we discussed strategies for implementing behavior expectations in your classroom. We developed a set of expectations and developed a plan to teach these expectations to your students...Anything else we should add?”

**Notes to Consultant:** Review the action plan including who will be involved, the plan and timeline for teaching expectations, and any materials needed. The teacher will be left with the following items:

- Handout 1: Behavior Expectations worksheet
- Model-Lead-Test example

**Identify Next Steps**

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Develop a final set of expectations.
3. Set a time and detailed plan for teaching expectations.
4. Identify further need for consultant assistance.
5. Assign homework/practice.
6. Schedule next meeting/observation/modeling.

**Follow-up Activities**

1. Consultant models teaching process (Model-Lead-Test).
2. Consultant and teacher co-teach a lesson on expectations.
3. Consultant conducts classroom observations and gives teacher performance feedback/tips to improve implementation as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
4. Develop a plan for the teacher to self-monitor their continued use of the skill/strategy.

5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.

6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

7. Teacher self-reflection component. The consultant should have the teacher self-reflect on the newly developed set of behavior expectations. The consultant might ask: Are the new set of expectations helpful? Do you think the modeling teaching process (Model-Lead-Test) will be useful in teaching your students the new expectations? What was most helpful? What was the least helpful? What would you change?

What if....?

*The teacher has difficulty with the Model-Lead-Test strategy.*

- Offer to model or help the teacher co-lead when the teacher introduces (or reviews) expectations with students.
- Spend more time role playing and practicing the steps with the teacher in session.
- The teacher may want to write out or type the steps of Model-Lead-Test using the identified behavior expectations for their classroom and put on a clip board to refer to when they teach the students. A handout with the behavioral expectations may also be helpful for the students (depending on their reading level).
- Observe another master teacher use the Model-Lead-Test strategy.

*The teacher reports that the students are not following the expectations after they were taught.*

- The teacher may need to review and explicitly teach the expectations again providing lots of opportunities for students to practice.
- The consultant may want to schedule a time to observe when the teacher teaches expectations and provide feedback. Another option is for the consultant to schedule a time to model or help the teacher co-lead teaching the expectations to students.
- The teacher and consultant may need to discuss increasing behavior specific praise (* See Behavior Specific Praise session) to reinforce students that are following the expectations. Additionally, the consultant and teacher may want to discuss individual and classroom rewards for students that follow expectations (* See Group Contingency session).

The teacher is unable to identify effective behavior expectations or identifies too many expectations.

- The consultant may want to ask the teacher to identify what student behavior would look like in a perfect classroom. This may help the teacher think about what they want students to be doing in their classroom.
- The consultant could provide suggestions of examples of behavior expectations that other teachers have used.
- The consultant may need to help the teacher combine a few expectations so there are only a small number of expectations (longer lists can be overwhelming and confusing for students). For example, if the teacher says “No hitting, No kicking, No biting.” This could be combined into one expectation, “Keep hands and feet to yourself.”
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: ________________
Date: ________________

Module Topic: ________________________

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## Handout 1: Behavior Expectations Worksheet

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<tr>
<th>Behaviors or Academic Skills In Need of Improvement</th>
<th>Positively Stated Expectation</th>
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<td>Students do not follow instructions very well.</td>
<td>Follow instructions the first time they are given.</td>
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Handout 2: Guidelines for Teaching Behavioral Expectations

One way to teach expectations is to follow a simple Model-Lead-Test format. This format teaches the students how to follow classroom expectations in a simple and efficient way.

First, it is important to define the expectation you are going to teach and to provide students with a rationale for following it.

**Teacher:** “Today we are going to learn how to follow instructions. Following instructions means when I tell you to do something you do it the first time. Class, why is it important to follow instructions?” (Note: Have several students share why it is important to follow instructions).

“Thank you, those are great answers! It is important to follow instructions so that the class runs smoothly and everybody has an opportunity to learn. Plus, when you follow instructions, school is a lot more fun!”

Second, you must tell your students how you want them to do the skill you are going to teach them.

**Teacher:** “Here are the steps for following instructions.

1. Listen for instructions.
2. Follow direction(s) the first time.
3. Listen for another instruction.
4. Raise a quiet hand if you need help or have a question.”

The next step is to model the skill for your class using positive and negative examples.

*Note: It will be important to remember that the harder the skill is, the more positive examples you must provide for students.*

1. Two adults will model the expectation. One adult will play the role of the teacher and one the role of the student.
2. The teacher will give a direction. “Please sit down in your desk.”
3. The “student” will then sit down in his/her desk.
4. Ask the class what the instruction was.
5. Ask the class what the “student” did when given the instruction.
6. Repeat this process using at least 3 different instructions involving common tasks around the room. Be sure the adult playing the role of the student follows the instruction correctly each time.
Handout 2: Guidelines for Teaching Behavioral Expectations
(continued)

After the three positive examples, introduce a negative example to the class.

*Note: When modeling negative examples always use an adult. It is best not to practice negative examples with students.*

1. The teacher gives an instruction to the adult modeling the role of the student. (It may be helpful to use an instruction that is commonly not followed by your class.) “Please sit down in your desk.”

2. The “student” models a behavior other than following the instruction. It can be helpful for the behavior to be something that is commonly seen in the classroom.

3. Ask the class what the instruction was.

4. Ask the class what the “student” did when given the instruction.

5. Ask the class what the “student” should have done instead.

6. Follow up with the same example again except the “student” will follow the instruction this time.

7. Ask the class what the instruction was.

8. Ask the class what the “student” did when given the instruction.

After the skill has been modeled, lead the class through the skill, providing hints and help as well as corrective feedback during the process. More complex skills will require more hints, help and corrective feedback. This time the class will participate in the activity.

1. Review the expectation and any steps needed to follow it. “Remember the steps for following instructions. Listen for instructions. Do what you are asked right away. Listen for another instruction.”

2. Give the class an instruction. “Class, please stand up beside your desk.”

3. Monitor that the class has demonstrated the skill. Provide direct and immediate corrective feedback as needed. “Steve, remember when I give an instruction you need to follow it right away. What was the instruction? (Steve: “Stand up.”) Good. What do you do when I give an instruction? (Steve: “Do it the first time.”) Exactly! When I give an instruction do it right away. Now lets try it again.” **Frequently giving direct and immediate feedback is essential to the teaching and learning process.**

4. When the class has followed the instruction provide sincere and immediate behavior specific praise (e.g., “Great job following that instruction and standing by your desk!”).
5. Lead the class through the skill at least two more times or until all the students have demonstrated the skill correctly. Be sure to continue to provide hints and help as well as behavior specific praise and corrective feedback. Finally, you will test the students on their use of the skill in context.

1. Ask the students what the steps for following instructions are. “Class, what are steps for following instructions?” Provide correction and hints as needed.
2. During the school day give the students an instruction and monitor how they respond. Be sure to provide corrective feedback as well as behavior specific praise (* See Behavior Specific Praise session).
3. If the students do not demonstrate the skill correctly, go back to the modeling step and provide more positive examples of the skills.

* During this process, it will be important to use an optimal pace and provide corrective feedback and behavior specific praise. (* See Behavior Specific Praise session).
Module 1: Classroom Structure

Session 3: Precorrection

Targeted Skill: Precorrection

Precorrection is a strategy that can be used by teachers to remind students of the expected or appropriate behavior before they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007; Stormont & Reinke, 2009). It is the opposite of correction because it is a pro-active strategy in which the teacher reminds students of the expectations of a task before students engage in the task (Lampi et al., 2005).

Purpose/Benefits

Consistently using precorrection as a part of classroom routines has numerous positive outcomes.

- Precorrection is an effective strategy for promoting appropriate student behavior in various school settings including the classroom (De Pry and Sugai, 2002), cafeteria and playground (Lewis, Colvin, & Sugai, 2000), and during transitions (Colvin, Sugai, Good, & Lee, 1997).
- It reduces the time teachers spend in redirection and correction of misbehavior since it takes considerable more time and energy for teachers to try to get students back on track than to remind them of the expected behavior before the task begins (Lampi et al., 2005).
- To encourage positive behavior, it is important for students to practice appropriate behavior; thus precorrection prevents the likelihood of students repeating problem behavior in the future (Lampi et al., 2005).

Overall, precorrection creates a more positive environment in the classroom by providing more opportunities for the teacher to praise students for their appropriate behavior and reduces the need for more punitive methods (Lampi et al., 2005).

Materials Needed

1. Pictures of Classroom Organization/Structure
2. CCU Module Session Action Planning Form
3. Handout 1: Precorrection Worksheet
Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

**Consultant:** “When we met for the feedback session one of the things you wanted to work on in your classroom was increasing your use of precorrection as a proactive way of preventing problem behaviors. So tell me what you know about precorrection?” (Have a discussion about what the teacher knows about precorrection).

“We talked about how research shows that the use of precorrection creates a more positive environment in the classroom by providing more opportunities for you to use praise with students for their behavior and reduces the need for reprimands or corrections.”

**Motivational Interviewing Tips:**

1) Present strategies as options/develop a menu of options with teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Notes to Consultant:**

- Brainstorm a list of problem behaviors in the classroom that could be prevented by increasing precorrection.
- Have the teacher identify times during the day that students may struggle (e.g., transitions) as these are ideal opportunities to use precorrection.
Strategies & Skills

Below are strategies for teachers to increase their use of precorrection:

1) Analyze lesson plans and classroom schedule to identify opportunities for using precorrection. It will be especially important to identify transitions that happen in the classroom as these are great opportunities for using precorrective statements. It may be helpful to identify specific times of the day or certain activities when the teacher wants to use precorrection and write a note or reminder in their planner. Another suggestion is to put a cue on the visual classroom schedule (smiley face sticker). The consultant and teacher can work together to embed it as a routine and create reminders for the teacher that works well for them. Be sure to plan adequate time for precorrection and answering any potential questions.

2) Identify common problem behaviors and students that may require extra support during class with behavioral expectations. Write specific precorrective statements in lesson plans that address these problem behaviors and students’ needs to help prevent problems during instruction.

3) Greet students as they enter the classroom and remind them of expectations and routines.

4) Clearly post expectations and routines so students can access them. This can also remind the teacher to use precorrections (* See pictures of classroom organization/structure).

5) Provide precorrective statements before introducing or reviewing difficult concepts or skills or before introducing new structures for instruction to increase the likelihood of correct student responses. When developing lesson plans, identify difficult or challenging content and use precorrective statements to increase student understanding. Precorrective statements are also helpful when introducing new material or activities. When student rates of correct responses are increased, more opportunities are present to use behavior specific praise with students to reinforce appropriate behavior (* See Behavior Specific Praise session).

6) Depending on the age of students, it may be helpful for the teacher to create a song, “catchy” chant or rap. This is a way to make precorrection fun for the teacher and students while making it part of the classroom routine. For example in Writer’s Workshop students could chant “Boards down. Markers down. Hands in your lap!” (while patting their legs).
Practice: Demonstration/Modeling/Role Play (in session)

The consultant should model the use of pre-correction for the teacher using positive and negative examples. The consultant can use the Model-Lead-Test format for teaching the skill to the teacher.

Model

“Telling students, ‘Move to your groups, remember the rules’ may not be clear enough for your class. Instead you might state the specific rule/expectation you want them to follow. You could say, ‘Class, next I want you to move to your small groups but let’s go over the rules before you start. First, voices off when you are moving. Second, go directly to your group. Third, look at me when you get to your group and wait quietly for further instructions.’ ”

Lead

“Let’s look at our list of transitions or problem behaviors that may benefit from using precorrection. What would you like to work on first? Let’s develop a precorrection plan.”

Test

Have the teacher practice how they will use precorrective statements in their classroom. Be sure that the teacher identifies behavior specific praise statements to use when the students follow through with the correct behaviors. The consultant should model and use behavior specific praise with the teacher. For example, “That was a great use of precorrective statements. You identified a problem area in advance and addressed it clearly and directly.” (* See Behavior Specific Praise session).

Action Planning

1. The consultant and teacher will develop an action plan of strategies the teacher wants to implement in their classroom (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are working (e.g. fidelity, collecting data, self-monitoring). Use the precorrection worksheet to help develop a plan of action.

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time,
materials, money) and skill level. Things for the consultant to think about when action planning:

- Is the chosen strategy conducive to the teacher’s method of instruction?
- Is the chosen strategy conducive to the physical arrangement of the classroom?
- Does the chosen strategy fit with the classroom rules and routines?
- Is the chosen strategy effective in meeting the students’ needs?

**Practical Implementation Tips and Reminders**

The teacher may need help integrating the new skill into their classroom. The consultant will help the teacher define arrangements that need to be made to implement the new strategies in the classroom and/or strategies to help him/her remember to use the new skill.

More difficult concepts or skills require more clear and direct precorrection. For example, if a student consistently has difficulty raising his hand, a leading question such as “John, what do you do when you want to talk in class?” may not be effective. Be direct, specific and clear by saying, “John, when you want to speak, you must first raise your hand and then wait for me to call on you.”

Remind teachers that using precorrection will help prevent student problem behavior and provide more opportunities to use behavior specific praise statements for those students exhibiting appropriate behavior. This will increase appropriate behaviors and on-task student behavior and decrease off-task or misbehavior.

**Practice: Demonstration/Modeling/Role Play (in session)**

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice using pre-corrective statements.

- It may be important for the consultant to review lesson plans and daily routines with the teacher to identify possible opportunities for precorrection. Look for transitions and common times for problem behaviors, as well as difficult or new academic concepts/skills. The consultant could ask the teacher to identify possible times to insert precorrects.
- Model the use of precorrection for common behaviors, skills, and concepts.
Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we talked about strategies for using precorrection in your classroom. We examined your lesson plans and classroom routines and decided to use precorrection during the following times...Anything else we should add?”

Notes to consultant: Review the action plan of who, when, where and what materials are needed. How will the plan to use precorrection be monitored (e.g. data collection)?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
4. Assign any homework/practice. The consultant may ask the teacher to identify other times in their schedule to use precorrection or to make identifying specific precorrective statements a part of their routine when they plan new lessons and activities.
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant models precorrective statements in the classroom for the teacher when introducing a new activity or difficult concept/skill.
2. Consultant conducts classroom observations and gives teacher performance feedback/tips to improve implementation as well as highlights what the teacher is doing well. The consultant should provide specific examples of times the teacher used precorrection effectively, as well as times the teacher could have used pre-correction. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
3. A plan is developed for the teacher to self-monitor implementation of using precorrection.
4. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.
5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. One suggestion is to re-visit the list of Strategies and Skills for precorrection. The consultant and teacher may need to revise the action plan or develop a new action plan.

6. Teacher self-reflection component. The consultant should have the teacher self-reflect on the plan for using precorrection. The consultant might ask: Is the plan helpful? What would be the benefits for students? How would using precorrection affect classroom routines/time management? What was most helpful? What was the least helpful? What would you change?

What if....?

*The teacher reports that precorrection does nothing to prevent problem behavior in their classroom.*

- Be more clear, direct and specific with precorrective statements.
- After giving precorrective statements, have the teacher check for understanding by asking 2 – 3 students to raise a quiet hand and repeat what the teacher said (e.g., “Repeat the rules for the lesson”).
- Ask the teacher to reflect on whether the expectations and routines are appropriate for the students based on their age and skill level.
- Teach, post, review and practice behavior expectations with students (* See Behavioral Expectations session).
- Ask the teacher to reflect on whether students are getting positive attention/rewarded for appropriate behavior in the classroom. The teacher may need to increase behavior specific praise for those students that follow the rules (* see session on behavior specific praise) or implement a reward system (* See Group Contingencies session).
- It may be necessary to combine other classroom management practices with precorrection (* See Responding to Appropriate Behavior and Responding to Inappropriate Behavior sessions). The consultant may need to conduct a classroom observation to determine if the teacher would benefit from working on other classroom management practices in combination with precorrection.
- The consultant may conduct a classroom observation and provide feedback to the teacher on their use of precorrective statements. For example, does the teacher have the students’ attention before they provide the precorrective statements? If not, the consultant may
want to discuss the use of attention signals (e.g. “1,2,3 eyes on me,” clapping, harmonica, blinking lights) and gaining the students’ attention before using precorrection.

*Teacher has difficulty developing appropriate precorrective statements.*

- Ask the teacher to think about what has gone wrong in the past or what was difficult in the past when they did similar lessons/activities. If this is the first time the teacher is introducing new material, have them think about things that *could potentially* go wrong. These are the problem behaviors that should be used for precorrection. For example, if students often run to their tables or talk loudly during group work, the teacher might use precorrection by saying prior to group work, “Today in group work we will walk quietly at our tables and use inside voices when talking with other group members.”
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: _____________________
Date: ______________________

Module Topic: _________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
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**Handout 1: Precorrection Planning Form**

Step 1: Identify a behavioral routine for which students are likely to have difficulty meeting expectations without a reminder.

Step 2: Write the specific precorrection and behavior specific praise statements that you will use (*See Behavior Specific Praise session).

Step 3: Evaluate whether the precorrection procedure was effective.

**Behavior Routine:**

<table>
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<th>Precorrection Plan:</th>
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<th>Behavior Specific Praise for Group:</th>
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<th>Behavior Specific Praise for Individuals:</th>
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Did 85% of students meet expectations?  Yes  No

*** If no, develop a plan to explicitly teach the behavior routine to the class.

Module 1: Classroom Structure

Session 4: Active Supervision

Targeted Skill: Active Supervision

Active supervision is when the teacher physically walks around the classroom and continues to visually scan the classroom while interacting with students (De Pry & Sugai, 2002). De Pry and Sugai (2002) recommend that teachers move around the classroom during instruction, visually scan and attend to all sections of the classroom, verbally and non-verbally interact with students about the academic material as well as behavioral expectations, and reinforce those students that are displaying appropriate academic and social behaviors using behavior specific praise and/or reward systems.

Purpose/Benefits

Research has shown that active supervision increases students’ positive behavior in various school settings (e.g. classrooms, hallways) (Simonsen et al., 2008).

- One study found that active supervision made significant contributions to the reduction of student problem behavior such as running, hitting, and yelling in three major transition settings in an elementary school (entering the school, going to the cafeteria, and leaving the classroom at the end of the school day) (Colvin et al., 1997).
- Active supervision has been shown to result in class-wide reductions in minor behavioral incidents in general education classrooms (De Pry & Sugai, 2002).

Materials Needed

1. Pictures of Classroom Organization/Structure
2. CCU Module Session Action Planning Form

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”
Consultant: “When we met for the feedback session one of the things you wanted to work on in your classroom was improving active supervision during instruction. So tell me what you know about Active Supervision?” (Have a discussion about what the teacher knows about Active Supervision).

“We talked about how research shows that problem behaviors are decreased when teachers use active supervision. **Active supervision is moving around the classroom during instruction, visually scanning and attending to all sections of the classroom, interacting with students about the academic material as well as behavioral expectations, and providing behavior specific praise to those students who are displaying appropriate academic and social behaviors.**”

“Do you have any ideas for how you could interact with students during instruction and provide reinforcement for positive behaviors? Are there any changes you need to make in the physical arrangement of your classroom to allow for active supervision?”

**Motivational Interviewing Tips:**

1) Present strategies from the next section (* see Strategies & Skills) as options and develop a menu of options with teacher.

2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.

3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.

4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Notes to consultant:**

- Have a discussion about what the teacher is currently doing to actively supervise students and ask the teacher to brainstorm a list of strategies to increase active supervision in his/her classroom. Write ideas on a piece of paper.

- Determine strategies that the teacher may already know but has not implemented. Use silence and give the teacher time to think about ways they could increase active supervision in their classroom. Some teachers may already know the recommended strategies but need help developing a plan to implement the strategies in their classroom. Other teachers will
need help identifying specific strategies to improve active supervision. 

Strategies & Skills

Below is a list of practices that can help improve active supervision in the classroom:

1. Be sure the class is arranged in a way that allows the teacher to move freely and access all students easily (*See Physical Arrangement session).
2. Move dividers, book shelves, and other furniture that could impede the teachers view of students (*See pictures of classroom organization/structure).
3. If the teacher uses electronic presentations tools like PowerPoint, recommend that the teacher use a clicker to change slides from anywhere in the classroom.
4. During lesson planning, make notes of opportunities for reinforcing positive student behavior and look for those opportunities during instruction.
5. When planning lessons the teacher may think about specific ways to increase active supervision. For example, when working with individual students the teacher may work on looking up periodically to visually scan the classroom or during whole group instruction identify opportunities to move around all areas of the classroom more often.

Action Planning

1. The consultant and teacher will develop an action plan of strategies that the teacher wants to implement in his/her classroom (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:

   • Is the chosen strategy conducive to the teacher’s method of instruction?
• Is the chosen strategy conducive to the **physical arrangement of the classroom**?
• Does the chosen strategy fit with the **classroom rules and routines**?
• Do the chosen strategies **meet the needs of all students**?

**Practical Implementation Tips and Reminders**

The teacher may need help integrating the new skill into their classroom. The consultant will help the teacher define arrangements that need to be made to implement the new strategies in the classroom and/or strategies to help the teacher remember to use the new skill. Suggestions include:

• Assign work or use a lecture format that requires student-teacher interaction.
• Do not do “other work” during instructional time (e.g. grading papers, checking email).
• Use behavior specific praise statements for students exhibiting appropriate behavior to increase appropriate behavior(s) and decrease off-task/problem behavior (*See Behavior Specific Praise session).  

**Practice: Demonstration/Modeling/Role Play (in session)**

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill in a role play. For example, the consultant might model how to physically move around the classroom and engage students in instruction. This may involve the consultant helping the teacher plan a lesson and model using active supervision.

**Model-Lead-Test**

Depending on the teachers current habits during instruction and other classroom activities it may be necessary to explicitly teach the use of active supervision using a Model-Lead-Test format. After the consultant and teacher have collaboratively discussed the teacher’s classroom habits and established a setting and practices that are conducive for active supervision (lesson plans, room arrangement, etc.), the next step is for the consultant to make arrangements with the teacher to teach the skill of active supervision. This includes: 1) Set up times to model the skill (model), 2) Lead the teacher through the skill (lead), and 3) Observe the teacher to ensure he/she is using the skill correctly (test).
Below is an example of the Model-Lead-Test process for active supervision.

During the modeling session the consultant will take over the class and teach a lesson while using active supervision. The consultant will need to be familiar with the content of the lesson as well as be fluent in using active supervision in a classroom setting. It is important to meet with the teacher and have a plan before the consultant takes over the class. It is not necessary to teach an entire class but the modeling session must be long enough to demonstrate the skill of active supervision.

**Model**

**Consultant:** “Today I am going to show you how to use active supervision. I would like for you to introduce me to the class and let them know that I will be teaching the first part of the reading class. During the lesson I will use active supervision and I want you to observe me and take notes on how I use it. Also, I want you to take note of when I should have used active supervision but did not use it. Additionally, please note any barriers to your use of active supervision and questions that arise as you observe me teach your class. Watching the class can be eye opening for you as the teacher and really help you improve your teaching practices.”

**Notes to Consultant:** When teaching the class be sure to overtly use active supervision. Make it obvious what you are doing so the teacher can easily recognize when you are demonstrating the skill. This is not a time to be subtle. Be sure to demonstrate as many active supervision skills as you can throughout the lesson. The modeling session must be realistic for the teacher (e.g. skill level, resources, time) and therefore should not demonstrate an unattainable level of implementing the skills. If you predict this skill will be difficult for the teacher it may be necessary to lower the complexity of what you model. This may require only showing the teacher how to walk around the room and visually scan the room during instruction or student work time. The more aspects of the skill that are introduced in a single session the more difficult it will be for the teacher to implement. Further, it may be necessary to model multiple sessions depending on the teacher’s needs, the complexity of the skill modeled, and the ability level of the teacher.

After the modeling session meet with the teacher and discuss the teacher’s observations and notes from the modeling session. If the teacher points out mistakes the consultant made or opportunities that were missed for active supervision, praise the teacher for his/her keen observations and troubleshoot solutions. End the session with the teacher feeling good about his/her upcoming
opportunity to practice active supervision while the consultant observes the teacher.

Lead

**Consultant:** “Today I am going to watch you use the skills I modeled for you yesterday and help you use them in your classroom. We will co-teach the class today and both use active supervision together. I will watch you and indicate when you are successfully using active supervision skills and you can do the same for me.”

**Notes to consultant:** Be subtle during instruction when providing feedback and praise to the teacher. It may be necessary to work out a nonverbal system of feedback and praise before the class begins. This may be as simple as using thumbs up for praise and quietly indicating or demonstrating the skill as the opportunity arises during instruction. After the lesson be sure to meet with the teacher and discuss the experience.

Test

The consultant will observe the teacher teach a lesson and provide him/her with feedback regarding his/her use of the active supervision skills learned during the modeling and leading sessions. Be sure to praise the teacher for correct use of active supervision, as well as provide good corrective feedback as needed. Remember, corrective feedback involves stating what the teacher did incorrectly and what should be done instead.

Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

**Consultant:** “Today we talked about strategies for increasing active supervision in your classroom. We discussed ________ in order to increase active supervision in your classroom. Anything else we should add?”

**Notes to Consultant:** Review the action plan of who, when, where and what materials are needed. How will the plan be monitored (e.g., data collection)?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant models a lesson for the teacher using active supervision in the classroom using the Model-Lead-Test session described above.

2. Consultant and teacher co-teach a lesson using active supervision with the Model-Lead-Test described above. After the lesson, the consultant asks the teacher how it felt to use the active supervision strategies? Did the teacher notice any differences in student behavior/disruptions?

3. Consultant conducts classroom observations and gives teacher performance feedback/tips to improve active supervision in the classroom as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.

4. A plan is developed for the teacher to self-monitor implementation of using active supervision.

5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. One suggestion is to re-visit the list of Strategies and Skills for Active Supervision. The consultant and teacher may need to revise the action plan or develop a new action plan.

6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

7. Teacher self-reflection component. The consultant asks the teacher to self-reflect on the active supervision plan. The consultant might ask: Is the plan helpful? What are the benefits? What was most helpful? What was the least helpful? What would you change? How would this look if used effectively in the classroom?

What if....?

The teacher reports that active supervision is not decreasing problem behavior in his/her classroom.

- Discuss the strategies they have tried and suggest other strategies they may not have used (e.g. visually scanning classroom, walking to all areas of the room, refraining from completing other work).
Another strategy is to integrate non-verbal cues such as using eye contact, smiles, head nodding and thumbs up for appropriate behavior.

- Discuss using behavior specific praise (BSP) statements for students exhibiting appropriate behavior as they walk around the classroom. BSP can also be combined with other forms of encouragement/positive attention such as using proximity by standing behind a child’s chair or giving them a pat on the back. This will help to increase positive, appropriate student behavior and decrease off-task or problem behavior (* See Behavior Specific Praise session).

- It may be necessary to combine other classroom management practices with active supervision (* See Group Contingencies and Responding to Inappropriate Behavior sessions). The consultant may need to conduct a classroom observation to determine if the teacher would benefit from working on other classroom management practices in combination with active supervision.
### CCU Module Session Action Planning Form

**Teacher Name:** ________________________  
**Grade:** __________________  
**Date:** __________________

**Module Topic:** __________________________________

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Module 2: Authentic Teacher-Student Relationships
Glossary of Module 2 Terms

**Behavior Specific Praise (BSP):** An evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior. * See Behavior Specific Praise session.

**Fidelity:** The degree to which the teacher implements the intervention as planned including the frequency that the intervention is delivered and the quality of implementation (Han & Weiss, 2005). The goal is to have teachers implement classroom management best practices with high fidelity.

**Motivational Interviewing (MI):** Developed by Drs. William Miller and Stephen Rollnick in the 1980’s (Miller & Rollnick, 2002). MI strategies focus on building a collaborative relationship between the teacher and consultant to motivate the teacher to change and implement positive practices in the classroom.

**Performance Feedback:** The consultant collects data during follow-up classroom observations and provides the teacher with ongoing feedback. Example: If the teacher is working to increase his/her use of behavior specific praise, the consultant would observe the teacher in the classroom and let them know if they increased the number of behavior specific praise statements (Reinke, Herman, & Sprick, 2011).

**Self-efficacy:** An individual’s confidence or belief that they can do something (e.g. make the desired change, implement the plan).

**Self-monitor:** Teacher collects data daily to determine if the chosen intervention is working in the classroom. The teacher tracks which components of the intervention are implemented each day. This helps the teacher to be more aware of his/her behavior and is a helpful reminder to follow through on the developed plan (Reinke, Herman, & Sprick, 2011).
Module 2: Authentic Teacher-Student Relationships

Session 1: Authentic Teacher-Student Relationships

Targeted Skill: Authentic Teacher-Student Relationships

Teachers can build positive relationships with students and show students they care about them by talking with students, listening to their concerns, helping students with their assignments, and expressing fairness and warmth (Doll, Zucker & Brehm, 2004).

Purpose/Benefits

When teachers have authentic relationships with students they are more likely to have positive behavioral and academic outcomes and be more successful in school. Additionally, when teachers and students have good relationships students are more compliant with teacher directions and requests.

Studies have shown that students’ relationships with teachers have more influence on student’s motivation and academic achievement than relationships with peers or parents (Wentzel, 1997). Positive teacher-student relationships also increase student engagement and confidence in the classroom (Koplow, 2002).

Materials Needed

1. CCU Module Session Action Planning Form
2. White board/paper for Brainstorm
3. Handout 1: Authentic Teacher-Student Relationship Strategies
4. Handout 2: “Caught Being Good” Form
5. Handout 3: Teacher-Student Relationship Inventory

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

Consultant: “When we met for the feedback session one of the things you wanted to work on in your classroom was improving the relationships with student(s) in your classroom. We talked about when teachers have positive
relationships with students, students are more likely to comply with teacher requests and directions in the classroom and be more successful in school. Remind me, what were some of the reasons you picked this topic?” (Have a discussion about why the teacher wants to work on authentic relationships with students).

Possible discussion questions:

- “Who are the most challenging students in your classroom?”
- “What is challenging about this student(s)?”
- “What ideas do you have for how to engage (student’s name) in your classroom?”
- “What are some ways you could connect with (student’s name)?”
- “Are there general strategies you could use to engage all students in your class?”

Motivational Interviewing Tips:

1) Present strategies from the next section (* see Strategies & Skills) as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

Notes to consultant:

- The teacher may have identified one or several students with whom they would like to improve the relationship. Additionally, this could be a class-wide issue in which the teacher needs support building relationships and engaging all of the students in the classroom.

- Brainstorm a list of specific ways the teacher could engage and connect with identified students. Write all of the ideas on a white board or a piece of paper. Encourage the teacher to say any idea that “pops” into his/her mind. During Action Planning, you can collaboratively work on prioritizing strategies and/or identifying the most effective strategies.
• Determine strategies the teacher may already know but has not implemented. Use silence and give the teacher time to think about ways he/she could engage and connect with students in the classroom.

**Strategies & Skills**

The consultant may want to begin by having the teacher complete the Teacher-Student Relationship Inventory (see Handout 3 at the end of this session). This will provide the consultant with an idea of what strategies the teacher is currently using and can facilitate a discussion about strategies the teacher would like to try with his/her students.

If the teacher has individual students with whom they would like to improve their relationship, the consultant can suggest using Handout 2: Caught Being Good Form to identify specific positive behaviors they will “catch” the student doing and reward his/her behavior.

Copied below is a list of strategies for teachers to have authentic relationships with students (Doll, Zucker & Brehm, 2004). Provide teacher with a copy of handout Authentic Teacher-Student Relationship Strategies. **All of these strategies may require a private conversation with the student to ensure that the identified strategy would improve the teacher-student relationship and not bother the student or encourage them to act out.**

1. Review the student’s cumulative record. Birth certificates, past report cards, and other legal documents provide a wealth of knowledge to better understand the student and their background.
2. If the student sees the school psychologist or another mental health professional it would be beneficial to contact them for any suggestions to successfully engage/connect with the student (e.g. strengths, hobbies, interests, etc.).
3. Spend 5-10 minutes daily with target student doing an activity the student chooses/enjoys.
4. Greet student in the morning or take a few minutes at the end of the day to ask the student about their day.
5. Behavior specific praise/acknowledgement/recognition for appropriate behavior and accomplishments (*See Behavior Specific Praise session*).
   Examples: Verbal praise statements to the individual and in front of the group/peers, sending positive praise notes home with the student, and high-fives or pats on the back.
6. Physical acknowledgement/recognition (e.g. eye contact, smiling at the student, physically sitting or kneeling down to the child’s level).
7. Ongoing and frequent conversations with the child (ask about a recent vacation, their family, sporting event, etc.).

8. Attend one of the child’s school or community activities to show support (e.g. basketball game, assembly that they are performing). After the event let the child know that you attended his/her event to support them, and that you had a good time and really enjoyed their performance.

9. Identify the student’s interests/hobbies (e.g. wrestling, dinosaurs, race cars, television shows, etc.) and show interest by making conversation with the child about things they like and enjoy.

10. Identify the child’s favorite color, animal, or other preferences such as butterflies, hearts, amusement park rides, or swimming, and find ways to integrate these interests into the classroom environment and academic curriculum. For example, “Today for our shared reading we are reading a story about turtles. I know Johnny really likes turtles and may be able to share with us some of the other things he has learned about turtles.”

11. Be familiar with the student’s celebrations and disappointments in their life.

12. Provide encouragement and support when the child appears frustrated or overwhelmed with an assignment.

13. Remind student(s) of the experiences you have shared together (e.g. fun activities, field trips, books you read together) and tell the student(s) that you think about them frequently.

14. Have lunch with the student.

15. Give the student a special role in the classroom or invite them to be the teacher’s helper for the day.

16. Use active listening, reflection, and avoid criticism when the student shares a concern. It is especially important to acknowledge the concern and validate the student’s feelings even if there is not time to immediately address the concern. Schedule a time and make a plan to discuss the concern at a later time.

17. The things that teachers say and do should send a message to students that they care about them, their feelings, and what they have to say, and that they are an important member of the classroom.

18. To build trust, be sure to “follow through” when you make promises to students (e.g. do what you say you are going to do).

19. Schedule a meeting with the child’s family to promote a positive home-school partnership, learn more about the child, and collaboratively develop a plan to help the child be successful at home and school.
20. Class-wide interventions:

- Have each student schedule a time (approximately 5 minutes) to receive individual time with the teacher so that they can ask questions or share concerns.
- Eat lunch with students on a regular basis or have a small group after school. This is a great way to learn about students and share personal interests.
- Greet students as they enter the classroom and say something personal to each child.
- Play with students at recess or schedule a time to play basketball, kickball or other games with students.
- Participate in school and community events.
- Write personal notes on students’ assignments.
- Class meetings for students to share concerns and problem-solve solutions as a group.
- Class-wide reward systems in which students work as a team to earn group rewards.
- Observe students and acknowledge when they might be having a bad day or a problem. Let students know they can go to the teacher if they need help or want to talk.
- Have a suggestion box in the classroom where students can write anonymous notes about things that are going on in the classroom (e.g. peer issues) or things they would like to do in the classroom (e.g. activities or rewards they would like to earn).
- Have students interview the teacher for a class assignment.
- In the beginning of the school year make a “Learn about Mrs./Mr. _____________” poster or bulletin board to share with students. Have each student create a similar poster to share with the teacher and class. Continue to share personal information and stories to make connections with students throughout the school year.
- Assign jobs and task in the classroom that build on students’ individual strengths.
- Send home a personal newsletter to parents/caregivers about activities in the classroom and student successes, include pictures of students.
- Give each student a birthday card on their birthday. Acknowledge student’s birthdays by having them wear a special ribbon and/or writing birthdays on the class calendar. Another suggestion is to let student’s sit in a special birthday chair or decorate a small pillow case with puffy paint to slide over the student’s regular seat so that
it becomes a special birthday seat. (Note: It is important that the teacher communicates with parents in the event they prefer for their child not to celebrate birthdays or certain holidays).

- Be warm, caring, friendly, and have fun with students!

**Action Planning**

1. The consultant and teacher will develop an action plan of the strategies the teacher wants to implement with students in his/her classroom (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:
   - Is the chosen strategy conducive to the teacher’s method of instruction? Is it realistic?
   - Does the teacher have time in his/her schedule? If not, how can they make time in their schedule?

**Practical Implementation Tips and Reminders**

The teacher may need help integrating these strategies into their schedule and daily routines. The consultant will help the teacher define arrangements that need to be made to implement the new strategies in the classroom and/or strategies to help them remember to use the new skill. Suggestions include:

- Once the teacher has identified a strategy, they can use reminders such as a piece of tape on their hand, post-it notes, or an alarm reminder on their phone. Other reminders include writing in a planner, calendar, or lesson plan to use the strategy.
- One way to improve relationships with students is to increase rates of behavior specific praise for students exhibiting appropriate behavior (* see behavior specific praise session). This will increase students’ appropriate behaviors and decrease off-task or problem behavior in the classroom.
Practice: Demonstration/Modeling/Role Play (in session)

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill together. For example, the consultant can model how the teacher would spontaneously have conversations with a student in the morning or throughout the school day, or how the teacher can ask about the child’s interests and gain information about their hobbies, accomplishments and disappointments. A teacher might say to a child “I noticed you are really smiling today and look very happy. Did something good happen this morning at home or on the way to school? Tell me about it...” or if a child looks upset or sad, the teacher might say, “I noticed you don’t quite seem like yourself today, Joe. You look a little sad, is everything OK?” However, if students do not want to talk it may be helpful to give them some time or space to calm down when they appear angry or upset.

Additional Modeling Opportunities

- Model how to greet students as they walk in the classroom. Be sure to use student names and model specific things to say to students beyond commenting on their looks or clothes (without using sarcasm or entering into coercive interactions).

- Model how to ask students about their day at the end of the school day. (Note: Be sure to remain attentive and genuinely interested as the student talks about their day).

- Model appropriate interactions with students while using active supervision during instruction (* See Active Supervision session).

- Model appropriate interactions during recess/lunch/leisure times.

Feedback and Praise Opportunities

Any time a skill or strategy has been modeled and the teacher utilizes that skill it is very important to provide the teacher with appropriate feedback and praise as needed. If the teacher interacts with students on the playground be sure to observe these interactions and meet with teachers when appropriate to provide feedback. Be sure to watch for coercive and confrontational interactions as well as the use of sarcasm or unsupportive comments. If the teacher has difficulty with these interactions schedule a modeling session to teach or reteach the skill. If necessary, use a full Model-Lead-Test format by modeling the specific skill, leading the teacher through the skill, and then observing the teacher to provide praise and corrective feedback.
Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we talked about strategies for engaging students and connecting with them. Specifically, we decided to work on your relationship with (student’s name/names). We decided to try ________ (list strategies) with the student(s). Anything else we should add?”

“Next time we meet we will talk about how these strategies worked and if they were successful. If needed, we can brainstorm new strategies or try some of the other strategies on our list.”

Notes to consultant: Review the action plan of who, when, where and what materials are needed. Discuss how the plan will be monitored (e.g. data collection).

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
4. Assign any homework/practice. To improve class-wide relationships, the consultant may ask the teacher to review the list of strategies for building strong teacher-student relationships and identify 3 strategies they would like to implement in their classroom. For improving the relationships with a particular student or students the consultant can ask the teacher to identify three strategies they would like to implement with the identified student(s).
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant models the new strategies in the classroom for the teacher.
2. Consultant and teacher co-teach a lesson using some of the new strategies for building strong teacher-student relationships.
3. Consultant conducts a classroom observation and gives the teacher performance feedback/tips to integrate strategies for building strong relationships as well as highlights what the teacher is doing well (e.g., strategies that are effective). The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the
teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.

4. A plan is developed for the teacher to self-monitor implementation or frequency of the identified strategies to engage/connect with students.

5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. One suggestion is to re-visit the list of Strategies for Authentic Teacher-Student Relationships. The consultant and teacher may need to revise the action plan or develop a new action plan.

6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

7. Teacher self-reflection component. The consultant should have the teacher self-reflect on the plan to improve student relationship(s). The consultant might ask: Was the plan/strategies helpful? What was most helpful? What was the least helpful? What would you change? What are the benefits of having good relationships with students? What might this look like in their classroom? How would it affect the overall classroom environment? How would it affect student problem behavior/engagement?

What if….?

*Student does not appear to like the positive attention.*

- Don’t give up! Encourage the teacher to be persistent and consistent with positive attention. It may take time for the child to trust that it is genuine and for their behavior to change as a result of the positive attention. This is especially true if the child was previously receiving a lot of negative attention and now the attention is positive.

- The child may get embarrassed in front of their peers or in a group so the teacher may need to be more discrete with their praise, encouragement or positive attention. Instead of praising the child in front of the entire class the teacher may try writing a note on the student’s paper or whispering the praise to them quietly in their ear or when peers are not around/listening.

- The teacher may want to have a discussion with the student about how they would like to receive positive feedback. The teacher and student could discuss possible options such as a positive phone call or note home, or earning a reward such as a special classroom job they enjoy.
Teacher states that the child does not like anything or have any hobbies.

- Teacher may need to work with consultant to identify specific things the child is doing well/strengths in cases where the teacher is having difficulty finding something positive about the child.
- The consultant may need to observe in classroom and provide very specific examples with identified students based on observations. The consultant may need to ask the child directly about his/her interests/hobbies.
- The consultant may suggest that the teacher ask the child directly about his/her interests, favorite color, hobbies, etc.
- The teacher could give the student an Interest Inventory to help identify the student’s hobbies and interests.

Teacher feels stressed out or says they do not have time to use these strategies.

- Discuss with the teacher ways to provide encouragement and attention to students without interrupting the flow of instruction. For instance, stopping instruction to have a long talk with a student while other students are waiting would not be optimal. Instead the teacher may identify times to quickly have genuine side conversations with students during independent work, while walking in the hallway, or at the beginning of the school day.
- The consultant should work with the teacher to find practical ways to integrate the identified strategies into their schedule that do not take a lot of time.
- The consultant may ask the teacher to reflect on why it is important or helpful to have good relationships with students. How would it affect the overall classroom environment? How would it affect student disruptive behavior/engagement? Discuss how improving relationships with students will improve engagement and reduce disruptive behavior which, as a result, will save the teacher time and increase instruction and learning in the classroom.

Teacher is very frustrated by the child’s behavior and feels the relationship between the child and teacher has been damaged or is very strained.

- The consultant should work with the teacher to identify positive things about the child/strengths and learn about the child’s interests/hobbies or ways to connect with the child. This may require the consultant spending some time in the classroom to identify ways the teacher could engage the child.
- Together the teacher and consultant could develop a plan to repair
the relationship using the strategies provided in this section. The consultant may need to encourage the teacher to stay positive and consistent as it may take some time to mend the relationship and develop trust.
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: ________________________
Date: ________________________

Module Topic: ____________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>
### Handout 1: Authentic Teacher-Student Relationship Strategies

Doll, Zucker & Brehm, 2004

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Review the student’s cumulative record. Birth certificates, past report cards, and other legal documents provide a wealth of knowledge to better understand the student and their background.</td>
</tr>
<tr>
<td>2.</td>
<td>If the student sees the school psychologist or another mental health professional it would be beneficial to contact them for any suggestions to successfully engage/connect with the student (e.g. strengths, hobbies, interests, etc.).</td>
</tr>
<tr>
<td>3.</td>
<td>Spend 5-10 minutes daily with target student doing an activity the student chooses/enjoys.</td>
</tr>
<tr>
<td>4.</td>
<td>Greet student in the morning or take a few minutes at the end of the day to ask the student about their day.</td>
</tr>
<tr>
<td>5.</td>
<td>Behavior specific praise/acknowledgement/recognition for appropriate behavior and/or accomplishments. Examples: Verbal praise statements to the individual and in front of the group/peers, sending positive praise notes home, high-fives or pats on the back.</td>
</tr>
<tr>
<td>6.</td>
<td>Physical acknowledgement/recognition (e.g. eye contact, smiling at the student, physically sitting or kneeling down to the child’s level).</td>
</tr>
<tr>
<td>7.</td>
<td>Ongoing and frequent conversations with the child (ask about a recent vacation, their family, sporting event, etc.).</td>
</tr>
<tr>
<td>8.</td>
<td>Attend one of the child’s school or community activities to show support (e.g. basketball game, assembly that they are performing). After the event let the child know that you attended to support them, and that you had a good time and really enjoyed their performance.</td>
</tr>
<tr>
<td>9.</td>
<td>Identify the student’s interests/hobbies (e.g. wrestling, dinosaurs, race cars, television shows, etc.) and show interest by making conversation with the child about things they like/enjoy.</td>
</tr>
<tr>
<td>10.</td>
<td>Identify the child’s favorite color, animal, or other preferences such as butterflies, hearts, amusement park rides, or swimming and find ways to integrate these interests into the classroom and/or academic curriculum. For example, “Today for our shared reading we are reading a story about turtles. I know Johnny really likes turtles and may be able to share with us some of the other things he has learned about turtles.”</td>
</tr>
<tr>
<td>11.</td>
<td>Be familiar with students’ celebrations and disappointments in their life.</td>
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<td></td>
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<td>---</td>
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<tr>
<td>12.</td>
<td>Provide encouragement and support when the child appears frustrated or over-whelmed with an assignment.</td>
</tr>
<tr>
<td>13.</td>
<td>Remind student(s) of the experiences you have shared together (e.g. fun activities, field trips, books you read together) and tell the student(s) that you think about them frequently.</td>
</tr>
<tr>
<td>14.</td>
<td>Have lunch with the student.</td>
</tr>
<tr>
<td>15.</td>
<td>Give the student a special role in the classroom or invite them to be the teacher’s helper for the day.</td>
</tr>
<tr>
<td>16.</td>
<td>Use active listening, reflection, and avoid criticism when the student shares a concern. It is especially important to acknowledge the concern and validate the student’s feelings even if there is not time to immediately address the concern. Schedule a time and make a plan to discuss their concern at a later time.</td>
</tr>
<tr>
<td>17.</td>
<td>The things you say and do should send a message to the child that you care about them, what they have to say, their feelings and that they are an important part of the classroom.</td>
</tr>
<tr>
<td>18.</td>
<td>To build trust, be sure to “follow through” when you make promises to students (e.g. do what you say you are going to do).</td>
</tr>
<tr>
<td>19.</td>
<td>Schedule a meeting with the child’s family to promote a positive home-school partnership, learn more about the child, and collaboratively develop a plan to help the child be successful at home and school.</td>
</tr>
<tr>
<td>20.</td>
<td>Class-wide interventions:</td>
</tr>
<tr>
<td></td>
<td>Each student schedules a time of the day for approximately 5 minutes to receive some individual time with the teacher so that they can ask questions or share concerns.</td>
</tr>
<tr>
<td></td>
<td>Eat lunch with students on a regular basis or have a small group after school. This is a great way to learn about students and share personal interests.</td>
</tr>
<tr>
<td></td>
<td>Greet students as they enter the classroom and say something personal to each child.</td>
</tr>
<tr>
<td></td>
<td>Play with students at recess (e.g. play basketball or other games).</td>
</tr>
<tr>
<td></td>
<td>Participate in school and community events.</td>
</tr>
<tr>
<td></td>
<td>Write personal notes on student’s assignments.</td>
</tr>
<tr>
<td></td>
<td>Class meetings for students to share concerns and problem-solve solutions as a group.</td>
</tr>
<tr>
<td></td>
<td>Class-wide reward systems in which students work as a team to earn group rewards (* See Group Contingencies session).</td>
</tr>
</tbody>
</table>
• Observe students and acknowledge when they might be having a bad day or a problem. Let students know they can go to the teacher if they need help or want to talk.

• Have a suggestion box in the classroom where students can write anonymous notes about things that are going on in the classroom (e.g. peer issues) or things they would like to do in the classroom (e.g. activities or rewards they would like to earn).

• Have students interview the teacher for a class assignment.

• In the beginning of the school year make a “Learn about Mrs./Mr. __________” poster or bulletin board to share with students. Have each student create a similar poster to share with the teacher and class. Continue to share personal information and stories to make connections with students throughout the school year.

• Assign jobs and task in the classroom that build on students’ individual strengths.

• Send home a personal newsletter to parents/caregivers about activities in the classroom and student successes, include pictures of students.

• Give each student a birthday card on their birthday. Acknowledge student’s birthdays by having them wear a special ribbon and/or writing birthdays on the class calendar. Another suggestion is to let student’s sit in a special birthday chair or decorate a small pillow case with puffy paint to slide over the student’s regular seat so that it becomes a special birthday seat. (Note: It is important that the teacher communicates with parents in the event they prefer for their child not to celebrate birthdays or certain holidays).

• Be warm, caring, friendly, and have fun with students!
**Handout 2: “Caught Being Good” Form**

**Step 1:** Identify a time of the day that is difficult or challenging for the student (e.g., a time when they engage in high levels of problem or off-task behavior).

**Step 2:** Make a list of the problem behaviors.

**Step 3:** Write down the behaviors you would like to see more of during this time.

**Step 4:** Make a list of behavior-specific praise statements to say when you “catch the student being good” or displaying the behavior you want to see more of.

Time of day to “catch” students: _________________________________

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Behavior to “Catch”</th>
<th>Behavior-Specific Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Talking Out.</td>
<td>Raising a quiet hand and waiting to be called on.</td>
<td>“Thank you for raising a quiet hand and waiting patiently”</td>
</tr>
</tbody>
</table>

Handout 3: Teacher-Student Relationship Inventory

Indicate the degree to which each of the following statements applies to you:

1. I make a special effort to learn all students' names within the first week of class.
   1 = Never 2 = 3 = 4 = 5 = Always

2. I try to really listen to my students when they talk to me.
   1 = Never 2 = 3 = 4 = 5 = Always

3. I give my students recognition for special occasions (birthdays, awards received, achievements).
   1 = Never 2 = 3 = 4 = 5 = Always

4. I avoid the use of sarcasm in interacting with my students.
   1 = Never 2 = 3 = 4 = 5 = Always

5. I attempt to incorporate students' interests into my lessons.
   1 = Never 2 = 3 = 4 = 5 = Always

6. I treat my students with dignity even when I must correct or reprimand them.
   1 = Never 2 = 3 = 4 = 5 = Always

7. I clearly communicate my behavioral and academic expectations to students.
   1 = Never 2 = 3 = 4 = 5 = Always

8. I express concern for my students when they experience loss, emotional pain, or failure
   1 = Never 2 = 3 = 4 = 5 = Always

9. I try to treat all students fairly and equitably
   1 = Never 2 = 3 = 4 = 5 = Always

10. I am consistent in my enforcement of rules
    1 = Never 2 = 3 = 4 = 5 = Always

11. I am able to laugh with, but not at, my students
    1 = Never 2 = 3 = 4 = 5 = Always

12. I acknowledge small gains in achievement
    1 = Never 2 = 3 = 4 = 5 = Always

13. I use my students' names in class discussions
    1 = Never 2 = 3 = 4 = 5 = Always

14. I am available for extra help if my students seek it
    1 = Never 2 = 3 = 4 = 5 = Always

Module 3: Effective Instructional Management
**Behavior Specific Praise (BSP):** An evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior.

*See Behavior Specific Praise session.*

**Effective Corrective Feedback:** When a student provides an incorrect response, be sure not to just say “no” or “incorrect.” Ask the student how they obtained their answer or ask them to try again. If the student struggles to answer correctly, have the student ask a peer for help. When the question is answered correctly, have the student explain how they figured out the correct answer.

**Fidelity:** The degree to which the teacher implements the intervention as planned including the frequency that the intervention is delivered and the quality of implementation (Han & Weiss, 2005). The goal is to have teachers implement classroom management best practices with high fidelity.

**Motivational Interviewing (MI):** Developed by Drs. William Miller and Stephen Rollnick in the 1980’s (Miller & Rollnick, 2002). MI strategies focus on building a collaborative relationship between the teacher and consultant to motivate the teacher to change and implement positive practices in the classroom.

**Opportunity to Respond (OTR):** Any teacher behavior that requires or prompts an academic response from students, such as asking students a question or providing an academic request (Simonsen et al., 2008). *See Opportunity to Respond session.*

**Performance Feedback:** The consultant collects data during follow-up classroom observations and provides the teacher with ongoing feedback. Example: If the teacher is working to increase his/her use of behavior specific praise, the consultant would observe the teacher in the classroom and let them know if they increased the number of behavior specific praise statements (Reinke, Herman, & Sprick, 2011).

**Precorrection:** a strategy that can be used by teachers to remind students of the expected or appropriate behavior before they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007; Stormont & Reinke, 2009). It is the opposite of correction because it is a pro-active strategy in
which the teacher reminds students of the expectations of a task *before* students engage in the task (Lampi et al., 2005). * See Precorrection session.

**Self-efficacy:** An individual’s confidence or belief that they can do something (e.g. make the desired change, implement the plan).

**Self-monitor:** Teacher collects data daily to determine if the chosen intervention is working in the classroom. The teacher tracks which components of the intervention are implemented each day. This helps the teacher to be more aware of his/her behavior and is a helpful reminder to follow through on the developed plan (Reinke, Herman, & Sprick, 2011).
Module 3: Effective Instructional Management

Session 1: Opportunity to Respond (OTR)

Targeted Skill: Opportunity to Respond (OTR)

An opportunity to respond (OTR) is any teacher behavior that requires or prompts an academic response from students, such as asking students a question or providing an academic request (Simonsen et al., 2008). Increasing the use of OTR’s during teacher led instruction increases student engagement and provides teachers with more opportunities to use behavior specific praise statements to reinforce appropriate student behavior.

Purpose/Benefits

When teachers provide frequent opportunities for students to respond during instruction, results include:

- Increased participation from all students in the class
- Improvements in students’ learning and academic performance (Carnine, 1976; Skinner et al., 1997)
- Increased on-task behavior and student engagement during instruction (Sutherland, Alder, & Gunter, 2003)
- Provides opportunities for the teacher to reinforce and praise students

Furthermore, when teachers use some of the creative strategies suggested in this session such as response cards and white boards it helps teachers quickly scan the room to see which students have the correct answer. OTR’s provide a time for formative assessment so teachers can determine where students are at mastering knowledge. These strategies help teachers monitor student progress by providing immediate feedback to the teacher and students, and they are fun and motivating for everyone!

Materials Needed

1. Pictures of Classroom Organization/Structure
2. CCU Module Session Action Planning Form
3. White board/paper for Brainstorm
4. Handout 1: Response Card Examples
Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

**Consultant:** “When we met for the feedback session one of the things you wanted to work on in your classroom was increasing opportunities for students to respond, or OTR’s, during instruction. Remind me why you chose this goal of increasing opportunities to respond?” (Have a discussion about why the teacher picked this topic).

“We talked about how research shows that when teachers increase opportunities for students to respond it results in improved student academic performance as well as increased on-task behavior and student engagement during instruction. An example of an OTR is asking students an academic question, such as “What is 2 + 2?” Remember to **give students lots of positive reinforcement** (see behavior specific praise session) to encourage them to continue participating.

“What ideas do you have for how you could provide more opportunities for students to respond during instruction?”

**Motivational Interviewing Tips:**

1) Present strategies from the next section (* see Strategies & Skills) as options and develop a menu of options with the teacher.

2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice *if solicited.*

3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.

4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.
Notes to consultant:

- Brainstorm a list of strategies to increase OTR’s in the classroom. Write ideas on a piece of paper or notebook that the teacher can refer to at a later time.

- Determine strategies the teacher may already know but has not implemented. Use silence and give the teacher time to think about ways they could increase opportunities for students to respond to instruction. Some teachers may already know the recommended strategies but need help developing a plan to implement the strategies in their classroom, whereas other teachers will need help identifying appropriate strategies.

- Teachers may want to record names of students who are consistently not getting the answer correct when using OTR’s. These students may need small group intervention and/or may have behavioral concerns which can be related to their misunderstanding or confusion of material presented.

Strategies & Skills

Copied below is a list of strategies for teachers working to increase their use of OTR’s in the classroom. **Remember, it is important to teach and practice the routine and behavior expectations for any new strategy!**

1. Response Cards (* see example of response cards at the end of this session) – Each student receives a copy of the response card. Cards are simultaneously held up by each student in response to a teacher question that was posed to the class. Students are expected to “respond” to every question by holding up their response card. Students can be instructed to place their finger on their response or the teacher may distribute close pins that can be placed on the response chosen by the student.

2. White boards – Each student has a small, individual white board and a white board marker. This provides each student with the opportunity to write his/her response to the teacher’s question on their board and to hold it up to show the teacher. This strategy also allows the teacher to check for understanding of all students in the classroom in an efficient manner.

3. Choral Responding - When using choral responding, all students say the answer to the teacher’s question at the same time. For example, “Okay class, get ready. What’s 2 + 2 everyone?” Teacher snaps his/her fingers. All students respond, “Four.” Teacher says, “Good.”

4. Have students respond by holding up a certain number of fingers to respond to math problems. “Class, if you have ten oranges and you take four away, show me using your fingers how many you would have left.”
5. Have students give a thumbs up or thumbs down to answer questions. “Jenn said that C is the answer. Give a thumbs up if you agree with her.”

6. Random Calling Sticks – Write each child’s name on a popsicle stick. Place all of the sticks in a cup. Pick a different stick out of the cup each time you ask a question. This strategy increases student attention and engagement because students do not know when the teacher will pull the stick with his/her name on it to answer a question. This also ensures that all students get a turn and that the same students are not repeatedly called on to answer questions (*See pictures of classroom organization/structure).

7. Vary between calling on individual students and calling on the group to respond to questions. This also helps with not repeatedly calling on the same students and improves student engagement.

8. Use the class roster or seating chart to check-off students’ names who have had an opportunity to respond. Note: Teacher may need to provide more opportunities and feedback to students that struggle with academic material or students with behavior problems.

9. Some classrooms are now equipped with Smart Boards and electronic devices to increase OTR’s for students. The consultant could work with the teacher to identify possible technology resources at the school.

**Action Planning**

1. The consultant and teacher will develop an action plan of strategies the teacher wants to implement in their classroom (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:
   - Is the chosen strategy conducive to the teacher’s method of instruction?
   - Is the chosen strategy conducive to the physical arrangement of the classroom?
   - Are the chosen strategies helpful in meeting students’ needs?
Practical Implementation Tips and Reminders

The teacher may need help increasing opportunities to respond during instruction. The consultant will help the teacher define arrangements that need to be made to implement the new skill in the classroom and/or strategies to help the teacher remember to use the new skill. Suggestions include:

- Once the teacher identifies a specific strategy (e.g. white boards, choral responding, response cards) to implement they may need reminders to use the new strategy. Incorporate strategies for increasing OTR’s when planning a new lesson or activity, or integrate OTR’s into already developed lesson plans. This will ensure that the necessary OTR materials are planned for (e.g. white boards, response cards), as well as the other materials needed for the lesson. The teacher may also use other reminders such as post-it notes or putting the cup with random calling sticks in the front of the room so the teacher has a visual cue to remember to prompt them to use the strategies.

- Effective corrective feedback – When a student provides an incorrect response, be sure not to just say “no” or “incorrect.” Ask the student how they obtained their answer or ask them to try again. If the student struggles to answer correctly, have the student ask a peer for help. When the question is answered correctly, have the student explain how they figured out the correct answer. The teacher can use behavior specific praise to reinforce the student’s persistent thinking or strategies used to derive the correct answer. Additionally the teacher can explain why the other answer(s) were incorrect and check for understanding to see if all of the students understand how to get the correct answer.

- By increasing OTR’s, the teacher increases the opportunities to provide students with behavior specific praise. This increases appropriate student behavior, engagement, correct academic responses, and student learning (* See Behavior Specific Praise session).

- When a student gets an answer incorrect or does not have an answer to the question and the teacher asks another student to help their peer, it is important to go back to the first student who got the answer incorrect and have them repeat the correct answer. Sometimes the student who had the incorrect answer may feel “off the hook” and their mind may wonder elsewhere. It is important to go back to the first student and be sure they understand the correct answer. Then the teacher can provide praise to both or all of the students involved.
Practice: Demonstration/Modeling/Role Play (in session)

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill. For example, the consultant might model how the teacher would introduce response cards or white boards to the students.

It can be challenging to integrate OTR’s into instruction when it is not a habit that has been developed. As mentioned above, it is necessary to plan OTR’s into lessons. In addition, it will be important to use a Model-Lead-Test format to assist the teacher with integrating OTR’s into his/her instruction. The strategy chosen by the teacher to increase OTR’s will dictate the skills taught in the Model-Lead-Test sessions. For example, if the teacher chooses to use response cards it will be necessary to model the use of response cards during a lesson. Similarly, if the teacher chooses a strategy to increase the number of questions asked during a lesson the consultant will need to model a lesson using a high rate of asking students questions.

Model-Lead-Test 1

Below you will find a Model-Lead-Test sequence to address many different strategies for increasing OTR’s in the classroom. It will be important to establish times for modeling and leading sessions. The consultant will need to be fluent with the use of OTR’s, as well as the content being covered in the lesson. Prior to the modeling session, the teacher and consultant should schedule a meeting to review the teacher’s lesson plans and make specific plans for ways to increase OTR’s throughout the lesson.

Model

Consultant: “Today I am going to model the strategy you chose to increase your rate of OTR’s in your classroom. When we met you decided to use __________ (response cards, increased questions, etc.) and together we have planned these strategies into your lesson for today. As I model the skill during instruction I want you to observe the class and I, making note of the number of OTR’s I use as well as any opportunities to use OTR’s that I might have missed. Please feel free to write down any questions or concerns you have as I am teaching. When the lesson is done we will meet and discuss your notes.”

Notes to consultant:

- Throughout the lesson be very overt with your use of OTR’s. This is not time to be subtle. It may be helpful and fun to set a goal of the number of OTR’s you hope plan to use and then have the teacher keep track to see if you hit the goal. If you are using response cards, you will need to do a
Model-Lead-Test session to teach the students how to use the response cards (* see behavior expectations session for a model of teaching students using the Model-Lead-Test format). See below for an example of a modeling session using a simple response card.

- The modeling session must be realistic for the teacher and therefore cannot demonstrate an unattainable skill level for the teacher. Be sure to model a lesson that is consistent with the teacher’s skill level. If you think the skill level will be too difficult for the teacher it may be necessary to lower the complexity of the modeled skill. The use of a complex response card, such as one with multiple answers or one that requires extensive planning or revision of the lesson, may be more than the teacher can implement successfully at first. In this case model a less complex way to increase OTR such as asking more questions or a response card that requires simpler responses from students such as yes/no answers. The more aspects of the skill introduced in a single session the more difficult it will be for the teacher. Further, it may be necessary to model multiple sessions depending on the needs of the teacher, the complexity of the skill you model, and the ability of the teacher.

- After the modeling session schedule a time for the consultant and teacher to meet and discuss what the teacher has observed. If the teacher points out opportunities the consultant could have used an OTR, the consultant should use praise for their keen observations and troubleshoot solutions. End the session with the teacher feeling confident and excited about their upcoming opportunity for practicing OTR’s while the consultant observes.

**Lead**

**Consultant:** “Today I am going to watch you use the skills I modeled for you yesterday and help you use them in the classroom. We will co-teach the class today and both use _________________ (response cards, increased questioning, or other OTR strategy) together. I will watch you and indicate when you are successfully using strategy and you can do the same for me.”

**Note to consultant:** Be sure to be discrete during instruction when providing feedback and praise to the teacher. It may be necessary to work out a nonverbal system of feedback and praise before the class begins. This may be as simple as using thumbs up for praise and quietly indicating or demonstrating the skill as the opportunity arises during instruction. After the lesson the consultant and teacher should meet to discuss the experience.
The consultant should observe the teacher teach a lesson and provide him/her with feedback regarding his/her use of the skills learned during the modeling and leading sessions. It is important for the consultant to praise the teacher for the correct use of active supervision, as well as provide good corrective feedback as needed. Remember, corrective feedback involves stating what the teacher did wrong and what should be done instead.

**Model-Lead-Test 2**

Below you will find a Model-Lead-Test sequence for using response cards with students to increase OTR’s in the classroom. First, the consultant and teacher will need to develop a plan to teach the use of response cards to the students. It will be important for the consultant to review these procedures with the teacher before modeling the lesson. The consultant will need to be fluent with the use of response cards as well as the content of the lesson.

**Preparation**

The consultant will need a response card for each student in the class. The mode of response cards should fit with the lesson and be designed accordingly. In this example, the consultant will use a simple yes/no response card. It may be necessary for the teacher to meet with the teacher to build fluency with the lesson content before modeling the use of response cards with the class.

**Model**

**Consultant:** “Today I am going to teach you a new and fun way to give answers in math class. You are going to use these cards (hold up an example of a response card) to answer questions the teacher asks during class. I am going to hand out cards to each of you right now and we are going to practice using them during class today.”

“There are two answers on the card and they are printed on both the front and back of the card so you can see them no matter how you hold it. The answers are yes and no. When I ask a question I am going to have you hold up your cards with the correct answer. Let’s practice!”

*Next, write the number 1 on the board.*

**Consultant:** “I am going to ask your teacher a question about this number and when I say ‘Go’, I want him/her to hold his/her card up in the air with the correct answer. If the answer is ‘No’, hold up the ‘No’ side of the card. If the answer is ‘Yes’, hold up the ‘Yes’ side of the card. Get ready...Is this the number 1? Go!”
Wait for the teacher to hold up his/her card.

Consultant: “Great job, Mr. Smith! You held up ‘yes’ and that is the correct answer. Now, Mr. Smith, I am going to ask another question and I want you to hold up your card with the answer. Get ready...Is the number on the board 2? Go!”

Wait for the teacher to hold up his/her card and praise him/her for holding up the correct answer to the question.

Consultant: “Excellent work, Mr. Smith! I loved how you quickly thought about the answer to the question and then immediately raised your card.”

Next, practice this sequence one or two more times with just the teacher.

Lead

Consultant: “Now students, you all are going to practice using your cards just like Mr. Smith. I am going to ask you a question and I want you all to hold up your cards at the same time with the correct answer. Be sure to hold your cards up right away!” (Pacing is important in this lesson).

“Get ready...Is the number on the board a 1? Go!” Remind the students that they all need to hold up their cards quickly, and praise them for holding up their cards at the same time. Once they all hold up their response cards, praise the entire class for holding up the right answer. Consultant: “Great job, class!! You all held up the right answer! It is a one! I am so happy that all of you held up the correct answer at the same time.” (* see behavior specific praise session).

Notes to consultant:

- In the beginning, it will be important to use very simple answers to be sure that all students in the class can be successful.

- Write a new number on the board and repeat this sequence several times. Gradually increase the difficulty of the response/answer depending on the skill level of the students.

- Use behavior specific praise frequently to reinforce the correct use of the cards. It will also be vital to correct any errors such as some students not responding immediately. Error correction early in the learning sequence is vital to the future success of the skill.
After the students have repeatedly demonstrated the correct use of the response cards, the consultant should use the cards in a lesson and test the student’s skills using the cards. The consultant should begin teaching the lesson and prompt the students to use the response cards by asking yes/no questions throughout the lesson. Additionally, the consultant should continue to use behavior specific praise during the lesson and immediately correct any error(s) as they arise. If the students have difficulty using the response cards during the lesson, the consultant should go back to the modeling section of this session.

Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we talked about strategies to increase OTR’s in your classroom. We decided to implement ________ with your students during ________ lesson/subject/activity... Anything I missed or anything else we should add?”

Notes to consultant: Review the action plan of who, when, where and what materials are needed. How will plan be monitored (e.g. data collection)? For example, do students have more correct academic responses when OTR’s were increased? Are students more engaged? Do disruptive behaviors decrease when OTR’s increase?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant models a lesson with lots of opportunities to respond. The consultant may model how to use response cards, white boards, or choral responding with students. In addition, the consultant may model teaching expectations (e.g. how to use response cards) to the students and/or precorrection (e.g., “White board markers are only to be used to write on
our white boards. They are not to be used on desks/furniture or our bodies.”. (* See Behavioral Expectations and Precorrection sessions).

2. Consultant and teacher co-teach a lesson using opportunities for students to respond.

3. Consultant conducts classroom observations and gives teacher performance feedback/tips to increase OTR’s during instruction, as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.

4. A plan is developed for the teacher to self-monitor implementation of increasing OTR’s.

5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.

6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

7. Teacher self-reflection component. The consultant should have the teacher self-reflect on the plan to increase OTR’s in the classroom. What was most helpful? What was the least helpful? What would you change? Do you think it is important to increase OTR’s during instruction? What are some of the benefits for students? How would it look to use OTR’s effectively in the classroom? How are OTR’s helpful/useful?

What if....?

**A student does not know the answer to the question.**

- Allow the child time to process and think about the answer. Some children know the answer but need more time to think/process.
- Tell the child you will come back to them for another question.
- Say to the class, “Can a friend help Johnny with the answer?” Be sure the child explains how they obtained the correct answer.
- Praise the student for their effort. “Thank you for trying hard. I can see you are really thinking hard about the answer.” (* See Behavior Specific Praise session).

**A student calls out the answer before the teacher has called on someone.**

- Ignore the student that called out and call on another student to answer the question.
• When trying new strategies to increase OTR’s in the classroom, use precorrection to prevent students from calling out the answers (*See Precorrection session).

_A teacher has high rate of OTR’s but low student accuracy._

• This is important feedback that the teacher may need to review the material with the whole class or a small group of students that did not get the correct answer.

• Teacher may need to provide more instruction time in schedule.

_After a student has been called on they disengage from the lesson._

• This may occur when using the class roster or random calling sticks strategy, therefore the teacher may want to use several different strategies or call on this student more frequently than other students to keep them engaged.

• Give more opportunities and feedback to students that struggle with academic material or have behavior problems.

• May want to give this child a special job to help with the lesson to keep them engaged.
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: ________________________
Date: ________________________

Module Topic: ________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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<td>4.</td>
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</table>
Handout 1: Response Card Examples

Response Card Example: A, B, C, D
Response Card Example: Yes/No
Handout 1: Response Card Examples (continued)

Response Card Example: Agree/Disagree
Handout 1: Response Card Examples (continued)

Response Card Example: Specific Subject

* Insert specific responses based on subject or lesson.
Handout 1: Response Card Examples (continued)

Response Card Example: Math
Module 4: Responding to Appropriate Behavior
Glossary of Module 4 Terms

**Active Supervision:** Teacher physically walks around the classroom and continues to visually scan the classroom while interacting with students about the academic material as well as behavior expectations (De Pry & Sugai, 2002). *See Active Supervision session.*

**Baseline:** The first or initial data collection before starting an intervention, new skill or strategy in the classroom. Also, referred to as ‘pre’ when referring to pre/post data collection meaning before/baseline (pre) and after (post) the intervention. This will serve as a reference point to compare additional data points.

**Behavior Specific Praise (BSP):** An evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior. *See Behavior Specific Praise session.*

**Effective Corrective Feedback:** When a student provides an incorrect response, be sure not to just say “no” or “incorrect.” Ask the student how they obtained their answer or ask them to try again. If the student struggles to answer correctly, have the student ask a peer for help. When the question is answered correctly, have the student explain how they figured out the correct answer.

**Fidelity:** The degree to which the teacher implements the intervention as planned including the frequency that the intervention is delivered and the quality of implementation (Han & Weiss, 2005). The goal is to have teachers implement classroom management best practices with high fidelity.

**Good Behavior Game:** The Good Behavior Game decreases negative student behavior by playing a game in the classroom that monitors students following and breaking established rules/expectations. The class is divided into teams and the team with the fewest “rule breaks” in a given period of time earns a reward. *See Group Contingency session.*

**Group Contingency:** An effective way to increase the frequency of positive student behaviors in the classroom is to provide frequent positive reinforcement for specific desired behaviors (Harlacher, Roberts, & Merrell, 2006). Group contingencies such as token economies and The Good Behavior Game provide teachers with an evidence-based framework for reinforcing
positive behaviors for the entire class (Simonsen, Fairbanks, Briesch, & Meyers, 2008). * See Group Contingency session.

**Motivational Interviewing (MI):** Developed by Drs. William Miller and Stephen Rollnick in the 1980’s (Miller & Rollnick, 2002). MI strategies focus on building a collaborative relationship between the teacher and consultant to motivate the teacher to change and implement positive practices in the classroom.

**Opportunity to Respond (OTR):** Any teacher behavior that requires or prompts an academic response from students, such as asking students a question or providing an academic request (Simonsen et al., 2008). *See Opportunity to Respond session.

**Performance Feedback:** The consultant collects data during follow-up classroom observations and provides the teacher with ongoing feedback. Example: If the teacher is working to increase his/her use of behavior specific praise, the consultant would observe the teacher in the classroom and let them know if they increased the number of behavior specific praise statements (Reinke, Herman, & Sprick, 2011).

**Precorrection:** a strategy that can be used by teachers to remind students of the expected or appropriate behavior before they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007; Stormont & Reinke, 2009). It is the opposite of correction because it is a pro-active strategy in which the teacher reminds students of the expectations of a task before students engage in the task (Lampi et al., 2005). * See Precorrection session.

**Reinforcers:** Anything students find desirable such as playing a game, free time, a pencil, piece of candy, sticker, etc. Reinforcers are used by the teacher to acknowledge the student and reinforce his/her appropriate behavior.

**Self-efficacy:** An individual’s confidence or belief that they can do something (e.g. make the desired change, implement the plan).

**Self-monitor:** Teacher collects data daily to determine if the chosen intervention is working in the classroom. The teacher tracks which components of the intervention are implemented each day. This helps the teacher to be more aware of his/her behavior and is a helpful reminder to follow through on the developed plan (Reinke, Herman, & Sprick, 2011).
<table>
<thead>
<tr>
<th><strong>Sustainability:</strong></th>
<th>To endure or maintain practices over time. The goal is for interventions and skills to be sustainable after the teacher and consultant have finished working together.</th>
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</thead>
<tbody>
<tr>
<td><strong>Token Economy:</strong></td>
<td>Utilize “tokens” that reinforce positive behaviors. The tokens are then “traded in” for a reward. <em>See Group Contingency session.</em></td>
</tr>
</tbody>
</table>
Module 4: Responding to Appropriate Behavior

Session 1: Behavior Specific Praise

Targeted Skill: Behavior Specific Praise (BSP)

Behavior specific praise (BSP) is an evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior. BSP can also be used to teach students social skills (e.g. “I like the way you worked out your problem calmly even though you were frustrated – excellent job!”).

Purpose/Benefits

The purpose of praise is to provide students with positive feedback on their behavior, as well as encourage and support the identified behavior (Hester et al., 2009). It is important for praise to be well-timed and appropriate for the student, the task, and the context to increase the likelihood that the student will repeat the behavior in the future (Hester et al., 2009). Behavior specific praise can reduce the need to use reprimands to stop negative student behavior and increases the amount of positive interactions with students (Stormont & Reinke, 2009). It is recommended to use a 3:1 or 4:1 ratio of positive to negative statements (Reinke, Herman, & Sprick, 2011).

Materials Needed

1. CCU Module Session Action Planning Form
2. Handout 1: Behavior Specific Praise (BSP) Worksheet
3. Handout 2: Examples of Behavior Specific Praise (BSP) Form
4. Handout 3: Behavior Specific Praise Teacher Monitoring Sheet
5. Handout 4: Behavior Specific Praise Statements

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”
Consultant: “When we met for the feedback session one of the skills you wanted to work on was increasing your use of behavior specific praise. So tell me what you know about behavior specific praise? Remind me why you chose this topic?” (Have a discussion about what the teacher already knows about BSP and why they wanted to work on this goal).

“Research supports the use of behavior specific praise for increasing positive student behaviors and decreasing negative behaviors. An example of behavior specific praise is, ‘Great job sitting quietly at your desk, Johnny!’ What are some other examples of behavior specific praise you use in your classroom?”

Motivational Interviewing Tips:

1) Present strategies as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

Notes to consultant:

- It will be important to provide corrective feedback to teachers on behavior specific praise. For instance, if a teacher states that “Good job, Tim!” is an example of specific praise, the consultant would alter the general praise statement example to be specific praise (e.g., “Good job raising your hand, Tim!”). The consultant can then ask the teacher if they notice what makes the example specific praise. Additionally, the consultant could ask the teacher why it might be more effective to name the specific behavior and have a discussion emphasizing that naming the specific behavior helps the student know exactly what they did that was correct and increases the likelihood they will repeat this behavior in the future. By having this discussion it may increase the likelihood of the teacher correctly using behavior specific praise in the classroom setting.

- Review Handout 4 with the teacher to provide examples of BSP statements. This handout can be posted by the teacher’s desk or any other location where the teacher would see it frequently.
- Brainstorm a list of strategies to increase the use of behavior specific praise in the classroom.

**Strategies & Skills**

Listed below are strategies for increasing behavior specific praise in the classroom.

1. Post reminder(s) in the classroom to use behavior specific praise during instruction. Place the reminder(s) in locations the teacher would frequently notice. For example, place a bright green post-it note with “LOOK UP AND PRAISE 3 STUDENTS” on the computer screen, smart board, near the clock, or next to the day’s agenda.

2. Set a goal of behavior specific praise (BSP) statements for each lesson and try to meet the goal each day.

3. Develop a score sheet and keep tallies of behavior specific praise each day.

4. Have the teacher put tokens, coins, paper clips or some other object in his/her pocket and remove one each time they use a BSP statement.

5. Review lesson plans and outline specific opportunities to provide BSP statements in lessons. Teachers may want to target specific skills such as reading independently or quickly starting a writing assignment.

6. Provide students with lots of opportunities to respond (OTR’s) during instruction and provide students with BSP for their responses.

7. Have another teacher observe the teacher during instruction, keep track of the BSP statements, and provide performance feedback on the use of BSP.

8. The teacher could audio/video tape a lesson and then review the tape to count the number of BSP statements, if they sounded genuine, etc.

**Action Planning**

1. The consultant and teacher will develop a plan of action to increase the teacher’s use of behavior specific praise and monitor changes in student behavior as the frequency of BSP increases. The teacher and consultant should agree on a goal for use of behavior specific praise. Identify the baseline level of BSP and then have the teacher set a goal to increase the use of BSP over time. (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).
2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g., time, materials, money) and skill level. Things for the consultant to think about when action planning:

- Does the strategy “fit” with the teacher’s current teaching style?
- Are there other strategies or skills the teacher could implement that would help the teacher increase the use of behavior specific praise? For example:
  - Increase opportunities to respond (*See Opportunities to Respond session).
  - Establish and teach classroom expectations (* See Behavior Expectations session).

3. A plan should be developed to monitor the teacher’s use of BSP and a system for performance feedback should be established (e.g., consultant gathers data during a 10 minute observation of BSP twice during the week and gives the teacher written feedback on the amount/frequency of BSP compared to baseline or prior observations; consultant graphs the teacher’s use of BSP over time showing progress toward the set goal).

**Practical Implementation Tips and Reminders**

The teacher may need support to increase BSP. The consultant can help the teacher define arrangements that need to be made to implement the new skill in the classroom and/or strategies to help them remember to use the new skill. Suggestions include:

- For some teachers with low rates of praise in the classroom, it may be helpful to start with increasing any form of praise or general praise statements first and then build up to using behavior specific praise.
- It may be important for the consultant to monitor the teacher’s use of reprimands and then have the teacher use praise as a replacement behavior for reprimands. If the teacher has a high rate of reprimands, it may be an opportunity to increase their use of praise and attention on those students following the rules and reduce the number of reprimands or attention given to negative behavior. By using behavior specific praise, teachers can reinforce students for appropriate behavior while simultaneously communicating behavior expectations. For example, if Sarah is repeatedly calling out and not raising her hand, the teacher can say, “Mason, thank you for raising a quiet hand and waiting patiently to be
called on”(* See Planned Ignoring session). Furthermore, when Sarah does raise a quiet hand the teacher should immediately provide BSP to Sarah to increase the likelihood she will engage in the desired behavior in the future.

• Most praise statements should be directed toward academic or appropriate social behaviors in the classroom. Often, praise statements heard in classrooms are related to the student’s appearance (e.g. physical looks, clothing). While these statements may help build students’ self-esteem and teacher-student relationships, they do little to improve positive academic or social behaviors.

• Be sure that any strategy the teacher chooses as a means to increase behavior specific praise is sustainable and does not interrupt the normal flow of the classroom. Considering these factors will make maintenance of the skill more likely.

Practice: Demonstration/Modeling/Role Play (in session)

The consultant should model behavior specific praise for the teacher using positive and negative examples. See Handout 2: Examples of Behavior Specific Praise (BSP) Form for examples of behavior specific praise. The consultant can use the Model-Lead-Test format for teaching the skill to the teachers.

Model

1. “A behavior specific praise statement labels the behavior you wish to increase or maintain and provides an affirming statement about that behavior. For example, ‘John, you did a great job sitting down in your desk.’ I labeled the behavior (sitting down in the desk) and provided an affirming statement (Great job).”

2. “What are some other behaviors (academic or social) that could be conducive to behavior specific praise?”

3. Collaboratively develop a list of examples of academic and social behaviors that provide opportunities to give BSP in the classroom. Use the Behavior Specific Praise Worksheet if appropriate.

4. “Great job coming up with such a strong list! As you can see there are a lot of opportunities in the classroom to use BSP. Your first example of raising hands during class is an especially good one. You could say something like, ‘Johnny, you raised your hand when I asked for answers! Great job. Thank you.’ I named the desired behavior (raising hand) and provided an affirming statement (Great job.).”

5. “Statements like, ‘You picked up your pencil’ are nice statements but they are not BSP.”
6. “It is also important to point out that BSP can never be sarcastic. Sarcasm and insincerity can be reinforcing of student’s negative behaviors, quite counterproductive, and confusing for students.”

Lead

1. “Looking at your list of academic and social behaviors what do you think would be some good examples of behavior specific praise?”
2. Be sure to provide corrective feedback to the teacher to ensure they are using BSP correctly. This can be awkward for the teacher at first and it may be necessary to proactively discuss the uncomfortable nature of the process and explain that the correct use of BSP is a very powerful tool when used correctly. “Sometimes it may sound or feel strange to practice these out loud, but this practice is important so that I can provide you with feedback on your use of praise. It may seem simple but it can be surprisingly hard to use BSP during instruction. Practicing will help you feel more natural using BSP with students.”
3. The teacher should give at least 3 correct examples of BSP before moving on to the classroom. As stated before, if the teacher has a difficult time with BSP it may be important to begin with increasing general praise statements and move forward as the teacher builds fluency.

Test

Observe the teacher in the classroom during a lesson and provide performance feedback as necessary on the correct use of BSP.

Model

Modeling the use of behavior specific praise in the classroom with the students can be particularly helpful if the teacher finds it challenging. Seeing how the consultant weaves behavior specific praise into academic instruction or using BSP while actively supervising students doing independent work can help provide a reference for the teacher.

When the consultant models a skill in the classroom be sure the teacher does not leave the room or attend to other work. The consultant should provide the teacher with a copy of Handout 3: Behavior Specific Praise Teacher Monitoring Sheet and ask him/her to complete the form while the consultant models a lesson. This will help to keep the teacher actively engaged during the modeling session.
The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

**Consultant:** “Today we discussed strategies for increasing behavior specific praise in your classroom. We reviewed how to use behavior specific praise and set a goal of increasing behavior specific praise statements to ________ per lesson. Anything I missed or anything we should add?”

**Notes to consultant:** Review the action plan including who will be involved, the plan and timeline for teaching expectations, and any materials needed. Leave the teacher copies of the following items:

- Handout 1: Behavior Specific Praise (BSP) Worksheet
- Handout 2: Behavior Specific Praise (BSP) Examples Form

**Identify Next Steps**

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Establish a time to observe the teacher and provide feedback on his/her use of behavior specific praise.
3. Schedule a time and plan for further teaching the use of behavior specific praise if needed.
4. Identify further need for consultant assistance.
5. Assign homework/practice. This may include continued work on Handout 1: Behavior Specific Praise Worksheet

**Follow-up Activities**

1. Consultant conducts observations and gives teacher performance feedback/tips to increase BSP, as well as highlight what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
2. Develop a plan for the teacher to self-monitor their continued use of BSP. One suggestion is to have the teacher audio record lessons and count the number of BSP statements.
3. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The
consultant and teacher may need to revise the action plan or develop a new action plan.

4. The consultant should model and use lots of BSP during the session with the teacher. For example, “Taylor I love how you are using a lot of variety in the types of behaviors you are praising students for. You have really increased not only your rate of general praise but your rate of BSP the last few weeks.”

5. Modeling the use of behavior specific praise in the classroom with the students can be particularly helpful if the teacher finds it challenging. Seeing how you weave behavior specific praise into regular instruction or as you actively supervise students doing independent work can help provide a reference for the teacher.

6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

7. Teacher self-reflection component. The consultant should have the teacher self-reflect on the plan to increase BSP in the classroom. What was most helpful? What was the least helpful? What would you change? Do you think it is important to increase BSP during instruction? What are some of the benefits for students? What would it look like in the classroom?

What if....?

The teacher struggles to think of BSP statements to use with students.

- The consultant can model a lesson in the classroom using high rates of BSP.
- Provide the teacher with lots of examples and BSP sentence starters. Review Handout 4 with the teacher and brainstorm strategies for how the teacher can remember to use the sentence starters. Encourage the teacher to hang the handout in a location they see frequently. Additionally, the teacher could set goals for trying 2 to 3 new sentence starters or focusing on giving BSP to target disruptive behavior (e.g. calling out) the teacher wants to reduce in the classroom.
- Review Handout 1: Behavior Specific Praise worksheet and Handout 2: Behavior Specific Praise examples provided at the end of this session.

The teacher does not believe in using praise with students.

- The consultant can share classroom data with the teacher on
reprimands, disruptions, aggression, praise, etc. Talk with the teacher about how things are going in the classroom and that one way to reduce the number of disruptions and reprimands is to increase praise statements.

- The consultant can model a lesson in the classroom using high rates of BSP. After the lesson, talk with the teacher about the students’ response to BSP. Was it effective? Were students more on-task? Was their fewer disruptions?
- For some teachers it will be important to clarify that BSP needs to be genuine and is used to bring positive attention to a specific behavior the teacher wants increased in the classroom. Therefore, effective BSP is not about randomly telling kids they are doing a great job but to “catch them being good” when they are exhibiting appropriate behavior.
- Furthermore, BSP is an excellent strategy for teaching students social-emotional behavior. BSP can be used when students are sharing materials, having positive peer relationships, using good problem-solving skills or resolving conflict appropriately. For example, “I like the way you worked out your problem calmly even though you were frustrated-awesome job!!”

*Student does not appear to like the positive attention.*

- Don’t give up! Encourage the teacher to be persistent and consistent with positive attention. It may take time for the child to trust that it is genuine and for their behavior to change as a result of the positive attention. This is especially true if the child was previously receiving a lot of negative attention and now the attention is positive.
- The child may get embarrassed in front of their peers or in a group so the teacher may need to be more discrete with their praise, encouragement or positive attention. Instead of praising the child in front of the entire class the teacher may try writing a note on the student’s paper or whispering the praise to them quietly in their ear or when peers are not around/listening.

*Teacher reports that they do not like statements that begin with “I like how you...” or “I love the way...”*

- The consultant should work with the teacher to find ways to acknowledge appropriate student behavior and fit with their teaching style/personality. For example, the teacher may prefer using more non-verbals such as head nods, eye contact, smiles, or gently touching the child on the arm or back. Additionally, teachers
may not like announcing the BSP to the class and could try other strategies such as whispering it quietly to the student.

- The consultant can model a lesson in the classroom using high rates of BSP. After the lesson, talk with the teacher about the students' response to BSP. Was it effective? Were students more on-task? Was their fewer disruptions? Discuss whether the teacher thought it was genuine and if there is anything they would like to try in the future.

*The teacher uses BSP with one student and another student reacts by calling out, “I was sitting quietly and doing my work too!”*

- Use planned ignoring and continue with instruction or active supervision (*See Planned Ignoring session).
- Remind the class of the behavior expectation, “Students remember if you have a question or need help please raise a quiet hand and I will come over to you.” (*See Behavioral Expectations session).*
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: ______________________________
Date: ______________________________

Module Topic: _________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
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<tbody>
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<td>1.</td>
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### Handout 1: Behavior Specific Praise (BSP) Worksheet

<table>
<thead>
<tr>
<th>Behaviors or Academic Skills In Need of Improvement</th>
<th>Possible Behavior Specific Praise Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often shouts out in class.</td>
<td>Great job raising your hand and waiting to be called on Steve!</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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</table>
## Handout 2: Behavior Specific Praise (BSP) Examples Form

| Non-Behavior Specific Praise (NBSP) | A praise statement verbally delivered by the teacher that does not directly address a specific behavior. NBPS can be delivered to the target student, or a group of students that includes the target student. Statements that were delivered sarcastically do not count as NBSP. NBSP must be related to academic or social content. 

Examples:

- “Great job”
- “Nice work”
- “Way to go”

Non-Examples:

- “Thanks for sitting quietly” (This is BSP)
- “Good job turning in your homework, Steve” (This is BSP) |
| Behavior Specific Praise (BSP) | A praise statement verbally delivered by the teacher that directly addresses a specific behavior. BSP can be delivered to the target student, or a group of students that includes the target student. Statements that were delivered sarcastically do not count as BSP. BSP must be related to academic or social content. 

Examples:

- “Bob, great job turning in your homework to the homework bin”
- “Alicia, you answered problem 6 exactly right, good job”
- “Steve, good job raising your hand”
- “The whole class has their eyes on me. Great work following instructions!”

Non-Examples:

- “Earl, sit down please.” (This is an explicit reprimand)
- “Nice work, Frank.”
- “Great catch in the game last night, Bill!” (This is noncontingent attention – important for building positive relationships with students) |
### Handout 3: Behavior Specific Praise Teacher Monitoring Sheet

Instructions: Tally the number(s) of behavior specific, general praise, and reprimands observed during the lesson. If possible paraphrase the statement in the space provided.

<table>
<thead>
<tr>
<th>Behavior Specific Praise</th>
<th>General Praise</th>
<th>Reprimand(s)</th>
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<tbody>
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<th>Total</th>
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</table>
Handout 4: Behavior Specific Praise Statements

Thank you for having your eyes on me!

Wow! Good job walking quietly in the hallway.

Excellent work getting started right away on your assignment!

I like the way table 1 is ready to line-up for lunch!

That’s incredible that you can count to 100!

You’re a great example for others by following directions the first time.

Great job sitting quietly!

I love the way you are waiting patiently with a quiet hand raised.

Thank you for using good manners.

You’re very responsible/respectful/kind/helpful.

Amazing effort getting your homework turned-in every day this week.

How thoughtful of you to share your markers!

What a great listener!

Good job thinking really hard about the answer to my question.

You’ve really improved on your 8’s and 9’s.

Thanks for helping your friends pick up the trash.

Nice job keeping your chair safely on the floor.

You really tried hard/tried your best.

I am proud of you for earning all of your points today.

Thumbs up to the Blue Table for working quietly on their spelling words.

I like how you are sitting with your feet on the floor.

Awesome work ignoring friends that are not making good choices.

Fantastic job calming down. You have a very relaxed and calm body!
Module 4: Responding to Appropriate Behavior

Session 2: Group Contingencies

Targeted Skill: Contingency Management (Token Economies and The Good Behavior Game)

An effective way to increase the frequency of positive student behaviors in the classroom is to provide frequent positive reinforcement for specific desired behaviors (Harlacher, Roberts, & Merrell, 2006). Group contingencies such as token economies and The Good Behavior Game provide teachers with an evidence-based framework for reinforcing positive behaviors for the entire class (Simonsen, Fairbanks, Briesch, & Meyers, 2008).

Purpose/Benefits

Token economies utilize “tokens” that reinforce positive behaviors. The tokens are then “traded in” for a reward. The Good Behavior Game (GBG) decreases negative student behavior by playing a game in the classroom that monitors students following and breaking established rules/expectations. The class is divided into teams of 4-5 students and the team with 3 or less “rule breaks” in a given period of time earns a reward. Both of these systems can be implemented separately or at the same time to reduce student problem behavior and increase desired behavior. Additionally, they can easily be embedded in any academic content/lesson.

Materials Needed

1. CCU Module Session Action Planning Form
2. Handout 1: Reinforcement Student Survey
3. Handout 2: Token Economy Worksheet
4. Handout 3: Good Behavior Game Worksheet
5. Handout 4: Good Behavior Game Scoreboard
6. Handout 5: Prize Menu
7. Handout 6: Example of token economy tickets

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to
you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

**Consultant:** “When we met for the feedback session you expressed interest in implementing a group contingency plan in your classroom. Tell me what you know about group contingencies/token economies? Remind me why you chose this topic?” (Have a discussion about what the teacher already knows about group contingencies and token economies, and why they chose this topic).

“We discussed how research supports the use of group contingencies for increasing positive student behaviors and decreasing negative behaviors in the classroom. Token economies and The Good Behavior Game are both examples of group contingencies you may choose to implement in your classroom. Both of these interventions are effective and simple but require planning and some setup. It is even possible to use both interventions at the same time. One advantage to using the Good Behavior Game is that it can be implemented at any time with little preparation once the students understand the game.”

“Both interventions require you to determine what is reinforcing for your students. Let’s start by brainstorming possible reinforcers and completing the Reinforcement Survey.”

**Motivational Interviewing Tips:**
1) Present strategies as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice *if solicited.*
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Brainstorm a list of possible rewards. It will be important to consider your classroom resources when choosing rewards. Don’t forget about rewards that don’t cost anything like free time, computer time, etc. Depending on which intervention the teacher chooses use the worksheets below to develop the intervention.**
**Consultant:** “Now that you have brainstormed a list of possible reinforcers enter your list into the Reinforcement Survey. At your next opportunity give the survey to your class to determine the reinforcers that will be most desired by students. It is important to remember that just because you think it will be a desired reward doesn’t mean your students will. Sometimes the rewards that students pick are thought to be the least desirable by the teacher. Rewards can be changed at anytime as long as students have some warning so they know what they are working for. Periodically re-administer the reinforcement survey because student reward desires change throughout the year.”

**Strategies & Skills**

1. When developing a token economy choose a system that fits your instructional style.
2. Tokens can take many forms including stickers, coins, cards, points, etc.
3. See Handout 6: Example of Token Economy Tickets. The tickets can be photocopied and cut into strips. The teacher can use tickets in combination with Behavior Specific Praise to reinforce positive student behavior and students who are following behavioral expectations (*See Behavior Specific Praise and Behavioral Expectations sessions).
4. Rewards must be meaningful for the students. Using a reinforcement survey can help you choose meaningful rewards.
5. The GBG can be implemented during especially challenging class periods or transitions.
6. The GBG can be used for short or longer periods of time depending on your classroom needs.

**Action Planning**

1. The consultant and teacher will develop a plan of action (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:
   - Does the strategy “fit” with the teacher’s current teaching style?
Are there other strategies or skills the teacher could implement that would help the teacher increase the use of a token economy or the GBG?

- Increase opportunities to respond (*See Opportunities to Respond session).
- Establish and teach classroom expectations (*See Behavior Expectations session).
- Increase behavior specific praise (*See Behavior Specific Praise session).

A plan should be developed to monitor the teacher’s use of the token economy or the GBG. A system for performance feedback should be established.

**Practical Implementation Tips and Reminders**

- Token economies can be taxing and time consuming. Performance feedback and encouragement from the consultant or other trusted peer can be very helpful.
- When behavior improves as a result of the intervention it is important to continue the intervention and not assume that the behavior problems are “cured” and to revert back to old practices.
- Periodically review rewards and re-administer the reinforcement survey.
- The more simple token economies are, the more likely they will be continued. Complex interventions are difficult to maintain.
- During times of increased disruptive or off-task behaviors increase the frequency of token distribution.
- Plan the use of tokens into your instruction to more seamlessly use tokens during lessons.
- When dividing the class into teams it can help to place an equal number of disruptive and shy students into each group.

**Practice: Demonstration/Modeling/Role Play (in session)**

The consultant should model the use of a token economy or the GBG for the teacher.

**Model: Token Economy**

1. “During instruction it is important to look for opportunities to give tokens to students. If one of the expectations is to stay on task you need to hand out tokens when you see students on task and name the specific behavior you are attempting to reinforce when you give a token. For example, when
you give Johnny a token for being on task say, ‘Johnny, great job keeping your eyes on me!’” (* See Behavior Specific Praise session).

2. “The more you use the tokens the more your fluency will improve and you will be able to maintain a good flow of instruction and still give tokens for positive behaviors.”

3. Note: It may be helpful to take over the class and demonstrate how to give tokens and name behaviors. Be sure you are fluent in this practice before taking over a class so you do not inadvertently teach poor practices.

**Lead**

1. Watch the teacher as they give tokens to students during instruction and serve as an assistant giving out tokens and labeling behaviors during instruction. This can help the teacher recognize behaviors that need reinforcement. It can be difficult to watch for good behavior and teach at the same time. We tend to be programmed to watch for negative behaviors and making the transition can be tough.

2. Provide corrective feedback to the teacher to ensure they are using the tokens correctly. This can be awkward for the teacher at first and it may be necessary to confront the uncomfortable nature of the process and explain that correct use of tokens is a very powerful tool when used correctly. The consultant should say to the teacher, “The process seems simple but it is surprisingly hard to use tokens during instruction. Practicing will help you feel more natural using them in class.”

**Test**

1. Observe the teacher in the classroom during a lesson and provide performance feedback as necessary on the correct use of the tokens.

**Model: Good Behavior Game (GBG)**

1. “Today we are going to play a game that will help us meet the expectations we have learned. Who can tell me what the 5 classroom expectations are?” (* See Behavior Expectations session).

2. Have students name and explain each of the expectations. Be sure to provide positive feedback to the students. “Great job everybody. Now I am going to divide the class into four teams. I am going to watch closely to see when you are following expectations. When someone doesn’t follow an expectation I am going to put a mark on the board under your team’s name. You have to have less than 3 marks to be eligible for a reward. All of the teams with 3 or fewer marks at the end of the game wins a prize from our prize box. Do you have any questions? We will be playing the game for
three minutes, I am setting my timer for three minutes. When the timer goes off that will be the end of our game. OK, the game starts now.”

3. It will be important to start your lesson right away.
4. When the timer goes off and the game is over provide the winning team(s) with the reward immediately.

Lead

1. During this section of the practice session you can help the teacher recognize behaviors during instruction and even make marks for them on the board to help them keep track of behaviors.

Test

1. Observe the teacher in the classroom during a lesson and provide performance feedback as necessary.

Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we discussed strategies developing and implementing a token economy and the GBG. We decided to __________...Anything I missed or anything we should add?”

Note to Consultant: Teaching and implementing this intervention may take several sessions so adapt this review as appropriate. Review the action plan including who will be involved, the plan and timeline for teaching expectations, and any materials needed. The teacher will be left with the following items:

- Token Economy or GBG Handout
- Reinforcement Student Survey Handout

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Establish a time to observe the teacher and provide feedback on his/her use of the chosen intervention.
3. Set time and plan for further teaching the use of the interventions if needed.
4. Identify further need for consultant assistance.
5. Assign homework/practice. This may include continued work on the worksheets or the reinforcement survey.
Follow-up Activities

1. Consultant conducts classroom observations and gives teacher performance feedback/tips to improve implementation of token economy or GBG, as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.

2. A plan is developed for the teacher to self-monitor implementation of the token economy or GBG.

3. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.

4. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

What if....?

None of the teams win the game (all teams have 3 or more marks).

- Reduce the time of the game. Begin by playing frequent one minute games and have all teams experience success! Once they are successful gradually increase the length of the game and add one minute.
- The purpose of the GBG is to support and encourage good behavior, any time the game is being repeatedly “lost” by a team this is a sign that something needs to change. Be sure teams are balanced with a similar number of disruptive and shy students.

One student repeatedly “loses” the game for his/her team (e.g. receives all of the marks for team).

- Be sure teams are balanced with a similar number of disruptive and shy students so that one team is not always losing the game.
- One option is to temporarily put this student on his/her own team. This strategy should be used sparingly with the intention that the student will only briefly be on their own team and is working to re-join their team.
**CCU Module Session Action Planning Form**

**Teacher Name:** ________________________  
**Grade:** ____________________________  
**Date:** ________________________________

**Module Topic:** ____________________________

<table>
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<tr>
<th><strong>STRATEGY to implement in my classroom this week:</strong></th>
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<th><strong>WHEN are they going to do it? (date and time)</strong></th>
<th><strong>WHAT do they need to do it? (materials, reminders)</strong></th>
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**Handout 1: Reinforcement Student Survey**

Below is a list of 5 possible rewards. Number the rewards from 1-5. 1 is the reward you would like the *most*, 5 is the reward you would like the *least*.

<table>
<thead>
<tr>
<th>REWARD</th>
<th>YOUR RANKING</th>
</tr>
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<tbody>
<tr>
<td>3 extra minutes of recess</td>
<td></td>
</tr>
<tr>
<td>5 minute computer ticket</td>
<td></td>
</tr>
<tr>
<td>Pencil</td>
<td></td>
</tr>
<tr>
<td>1 piece of candy from the candy jar</td>
<td></td>
</tr>
<tr>
<td>Line up for lunch first</td>
<td></td>
</tr>
<tr>
<td>Other Prize: ____________________</td>
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Note: Teacher should identify 5 rewards that would be appropriate for the students in their class and that they think students would want to earn 😊
Handout 2: Token Economy Worksheet

1. What will I use for rewards?
   1.
   2.
   3.
   4.
   5.

2. What will I use for tokens? Tokens can be anything that is simple to carry, reasonably hard to reproduce, unique, and durable. A good token is a laminated slip of paper with a unique mark on it.

3. What are the classroom expectations I will reinforce with my tokens? Keep classroom expectations positive and simple. If you cannot simply define the expectation it should not be used. It is a good idea to use your preexisting classroom expectations so students do not need to memorize another set of expectations (* see the Behavioral Expectations module for further information on developing appropriate expectations).
   1.
   2.
   3.
   4.
   5.
4. **How will I give students tokens during instruction?** It will be important to plan the distribution of tokens into your lesson plans. Plan opportunities for students to demonstrate the skills required in your expectations.

5. **How and when will students redeem their tokens?** A time for redeeming tokens should be established and maintained.

6. **How will I teach students to use the token economy?** (*See Behavior Expectations session)

1. Review and teach the expectations. It will be important for each student to understand how to meet each expectation. Model the expected behaviors and skills and have student practice. Be sure to give students feedback.
2. Introduce the token and explain how student can earn the token.
3. Introduce the rewards. Explain any limitations or expectations regarding awards.
4. Explain the system for redeeming tokens including times and limitations regarding times.
5. Answer any questions and quiz the students to make sure they understand the details of the program.
Handout 3: Good Behavior Game Worksheet

1. What will I use for rewards?
   1. 
   2. 
   3. 

2. Are there times during the day that would be the most appropriate to use the Good Behavior Game?
   1. 
   2. 
   3. 

3. What are the classroom expectations I will watch for during the game? *Keep classroom expectations positive and simple. If you cannot simply define the expectation it should not be used. It is a good idea to use your preexisting classroom expectations so students do not need to memorize another set of expectations. (*see the behavioral expectations module for further information on developing appropriate expectations).*
   1. 
   2. 
   3. 
   4. 
   5. 
4. **How will I introduce and teach the Good Behavior Game to my class?**

1. Review and teach the expectations. It will be important for each student to understand how to meet each expectation. Model the expected behaviors and skills and have student practice. Be sure to give students feedback.
2. Introduce the game and explain how student can earn the marks on the board for not following the rules/expectations.
3. Introduce the rewards. Explain any limitations or expectations regarding awards.
4. Explain how and when the winning teams will be rewarded.
5. Answer any questions and quiz the students to make sure they understand the details of the game.

5. **When will I introduce and teach the game to my class?**
# Handout 4: Good Behavior Game Scoreboard

**Date:** ________________

<table>
<thead>
<tr>
<th>Teams</th>
<th>Game 1 Time played</th>
<th>Game 2 Time played</th>
<th>Game 3 Time played</th>
<th>Game 4 Time played</th>
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**Minutes played**

**Date:** ________________

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<tr>
<th>Teams</th>
<th>Game 1 Time played</th>
<th>Game 2 Time played</th>
<th>Game 3 Time played</th>
<th>Game 4 Time played</th>
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**Minutes played**

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</table>

**Minutes played**

---

**Things to Remember:**

* **Review** lesson/activity directions and expectations before the game starts.
* **Set** the timer to signal the beginning of the game.
* Respond to “rule breaks” *non-emotionally!*
* As soon as the timer goes off, the game is over. **Do not add more points** to the chart.
* **Review** team wins - teams with **3 or fewer points** win the game.
### Weekly Summary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Number of times played</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total minutes played</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Handout 5: Prize Menu**

**PRIZES**

* Survey your class and ask them what prizes they would like to earn! Keep in mind the prizes should be short (less than 1 minute) and all prizes should be approved by the teacher and explicitly taught before allowing the students to participate. Pick one of the following prizes from the **Prize Box.**

<table>
<thead>
<tr>
<th>Play with a ball</th>
<th>Toss a nerf ball around the room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make animal noises</td>
<td>Backward chair sitting</td>
</tr>
<tr>
<td>Giggle fest</td>
<td>Grumble and growl</td>
</tr>
<tr>
<td>Make silly faces</td>
<td>Worm Wiggle/Wiggle like a Worm</td>
</tr>
<tr>
<td>Sit under desk/table</td>
<td>Sit on desk/table</td>
</tr>
<tr>
<td>Whisper</td>
<td>Talk to friends at the end of the game: 1 minute</td>
</tr>
<tr>
<td>Time to chew gum</td>
<td>Blow bubbles</td>
</tr>
<tr>
<td>Sing a song</td>
<td>Hand/clap game</td>
</tr>
<tr>
<td>American Idol</td>
<td>Dance</td>
</tr>
<tr>
<td>Pencil tapping on desk</td>
<td>Early lunch or recess (5 minutes)</td>
</tr>
<tr>
<td>Draw on white board for one minute</td>
<td>Lay on carpet/pillows</td>
</tr>
<tr>
<td>Walk around class</td>
<td>Skip around class</td>
</tr>
<tr>
<td>Write/draw on white board/chalk board: 1 minute</td>
<td>Spelling Bee</td>
</tr>
<tr>
<td>Game Show (teacher quizzes children on vocabulary words, vowels, capitals, etc.)</td>
<td>Write a note to a friend/family member</td>
</tr>
</tbody>
</table>

The class could also earn larger rewards at the end of the day/week including: watching a movie, extra recess/computer time/free time, eating lunch with the teacher or other school staff member, have a special snack, playing a basketball game in the gym/outside, or having class outdoors.
### Handout 6: Example of Token Economy Tickets

<table>
<thead>
<tr>
<th>![Smiley Face]</th>
<th>You are doing a GREAT job!!!</th>
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<tr>
<td></td>
<td>Keep-up the good work!!!</td>
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</tbody>
</table>

<table>
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Module 5: Responding to Inappropriate Behavior
### Glossary of Module 5 Terms

**Active Supervision:** Teacher physically walks around the classroom and continues to visually scan the classroom while interacting with students about the academic material as well as behavior expectations (De Pry & Sugai, 2002). *See Active Supervision session.*

**Alternate Behavior:** A positive or appropriate behavior to replace the problem behavior. For example, an alternative behavior for calling out is to raise a quiet hand.

**Behavior Specific Praise (BSP):** An evidence-based strategy that can be used to reinforce new behavior as well as provide support for already learned appropriate behavior (Lampi, et al., 2005). What makes behavior specific praise special is that it directly names the positive behavior a student is exhibiting and provides an affirming statement related to the specific behavior. * See Behavior Specific Praise session.

**Effective Reprimands:** One strategy for responding to inappropriate student behavior in which the teacher simply directs/commands the student to stop the problem behavior. Effective reprimands should be brief, consistent and calmly stated. Effective reprimands should be used sparingly when other more positive strategies have not been effective. * See Effective Reprimands session.

**Escape Maintained Behavior:** Behavior that allows the student to avoid or escape a task that they view as undesirable. For example, a student walks around classroom and repeatedly sharpens pencil to avoid a writing assignment.

**Extinction:** By ignoring a behavior and withholding reinforcement (e.g. attention, praise) the problem behavior will be reduced and eventually disappear (Burden, 2003).

**Fidelity:** The degree to which the teacher implements the intervention as planned including the frequency that the intervention is delivered and the quality of implementation (Han & Weiss, 2005). The goal is to have teachers implement classroom management best practices with high fidelity.

**Motivational Interviewing (MI):** Developed by Drs. William Miller and Stephen Rollnick in the 1980's (Miller & Rollnick, 2002). MI strategies focus on building a collaborative relationship between the teacher and consultant to motivate the teacher to change and implement positive practices in the classroom.
**Performance Feedback:** The consultant collects data during follow-up classroom observations and provides the teacher with ongoing feedback. Example: If the teacher is working to increase his/her use of behavior specific praise, the consultant would observe the teacher in the classroom and let them know if they increased the number of behavior specific praise statements (Reinke, Herman, & Sprick, 2011).

**Planned Ignoring:** When the teacher intentionally ignores minor student disruptive behavior. Most effective with minor problem behaviors that cause minimal interference with instruction and student learning. *See Planned Ignoring session.

**Precorrection:** a strategy that can be used by teachers to remind students of the expected or appropriate behavior before they have the opportunity to make a behavioral error (Stormont, Smith, & Lewis, 2007; Stormont & Reinke, 2009). It is the opposite of correction because it is a pro-active strategy in which the teacher reminds students of the expectations of a task before students engage in the task (Lampi et al., 2005). *See Precorrection session.

**Proximal Praise:** This is also called the ‘praise around technique’ in which the teacher praises those on-task students that are around or in close proximity to the student(s) displaying problem behavior. For example, if a student is repeatedly calling out the teacher might say to another student, “Thank you Wendy for raising a quiet hand and waiting patiently to be called on.”

**Self-efficacy:** An individual's confidence or belief that they can do something (e.g. make the desired change, implement the plan).

**Self-monitor:** Teacher collects data daily to determine if the chosen intervention is working in the classroom. The teacher tracks which components of the intervention are implemented each day. This helps the teacher to be more aware of his/her behavior and is a helpful reminder to follow through on the developed plan (Reinke, Herman, & Sprick, 2011).

**Time-out:** The temporary removal from classroom activities based on a student's problem behavior (Henley, 2006). Time-out is a strategy that should be used sparingly for more problematic behavior, such as physical or verbal aggression, when other more preventive and positive strategies have not been effective at reducing or stopping the problem behavior. *See Time-out session.*
Module 5: Responding to Inappropriate Behavior

Session 1: Planned Ignoring

Targeted Skill: Planned Ignoring

Planned ignoring is when the teacher intentionally ignores minor student disruptive behavior. This is based on the behavioral principle of extinction, meaning that by ignoring a behavior and withholding reinforcement (e.g. attention, praise) the problem behavior will be reduced and eventually disappear (Burden, 2003). Planned ignoring is most effective with minor problem behaviors that cause minimal interference with instruction and student learning.

Additionally, when teachers give attention to problem behavior with repeated corrections it can be reinforcing for some students even if the attention is negative such as a reprimand. Therefore, planned ignoring is non-reinforcing, prevents other students from being distracted and reduces interruptions in instruction.

Examples of problem behavior to ignore include brief periods of inattention or attention-seeking behaviors such as talking out instead of raising a quiet hand, tattling, whining, tapping on the desk, making noises, playing with small objects in their desk, slouching in their seat, talking to a peer during instruction, or interrupting the teacher or instruction.

However, there are some behaviors that are too dangerous and should never be ignored such as violent or aggressive behaviors (e.g. weapons, hitting another peer or teacher, throwing furniture). Additionally, planned ignoring will not be effective if the behavior is not attention-seeking, but rather the student is doing the behavior to avoid a task. Example: Child walks around classroom or repeatedly sharpens pencil to avoid completing a difficult assignment.

Purpose/Benefits

When teachers use planned ignoring (e.g. ignore minor disruptive student behavior), results include:

- More positive interactions between the student(s) and teacher
- Improved teacher-student relationship
- Decrease in students’ inappropriate behavior
- Increase in students’ appropriate behavior
- Prevents other students from being distracted and reduces interruptions in instruction
Materials Needed

1. CCU Module Session Action Planning Form
2. Handout 1: CCU Discipline Planning Form
3. Handout 2: “Caught Being Good” Form

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

Consultant: “When we met for the feedback session one of the things you wanted to work on in your classroom was ways to reduce minor disruptions or problem behaviors in your classroom. So tell me what you know about planned ignoring? Remind me why you chose this topic?” (Have a discussion with the teacher about what they already know about planned ignoring and why they chose this topic).

“One way to reduce problem behavior is to use planned ignoring or to intentionally ignore the disruptive behavior. Planned ignoring is most effective with minor problem behaviors that cause minimal interference with instruction and student learning such as talking out instead of raising a quiet hand, tapping on the desk, making noises, playing with small objects in their desk, talking to a peer during instruction, or interrupting the teacher or instruction. However, there are some behaviors that are too dangerous and should never be ignored such as violent or aggressive behaviors (e.g. weapons, hitting another peer or teacher, throwing furniture). What are some of the minor problem behaviors in your classroom that you feel are currently distracting students from learning and/or interrupting your instruction?”

Motivational Interviewing Tips:

1) Present strategies as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.

4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Notes to consultant:**

- Collaboratively develop a list of minor problem behaviors that could be ignored in the classroom.

- The teacher may be able to quickly develop a list of problem behaviors. The consultant should be sure that the identified behaviors are appropriate to ignore (e.g., minor disruptive behaviors that are not dangerous and do not need immediate adult attention, escape maintained behaviors such as walking around the room to avoid work).

**Strategies & Skills**

Copied below is a list of steps for using Planned Ignoring in the classroom:

1. Identify the problem behaviors (e.g. calling out, not sitting in seat, tapping on the desk). **Be sure the behaviors are minor, not aggressive or dangerous behaviors.**

2. Identify the appropriate alternative behavior to the misbehavior. For example, an alternative behavior for calling out is to raise a quiet hand. If students are not currently displaying this behavior the teacher will want to re-teach and practice behavior expectations (* see session on behavior expectations) so that students who are ignored for misbehavior will know to use the appropriate behavior to gain teacher attention.

3. Have the teacher practice planned ignoring for an identified student problem behavior.

   - When using planned ignoring, the teacher will ignore the identified problem behavior and give attention using behavior specific praise to those students who are displaying appropriate behavior (* see session on behavior specific praise). For example, if Johnny has not started his assignment as requested by the teacher, she/he could say, “Kate, thank you for quickly getting started on your assignment. Courtney is focused and working hard. I love the way Sarah is sitting quietly and working.” Note: Giving attention and
reinforcing the positive/appropriate behaviors of other students is a VERY powerful strategy when using planned ignoring. When reinforcing other students it will be important to name the specific desired behavior (behavior specific praise) that you want the disruptive student to do.

- In addition to planned ignoring, the teacher may use other classwide reward systems such as giving the students points or small stickers in combination with the praise (* see session on group contingencies).
- The teacher would continue to ignore Johnny until he starts working on his assignment. Once he starts working, the teacher would immediately reinforce him using behavior specific praise (e.g. “Wow, Johnny thank you so much for getting back on track and starting your assignment. Great work!”).

4. Catch the Student Being Good - For those students frequently displaying the identified problem behavior, the teacher should look for opportunities to “catch the student being good.” One way is to use the Catch the Student Being Good form, or the teacher can use small stickers combined with behavior specific praise when the student is on-task and following directions.

5. Teaching Behavior Expectations – In combination with planned ignoring, the teacher may want to explicitly teach the appropriate behavior to the student(s) or class (* see behavior expectations session). The goal is for the teacher to get in the habit of identifying the specific problem behavior, teaching the desired or expected behavior, and then providing immediate positive feedback when the student displays the appropriate behavior (Sprick, Knight, Reinke, McKale, 2006).

6. Effective teacher instruction and engaging students in the lesson/activity are other ways to decrease minor problem behavior. For example, the teacher might ask a student displaying off-task behavior a specific question or make a connection to the student’s interests/hobbies. For example, when reading a book about turtles to the class the teacher can say, “Destiney, I remember you found a turtle in the woods last week. What did the turtle's shell look/feel like?”

**Action Planning**

1. The consultant and teacher will develop a plan of action (*See CCU Module Session Action Planning Form). The action plan will include a specific goal for the week, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how
Interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:

- Is the chosen strategy conducive to the teacher’s method of instruction?
- Does the chosen strategy fit with the classroom rules and routines?

Practical Implementation Tips and Reminders

The teacher may need help integrating the new skill into their classroom. The consultant will help the teacher define arrangements that need to be made to implement the new strategies in the classroom and/or strategies to help them remember to use the new skill. Suggestions include:

- The consultant should warn the teacher that the problem behavior may initially get worse before it gets better. This is because the student may expect to get attention for the behavior and will try it more often when it doesn’t work right away. However, once the student understands that they will no longer get attention for the problem behavior they will use other behaviors to gain attention. This is why it is necessary to teach an alternative appropriate/positive behavior.

- The teacher may need to note in their lesson plans the specific behavior(s) they plan to ignore during each lesson/activity. The consultant can help the teacher identify one or two problem behaviors that are the most disruptive. It may be easier for the teacher to focus on one or two problem behaviors to practice planned ignoring as opposed to identifying multiple behaviors.

- Reminders to ignore the problem behavior may be used, such as a piece of tape on the teacher’s wrist or a post-it note.

- Discuss the importance of being consistent with using planned ignoring. The strategy will not be effective if the teacher uses it periodically or intermittently.

- It is important that the teacher provides immediate positive feedback/attention (behavior specific praise) when the student stops the identified problem behavior and displays appropriate (e.g. teacher requested, on-task) behavior (* see session on behavior specific praise).
Additionally, the teacher should be careful not to negate the praise statement by adding negative comments to the praise statement. For instance, the teacher should not say, “Johnny, thank you for finally getting it together and doing your work. All week you have not been on task and I am tired of having to ask you to do your work.” It is important that the statement is purely a praise statement that reinforces the student for their appropriate behavior. For example, the teacher might say, “Johnny, thank you for staying on-task and doing your work today!” Note: It is important to remind the teacher that the purpose of the student’s disruptive behavior was to get the teacher’s attention. As a teacher, this is an opportunity to give the student the attention they need in a positive way.

Practice: Demonstration/Modeling/Role Play (in session)

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill. For example, the consultant might model how the teacher would use planned ignoring during instruction.

Model-Lead-Test

Ask the teacher to identify a student or group of students who could benefit from planned ignoring. Next, it will be important for the consultant to show the teacher how to use this new skill in the classroom setting. As in other modules, it will be necessary to determine a time for the consultant to teach a lesson to demonstrate using planned ignoring for the teacher. The consultant will need to be fluent with the skill of planned ignoring as well as the lesson content.

Before the modeling session, the consultant and teacher should meet to review the procedures for planned ignoring outlined above. The teacher should be encouraged to take notes while the consultant models, specifically noting any questions or concerns about the process. After the lesson, the teacher and consultant will meet to discuss the modeling session.

Model

The consultant will teach a lesson and demonstrate the planned ignoring skills chosen by the teacher. It is important for the consultant to ignore minor disruptions and immediately use behavior specific praise to reinforce students who are behaving appropriately throughout the lesson. Be sure that praise statements are delivered smoothly and quickly. (* See behavior specific praise session).
For example, during the lesson the consultant notices that Steven is talking to his neighbor. The first reaction should be to scan the room for a student that is on-task and has his/her eyes on the consultant. Immediately the consultant should say, “Julie, great job paying attention to me while I talk.” If Steven turns his attention to the consultant, he should immediately be praised for being on-task. If Steven continues to be on-task, the consultant should continue to praise him periodically to maintain the on-task behavior.

However, if Steven continues to talk after the consultant praises Julie the consultant should use behavior specific praise with another who is on task. The second student who is praised should be sitting as close to Steven as possible. If Steven turns his attention to the consultant, he should immediately be praised for being on task and continued to periodically be praised.

**Notes to consultant:**

- If the repeated planned ignoring does not work it may be necessary to use a corrective statement (state what the student is doing incorrectly and what the appropriate behavior is) or another contingency already in place for disruptive behaviors.

- As a new and novel figure in the classroom, it is possible that the consultant will see very few disruptive behaviors. If this is the case it may be necessary to conduct more than one modeling session.

**Lead**

After the modeling session, the consultant should lead the teacher through the process of planned ignoring which may involve co-teaching a lesson or providing the teacher with assistance and feedback during a lesson regarding the use of planned ignoring.

**Test**

During the test phase, the consultant will observe the teacher during a lesson and take notes on his/her use of planned ignoring. After the session, the consultant will provide feedback and praise regarding the teacher’s implementation of the planned ignoring skill. If the teacher needs further assistance the consultant will need to schedule additional modeling or leading session(s) depending on the teacher’s needs and skill level. If the teacher poorly implemented planned ignoring, schedule another modeling session to reteach the skill.
Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

Consultant: “Today we talked about minor disruptive behaviors that can be intentionally ignored in the classroom. We decided to try to ignore the following behaviors __________...Anything I missed or anything we should add?”

Note to consultant: Review the action plan of who, when, where and what materials are needed. How will the plan be monitored/data collection?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant conducts a classroom observation and gives the teacher performance feedback/tips to integrate strategies for using planned ignoring effectively, as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
2. Consultant models a lesson using planned ignoring.
3. Consultant and teacher co-teach a lesson and pre-determine the problem behavior(s) to ignore.
4. A plan is developed for the teacher to self-monitor their use of planned ignoring.
5. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.
6. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.
7. Teacher self-reflection component. The consultant should have the teacher self-reflect on using planned ignoring in the classroom. The consultant might ask: What are the benefits of using the plan? What was most helpful? What was the least helpful? What would you change? What do you think will be difficult about implementing the plan? Do you perceive any barriers to implementing planned ignoring effectively in your classroom?

What if....?

*The problem behavior continues and the teacher has been consistent with using planned ignoring.*

- The teacher may need to use more directive strategies (e.g. re-directs, effective reprimands, time-out).
- Ask the teacher if the behavior is truly problematic. For example, is the behavior interfering with the student’s learning or the learning of his/her peers? If not, it may be a behavior that can continue to be ignored.
- The consultant may want to conduct observation(s) to obtain more information. It is important to identify the function of the student’s behavior (e.g. why are they engaging in this behavior?). For example, do they want peer or adult attention? Are they trying to avoid a task/activity? What need is being met for the student by engaging in the behavior?

*The teacher thinks they are doing planned ignoring but they are still engaging the student (e.g. telling them what to do).*

- The consultant may need to model planned ignoring for the teacher. After the modeling, have a discussion about what the consultant was doing, was it effective?
- The consultant may want to have a direct conversation with the teacher and give examples of what the teacher was doing that was planned ignoring (e.g. not making eye contact) and what is *not* planned ignoring (e.g. still talking to the student).

*Planned ignoring causes other students to engage in problem behavior.*

- Teacher may need to repeat the behavior expectation to the class, “Class, I am looking for students who are working quietly in their seats and completing their journal activity.”
- Use BSP to acknowledge students who are following the behavior
expectation. (*See Behavioral Expectation session).
- Use proximity, eye contact and/or gently touching the student’s arm to re-direct the student.
CCU Module Session Action Planning Form

Teacher Name: ________________________
Grade: _______________
Date: _______________

Module Topic: __________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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</table>
CCU Discipline Planning Form

Teacher Name: ____________________  Grade: __________________
Date: __________________

Classroom Check-up Module Topic: __________________________

Step 1: In the first column list of all of the problem behaviors in your classroom. Start with the behaviors that are least concerning or disruptive and end with the behaviors that are the most disruptive or concerning. * Be very specific in your description of each problem behavior.

Step 2: Next, in the second column write the consequence and how you are going to respond to each behavior (e.g. Which problem behavior will result in an effective reprimand? Planned Ignoring? Time-out?).

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Consequence for Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calling out</td>
<td>Ignore, call on another student with quiet hand raised</td>
</tr>
<tr>
<td>2. Fighting/aggressive behavior</td>
<td>Time-out</td>
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Handout 2: “Caught Being Good” Form

Step 1: Identify a time of the day that is difficult or challenging for the student (e.g., a time when they engage in high levels of problem or off-task behavior).

Step 2: Make a list of the problem behaviors.

Step 3: Write down the behaviors you would like to see more of during this time.

Step 4: Make a list of behavior-specific praise statements to say when you “catch the student being good” or displaying the behavior you want to see more of.

Time of day to “catch” students: _________________________________

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Behavior to “Catch”</th>
<th>Behavior-Specific Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Talking Out.</td>
<td>Raising a quiet hand and waiting to be called on.</td>
<td>“Thank you for raising a quiet hand and waiting patiently”</td>
</tr>
</tbody>
</table>

Module 5: Responding to Inappropriate Behavior

Session 2: Effective Reprimands

Targeted Skill: Effective Reprimands

One strategy for responding to inappropriate student behavior is using reprimands or simply directing/commanding the student to stop the problem behavior. **This strategy is recommended when other preventive and positive strategies such as pre-corrects, proximal praise (e.g. teacher praises those on-task students that are around or in close proximity to the student(s) displaying problem behavior), and planned ignoring have not been effective.** Reprimands can be used to correct student misbehavior and should be consistent and brief using a calm voice (Sprick, Knight, Reinke, & McKale, 2006). The purpose of a reprimand is to inform the student of the inappropriate behavior and let them know the specific behavior that is expected in the future (Reinke, Herman, & Sprick, 2011).

Example: “Destiney, you called out. Please raise a quiet hand.”

Research recommends that reprimands are private, quiet, and subtle as opposed to being announced in front of the entire class (O’Leary & Becker, 1968). Additionally, reprimands should be used infrequently with a 3:1 or 4:1 ratio of positive to negative statements (Reinke, Herman, & Sprick, 2011).

**Purpose/Benefits**

The use of effective (brief, concise, calm) reprimands results in a decrease of an unwanted problem behavior. When reprimands are brief, the teacher provides specific feedback to the student on his/her behavior while having minimal interruptions to instruction and other students’ learning.

**Materials Needed**

1. CCU Module Session Action Planning Form
2. Handout 1: CCU Discipline Planning Form
3. Handout 2: Behavior Specific Praise Teacher Monitoring Form

**Introduction**

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to
you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

**Consultant:** “When we met for the feedback session one of the things you wanted to work on in your classroom was using effective reprimands. So tell me what you know about effective reprimands? Remind me why you chose this topic?” (Have a discussion with the teacher about what they already know about effective reprimands and why they chose this topic/goal).

“It is important to remember that reprimands are just one tool in our tool kit and they should be used infrequently. Additionally, for the best results they should be used in combination with other strategies such as behavior specific praise and planned ignoring. The purpose of a reprimand is to inform the student of the inappropriate behavior and let them know the specific behavior that is expected in the future (Reinke, Herman, & Sprick, 2011). Effective reprimands should be brief, consistent and calmly stated.”

**Motivational Interviewing Tips:**

1) Present strategies as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

**Have a discussion with the teacher about reprimands using some of the questions below.**

- “What are some of the minor problem behaviors in your classroom that you feel are currently distracting students from learning and/or interrupting your instruction?”
- “What strategies have you found to be effective when responding to student misbehavior? What things do you wish were different?”
• The consultant will want to determine what the teacher is doing well in responding to student misbehavior as well as what they would like to be different in their classroom. The consultant may have some insight based on their classroom observations and therefore strategically choose some of the tips below to share regarding effective reprimands.

**Strategies & Skills**

Copied below is a list of steps for using effective reprimands in the classroom to share with the teacher:

1. If the teacher is spending a lot of time using reprimands, the negative attention can become reinforcing for some students. One strategy is to work on increasing praise statements or the ratio of positive to negative interactions (* see session on behavior specific praise). The goal is to have 3:1 or 4:1 positive to negative statements. By increasing praise statements, student disruptions will be reduced as well as the need for reprimands.

   NOTE: The consultant may already have data from previous classroom observations or may want to schedule additional observations to give the teacher feedback on their praise to reprimand ratio using the CCU Brief Observation Form.

2. Tips for communicating clearly and effectively with students about their behavior (Henley, 2006):
   - Be specific and concrete when describing the inappropriate behavior or rule offense. Example: Please stop talking in the hallway.
   - Avoid using words such as lazy, obnoxious, and immature. These negative words label children, decrease their self-esteem and self-worth, and do not provide specific, helpful feedback on their behavior.
   - Focus on the present behavior or the ‘here and now’ in the classroom. Avoid vague statements, words such as “always” or “never,” and repeatedly referring to the child’s past behavior or poor choices. Non-example: “You never listen to me. You are always talking to your neighbor.”
   - Use a calm and non-emotional voice. Yelling or arguing with students conveys to students that the teacher is out-of-control. Yelling may seem effective in the short run, but over time students will grow accustomed to the yelling and ignore the teacher’s request.
3. Reprimands should be respectful to the student and should not humiliate or embarrass the student in front of his/her friends or peers. It is important to remember that as adults we are always modeling behavior for students. When we remain calm and respectful, we are modeling how to handle our emotions, conflict, and challenging situations. In turn, yelling and arguing with students will only increase the likelihood of escalating the problem behavior and/or cause ‘power struggles’ with students. It also inappropriately models yelling and arguing as ways to handle feelings of anger and frustration.

Based on the consultant’s classroom observation data or teacher’s request some of these tips may be used to create specific goals for the teacher on the CCU Action Plan. For example, the teacher may set a goal to be more specific and concrete in their reprimands and use fewer judgmental words to label students. The consultant may provide feedback on the frequency and delivery (e.g. brief, calm) of the reprimands.

**Action Planning**

1. The consultant and teacher will collaboratively develop an action plan of strategies the teacher wants to implement in his/her classroom. The action plan will include a specific goal (related to the delivery or frequency of reprimands), who will be responsible for each task, and a timeline for when it will be completed. The plan will include how the interventions will be monitored to determine if they are effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:
   - Is the chosen strategy conducive to the teacher’s method and style of instruction?
   - Does the chosen strategy fit with the classroom rules and routines?
Practice: Demonstration/Modeling/Role Play (in session)

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill. For example, the consultant might model how the teacher would use brief, non-emotional reprimands during instruction.

Model-Lead-Test

The Model-Lead-Test procedure for effective reprimands is simple when compared to other skills but it is perhaps one of the most important. Teacher use of reprimands may be a strong habit that can be difficult to change. Given this challenge, it will be vital for the consultant to correctly model the use of effective reprimands.

Model

Consultant: “When you reprimand a student you need to remember three words, private, quiet, and subtle. Reprimands must be delivered to individual students in a quiet voice and should not disrupt the flow of instruction. Following are examples of effective reprimands:

‘John, please sit down while I am teaching.’

‘Sally, use a quiet voice during class’

‘Steve, do not talk in the hallway.’

“All of these reprimands are private, quiet, and subtle. When delivering the reprimand, approach the student calmly and make your reprimand statement in a calm but firm manner.”

Next, role-play giving reprimands. The consultant will be the teacher and the teacher will role-play the student.

Consultant: “Now we are going to role-play an effective reprimand. You will be the student and I will be the teacher. I want you to stand up in your seat and I am going to use an effective reprimanding statement. I want you to respond appropriately after the reprimand.”

When the teacher stands up, the consultant should approach the teacher calmly and quietly but firmly say, “Steven, sit down in your seat.” Then walk away and continue teaching.

Model this sequence two or three times and discuss the process if the teacher has questions.
Next, model a negative example.

Consultant: “Now we are going to role-play an ineffective reprimand. I want you to listen closely and point out what I did wrong after we are done. I want you to stand up in your seat and I am going to use a reprimanding statement. I want you to respond appropriately after the reprimand.”

When the teacher stands up, the consultant should approach the teacher calmly and quietly but firmly say, “Steven, I am sick and tired of you always standing up during class. Sit down in your seat or I’m going to send you to the office.” Then the consultant should walk away and continue teaching.

The consultant and teacher should discuss this interaction and remodel the sequence using effective reprimands.

Model two or three negative examples, correcting each one after it is complete.

Lead

This is the opportunity for the teacher to practice reprimands while receiving feedback and praise. Use the following scenarios to give the teacher an opportunity to practice reprimands.

1. Student talking during class.
2. Student off-task during class.
3. Student throws a pencil during class.

For each of these scenarios the consultant will play the role of the student and the teacher delivers the reprimands. The consultant should provide immediate corrective feedback for the teacher using the above guidelines for effective reprimands. Use behavior specific praise with the teacher for using effective reprimands.

Test

The consultant will observe the teacher during a class session and make note of his/her use of effective and ineffective reprimands. After the lesson, the consultant should meet with the teacher to provide behavior specific praise and feedback. It will be important for the consultant to correct any misuse of reprimands and schedule another modeling session if needed.
**Review**

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:

**Consultant:** “Today we talked about tips for using effective reprimands in the classroom. We decided to ____________. Is there anything I missed or anything we should add?”

Review the action plan of who, when, where and what materials are needed. How will plan be monitored/data collection?

**Identify Next Steps**

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
5. Schedule next meeting/observation/modeling.

**Follow-up Activities**

1. Consultant conducts classroom observations and gives teacher performance feedback/tips on using effective reprimands, as well as highlights what the teacher is doing well. The consultant should provide specific examples of times the teacher used reprimands effectively, as well as times the teacher could have used other strategies (e.g. planned ignoring, precorrection). The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
2. Consultant models using effective reprimands (brief, concise, calm) in the classroom for the teacher.
3. A plan is developed for the teacher to self-monitor using effective reprimands and/or praise to reprimand ratio. (* See Handout 2: Behavior Specific Praise Teacher Monitoring Form).
4. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.
5. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.

6. Teacher self-reflection component. The consultant should have the teacher self-reflect on the plan to use effective reprimands. The consultant might ask: Is the plan helpful? What was most helpful? What was the least helpful? What would you change? What do you think will be difficult about implementing the plan?

What if....?

Teacher reports they are using effective reprimands but student is not responding to request.

- Have the teacher walk away and/or give the student a few seconds to respond after the reprimand. They may do what is asked of them if given a little time to respond. By walking away the teacher reduces the possible perceived threat to the student and may allow them to “save face” or feel more in control of their behavior.
- Use BSP and thank the student in advance for following the request. This could be used in combination with the suggestion above. For example, “Tyrell, thank you for making a good choice and cleaning up the papers. I really appreciate it” (walk away and give the student space/time to clean-up).

Teacher is using too many reprimands or harsh reprimands.

- Conduct a classroom observation and complete Handout 2: Behavior Specific Praise Teacher Monitoring Form. After the observation have a discussion with the teacher about his/her praise to reprimand ratio. Suggest to teacher additional strategies to monitor praise ratio such as observations by consultant, peer observations, audio/video recording, or self-monitoring.
- Develop a plan to complete sessions on other more positive and preventive strategies to reduce the need for reprimands (*See Behavioral Expectations, Active Supervision, Behavior Specific Praise, and Precorrection sessions).
- The consultant may need to discuss the teacher’s stress level (or possible burnout) if the teacher is using frequent harsh or critical reprimands. The consultant may want to provide tips for stress reduction or management (e.g. relaxation, making time for self-care, time management).
- The consultant may need to be aware if the teacher is targeting specific students with too many or harsh/critical reprimands. If this
is the case, the teacher may want to work on the “Effective Student-Teacher Relationship” or the “Behavior Specific Praise” modules.

- Teacher may need to be reminded that effective reprimands are only one tool in the tool kit. Therefore, even when used consistently they need to be combined with other effective classroom management practices such as active supervision (*See Active Supervision session), pre-correction (*See Precorrection session), teaching behavioral expectations (* See Behavioral Expectations session), and behavior specific praise (*See Behavior Specific Praise session). Furthermore, if effective reprimands are not successful in reducing the problem behavior, teachers may need to use other strategies such as time-out (* See Time-out session).
CCU Module Session Action Planning Form

Teacher Name: ______________________
Grade: __________________
Date: ________________

Module Topic: ______________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
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<tbody>
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Handout 1: CCU Discipline Planning Form

Teacher Name: ______________________  Grade: __________________
Date: ____________________________

Classroom Check-up Module Topic: _______________________________________

Step 1: In the first column list of all of the problem behaviors in your classroom. Start with the behaviors that are least concerning or disruptive and end with the behaviors that are the most disruptive or concerning. * Be very specific in your description of each problem behavior.

Step 2: Next, in the second column write the consequence and how you are going to respond to each behavior (e.g. Which behaviors will result in an effective reprimand? Planned Ignoring? Time-out?).

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Consequence for Behavior</th>
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<tbody>
<tr>
<td>1.</td>
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Handout 2: Behavior Specific Praise Teacher Monitoring Sheet

Instructions: Tally the number(s) of behavior specific, general praise, and reprimands observed during the lesson. If possible paraphrase the statement in the space provided.

<table>
<thead>
<tr>
<th>Behavior Specific Praise</th>
<th>General Praise</th>
<th>Reprimand(s)</th>
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</thead>
<tbody>
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Module 5: Responding to Inappropriate Behavior

Session 3: Time-out

Targeted Skill: Time-out

At times, students’ behavior may severely interfere with other student’s learning or interrupt instruction. In these instances, the student may need to be removed from the group or put in a “time-out.” Time-out is the temporary removal from classroom activities based on a student’s problem behavior (Henley, 2006). Time-out is a strategy that should be used sparingly for more problematic behavior, such as physical or verbal aggression, when other more preventive and positive strategies have not been effective at reducing or stopping the problem behavior. There can be possible negative effects of time-out. For example, some students may find time-out reinforcing or rewarding, which may increase their problematic behavior. Another concern is that students lose academic instruction when they are in timeout.

Time-out should not be used for minor misbehavior such as not completing classwork. Teachers should identify a specific location in the classroom for time-out, such as a desk or chair in the corner of the classroom. This area should have low levels of stimulation, and be a place where the student can be readily monitored and easily integrated back into the classroom after the brief time-out.

Purpose/Benefits

One of the benefits of time-out is that it provides both the teacher and student with time away from each other. It can also interrupt any power struggles or negative teacher-student interactions/cycles. This time can be used to calm down and may prevent the escalation of problem behavior. When used appropriately and consistently, time-out is an effective method for decreasing inappropriate behavior (Barton, Brulle, & Reppe, 1987).

Materials Needed

1. CCU Module Session Action Planning form
2. Handout 1: CCU Discipline Planning Form
3. Handout 2: Using Time-out Effectively in the Classroom

Introduction

The consultant should begin the conversation by briefly building rapport with the teacher. For example, the consultant may ask the teacher about a recent vacation, their child’s award assembly or soccer game, the photos on their desk, or any
other topic they may have discussed in the first session. Next, the consultant could ask the teacher to reflect by asking a question such as, “What stood out to you about our last meeting?” or “What if anything have you been reflecting on since our last meeting?”

Consultant: “When we met for the feedback session one of the things you wanted to work on in your classroom was implementing time-out. So tell me what you know about time-out? Remind me why you chose this topic?” (Have a discussion with the teacher about what they already know about time-out and why they chose this topic/goal).

“Time-out is the temporary removal from classroom activities based on a student’s problem behavior (Henley, 2006). It is important to remember that time-out is just one tool in our tool kit and it should be used infrequently for more problematic behavior such as physical or verbal aggression when other more preventive and positive strategies such as behavior specific praise, teaching behavioral expectations and pre-corrects have not been effective at reducing the problem behavior. Time-out should not be used for minor misbehavior such as not completing classwork.”

Motivational Interviewing Tips:
1) Present strategies as options and develop a menu of options with the teacher.
2) Encourage the teacher to have personal responsibility for decision-making (using language such as, “This is your choice”, “This is up to you”, and “Whatever you decide”) while offering direct advice if solicited.
3) Support teacher self-efficacy by giving specific affirmations and by using and modeling behavior specific praise to identify existing strengths and times when the teacher has been successful in the past.
4) Remember to give brief summaries (2-4 sentences) throughout the discussion to check shared understandings and give time to reflect.

Have a discussion with the teacher about their previous experience(s) with time-out.

- “What are some of your previous experiences with time-out? Have you ever used it before? Tell me about your experience with time-out. Was it effective?”
• “Is there a good location in your classroom that can serve as a space for time-out? If not, can we create a space for timeout?”

Notes to consultant:

• The teacher will most likely have heard about time-out or have some previous experience with time-out. It is important to determine what they know about time-out and if they have had a positive or negative experience with time-out in the past. Additionally, it will be important to see if the teacher understands and has used time-out appropriately and consistently in the past, or if the teacher has had any negative experiences with time-out.

Skills & Strategies

Copied below is a list of steps for using time-out effectively in the classroom to share with the teacher:

1. Recommended procedures for time-out (Henley, 2006; Martella, Nelson, & Marchand-Martella, 2003):
   - Teach students how to go to time-out and what behaviors will require a time-out prior to using the strategy. Students should also be taught not to interact with any student who is in time-out. * See behavior expectations session.
   - Provide a warning to the student before sending them to time-out (e.g., “Sarah, if you hit you will need to go to time-out”).
   - If the student has been given a warning and is subsequently sent to time-out, explain to the student why they have been given a time-out. The explanation should be short (about 10 or fewer words). For example, “Sarah you hit Destiney. Please go to time-out now.” It is important that the explanation is brief to prevent further escalation of the problem behavior and reduce the likelihood of a negative “back and forth” between the student and teacher. Furthermore, the teacher wants to be concise with the explanation, skills and problem-solving should occur at a time when both the student and teacher are calm.
   - Identify an appropriate place in the classroom for time-out (e.g. desk or chair in the corner of the classroom away from peers and distractions). Remove all positive reinforcement from the time-out area.
   - Limit the length of the time-out (maximum of 1 minute for each year of the student’s age).
• When students are in time-out it is important that the teacher does not try to talk to them about their problem behavior or the reasons they have been given a time-out, but that they give the student time and space to calm-down.
• Teachers should remain calm and non-emotional, and always treat students with respect.
• Keep a time-out log that includes which students are being sent to time-out, the day and time, lesson/subject being taught, and the length of the time-out. This data can be very helpful in developing individual student behavior plans and identifying the types of problem behaviors that need to be reduced.
• If the child is repeatedly being sent to time-out, it is not working! In this case, the teacher needs to stop using time-out and use another strategy, or tweak the time-out plan so that it is effective with the student.
• Once time-out ends, the student should immediately be provided a new learning opportunity and the teacher should not hold a grudge or continue to punish the student once they have ‘served their time’ in time-out.
• The classroom must be a positive reinforcement for the student, otherwise time-out will not be effective and it may be reinforcing for the student to escape the (negative) classroom environment.
• Sometimes time-out is used as a method to avoid dealing with challenging students. It is important that the same students are not repeatedly sent to time-out and that students are not sitting in time-out for extended periods of time and missing instruction. Similarly, some students prefer being in time-out to avoid doing their assignments.

2. Teachers may want to develop a plan for what students should do in time-out (e.g. thermometer, use calming down strategies, complete a “think sheet”) and teach this routine to students. (* See Behavioral Expectations session).

3. The consultant may need to work with the teacher to develop a list of problem behaviors in the classroom and consequences for the behaviors (See Discipline Planning handout). This process begins with the classroom rules and explicitly teaching behavioral expectations (see teaching behavior expectations session) as well as developing a consequence for rule violations – 1) What minor problem behaviors will be ignored?, 2)
What behaviors will receive an effective reprimand?, and 3) When will time-out be used?

Once the teacher has developed classroom rules and a list of consequences the plan needs to be shared with students. This includes practicing what will happen when students are sent to time-out, what is expected while a student is in time-out, and having students practice the steps before an incident occurs.

Additionally, the class will need to practice what they should do when someone is sent to time-out (e.g. ignore the student, do not talk to the student or visit the student in time-out, they should not laugh or encourage the student). It will also be helpful to have a discussion with students about why they should ignore their peers when they are sent to time-out.

The consultant may need to have discussions about school-wide rules and expectations (such as Positive Behavioral Intervention and Supports) and how this new classroom plan will work within the school-wide rules. See ‘Practice’ section below for details.

**Action Planning**

1. The consultant and teacher will collaboratively develop an action plan of strategies the teacher wants to implement in his/her classroom. The action plan will include a specific goal related to time-out, who will be responsible for doing each task, and a timeline for when it will be completed. The plan will include how the intervention will be monitored to determine if it is effective (e.g. fidelity, collecting data, self-monitor).

2. The consultant’s role is to help the teacher prioritize strategies that are appropriate for the teacher based on his/her available resources (e.g. time, materials, money) and skill level. Things for the consultant to think about when action planning:

   - Is the chosen strategy conducive to the teacher’s **method of instruction**?
   - Is the chosen strategy conducive to the **physical arrangement of the classroom**?
   - Does the chosen strategy fit with the **classroom rules and routines**?
• Does the chosen strategy fit the **needs of students?**

**Practice: Demonstration/Modeling/Role Play (in session)**

The consultant may model the chosen skill in the session and/or the consultant and teacher may practice the new skill. For example, the consultant might model how the teacher will introduce the new time-out procedures to his/her students.

**Notes to consultant:**

- The use of time-out in the classroom can be complex and difficult to implement correctly if each of the components/skills are not explicitly taught to the teacher and students.

- Be sure you have established where the time-out will occur, what behaviors meet your teachers “decision rule” for time-out, and what the student will do when they reach the time-out session.

**Model-Lead-Test**

There will be two Model-Lead-Test sessions that address each of the following components of time-out:

1. Teacher initiating, conducting, and concluding a time-out sequence with a student.

2. Student following time-out procedures after earning a time-out, and the class responding to the teacher and student who earned a timeout.

**Model-Lead-Test Session 1: The time-out sequence for the teacher.**

**Model**

**Consultant:** “We have already decided on the logistics of where the time-out will occur, what behaviors meet your ‘decision rule’ for time-out, and what the student will do when they reach the time-out session. Today I am going to model for you how it will look when you give a student a time-out in the classroom. It will be vital during your interactions with a student who is receiving a time-out that you strive to maintain a calm and controlled demeanor and treat the student with dignity and respect.”

“Before giving a time-out to a student it will be important to give one corrective statement that addresses the behavior of concern. Corrective statements consist of naming the problem behavior and stating what the student should be doing instead. Below is an example of a corrective statement. For more information
about corrective statements or the use of effective reprimands please see the module on effective reprimands.”

“John, you just threw a pencil at Steve, the expectation in this class is to not throw things.”

“After a behavior has occurred that meets your decision rule for time-out a second time and you have given the student one warning that directly addressed the behavior you will use the following procedure.

1. Quietly approach the student in a calm way.

2. Name the behavior that earned the student the time-out. “John, you threw your book at Steve, the expectation in the class is to use school tools appropriately.”

3. Calmly direct the student to the time out area. “Go to the time out area.”

4. Continue teaching.

5. After a specified amount of time (maximum of 1 minute for each year of the child’s age) instruct the student to return to the class and continue teaching. “John, go back to your seat and open your book to page 32.”

6. Provide the student with behavior specific praise for displaying appropriate behavior after returning to class (*see behavior specific praise session for details). “John, you are doing a great job staying on-task and watching me!”

**Consultant:** “The sequence needs to be completed quickly and quietly with the least amount of disruption to instruction as possible, while maintaining the student’s dignity.”

If appropriate, role-play the above scenario. Have the teacher play the role of the student and the consultant will be the teacher. Be sure to take the role-play session seriously and keep it as close to a real-life classroom situation as possible.

**Lead**

Reverse the role-play session for this part of the instructional sequence. The consultant will play the student and the teacher will play the role of teacher. After the role play, the consultant should provide the teacher with performance feedback, behavior specific praise, and correct any errors immediately.
Test

If possible, observe the teacher administer a time-out session in his/her classroom. If this is not possible have the teacher role-play the sequence with another teacher or with a student during the next Model-Lead-Test session. Provide performance feedback, correct errors, and give behavior specific praise as appropriate.

Model-Lead-Test Session 2: The time-out sequence for the students.

Either the consultant or the teacher can conduct this session. If the teacher feels comfortable teaching the process to the students choose this option as it gives you the opportunity to provide feedback to the teacher on his/her use of the time-out process.

The consultant and teacher should collaboratively develop a lesson plan for teaching the time-out process. The plan should include the following:

1. What is time-out?
   a. Time-out must be clearly defined for the students including why it will be used.

2. When will it be used?
   a. What behaviors will result in time-out? Students should never be surprised when they earn a time-out.

3. Where is the time-out location in the classroom?

4. What must the student do when given a time-out?
   a. Students must be taught exactly what is expected of them when they earn a time-out.

5. How does time-out end?

6. What should the student do when he/she re-joins the class?

7. How should the class react to the student given the time-out?
   a. The class must be explicitly taught how to act (e.g. ignore) when a student earns a time-out.
Model

1. The teacher will use the designed lesson plan to teach the process to the students.

2. The teacher must model the exact process for going to time-out including what students will do while they are in time out and how a student should re-join the class after a time-out. The teacher must also model how the rest of the class should respond to the process (e.g. ignore the student in time-out).

3. During the modeling session it will be appropriate for the consultant to play the role of the student and replay the scenario from the previous modeling session.

4. Each step must be modeled for the class including what to do during the time-out, how to act during the time-out, and how to come back to class after the time-out.

5. The students must know exactly what to expect during the process so nothing is a surprise in a real scenario. As with the previous modeling session it will be very important to take this session seriously and model exactly what will happen during a real time-out.

Lead

Next, the teacher will have the students role-play the time-out process from start to finish. Use the same role-play scenario from the previous session. Be sure to remind the teacher use behavior specific praise with students for correctly following the time-out procedures. The consultant must monitor this session and provide feedback to the teacher after the session concludes.

Test

The teacher will set up a practice time-out scenario with the students and the consultant will observe and provide feedback and praise for the teacher and students. If the teacher makes an error during the process be sure to provide corrective feedback to the teacher immediately following the observation at the most appropriate time.

Review

The consultant should provide a brief summary (approximately 5 sentences) of what was discussed in the session. For example:
Consultant: “Today we talked about tips for using time-out effectively in your classroom. We decided to ______________________. Is there anything I missed or anything we should add?”

Review the action plan of who, when, where and what materials are needed. How will plan be monitored/data collection?

Identify Next Steps

1. Begin with the consultant explicitly asking the teacher, “So what are you thinking is the next step for you?”
2. Identify what the teacher is going to do.
3. Identify what the consultant is going to do.
5. Schedule next meeting/observation/modeling.

Follow-up Activities

1. Consultant conducts a classroom observation and gives the teacher performance feedback/tips to integrate strategies for using time-out effectively in the classroom, as well as highlights what the teacher is doing well. The aim of the consultant is to “strike the balance” of providing feedback in a manner that is empathetic to the teacher’s current effort in meeting multiple demands while simultaneously motivating the teacher to make the identified changes.
2. Consultant models or co-teaches with teacher a lesson to teach the time-out procedure and have students practice (*See Behavioral Expectations session).
3. A plan is developed for the teacher to self-monitor their use of time-out (e.g. keeping a time-out log).
4. If the developed plan is not effective, the teacher and consultant will need to problem-solve what went well and what did not go well. The consultant and teacher may need to revise the action plan or develop a new action plan.
5. The teacher and consultant may have created additional ‘follow-up activities’ during the action planning process. Review action plan to identify any additional activities that need to be added to the timeline.
6. Teacher self-reflection component. The consultant should have the teacher self-reflect on using time-out in the classroom. The consultant might ask: Is the time-out plan helpful? What are the benefits for the students? What are the benefits for the teacher? What was most helpful? What was the
least helpful? What would you change? What is difficult about implementing the plan?

**What if....?**

*Teacher is sending students to time-out for extended periods of time in another classroom.*

- Review time-out procedures with teacher and discuss what is currently going well and what is not going well. The concern is that this procedure interrupts two classrooms and the student is missing significant amounts of instruction.
- Brainstorm ideas for ways the teacher can use reminders such as setting a timer for when time-out is over.

*The same student is repeatedly being sent to time-out.*

- If the child is repeatedly being sent to time-out, it is not working! It is possible that the child finds time-out reinforcing (e.g. able to avoid doing undesirable assignments). The teacher may need to think about using other strategies.
- The teacher and consultant may want to have a discussion and tweak the time-out plan so that it is effective with the student.
- The teacher and consultant can brainstorm strategies to engage the child in instruction and the classroom (*See Authentic Teacher-Student Relationship session*).

*Teacher reports that time-out is not working in their classroom.*

- The consultant may need to model the time-out procedure for the teacher and/or review the time-out steps to determine if the teacher is appropriately using time-out.
- The consultant and teacher may need to collaboratively problem-solve why time-out is not working in the classroom.
- The consultant could model or co-teach the time-out procedure for the class and have students practice the routine (*See Behavioral Expectations session*).
- If possible, the consultant may need to visit or stop-by the classroom occasionally with hopes of observing the time-out procedure.

*Student refuses to go to time-out.*

- Teacher can walk away and give the student a minute to go to time-out on their own. After a minute, return to the student and repeat the request to go to time-out. If the student still does not go to time-
out, provide an additional consequence (“Tykiara, if you do not go to time-out I will need to make a phone call home”).

- At a later time, review and have the student practice the time-out procedure.
- At a later time, have a discussion with the student about why they would not go to time-out. Discuss how time-out is an opportunity for the both the teacher and student to calm down.
### CCU Module Session Action Planning Form

**Teacher Name:** ________________________

**Grade:** __________________

**Date:** __________________

**Module Topic:** __________________________

<table>
<thead>
<tr>
<th>STRATEGY to implement in my classroom this week:</th>
<th>WHO is going to do it? (teacher, consultant, para)</th>
<th>WHEN are they going to do it? (date and time)</th>
<th>WHAT do they need to do it? (materials, reminders)</th>
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Handout 1: CCU Discipline Planning Form

Teacher Name: ____________________  Grade: __________________
Date: __________________

Classroom Check-up Module Topic: ________________________________

Step 1: In the first column list of all of the problem behaviors in your classroom. Start with the behaviors that are least concerning or disruptive and end with the behaviors that are the most disruptive or concerning. * Be very specific in your description of each problem behavior.

Step 2: Next, in the second column write the consequence and how you are going to respond to each behavior (e.g. Which behaviors will result in an explicit reprimand? Planned Ignoring? Time-out?).

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Consequence for Behavior</th>
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<tbody>
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Handout 2: Effectively Using Time-out in the Classroom

1) **Give one brief corrective statement or warning** that addresses the behavior of concern (name the problem behavior and state what the student should be doing instead).

   “John, you just threw a pencil at Steve, the expectation in this class is to not throw things.”

2) **Quietly** approach the student in a calm way.

3) **Name the behavior** that earned the student the time-out.

   “John, you threw your book at Steve, the expectation in the class is to use school tools appropriately.”

4) **Calmly** direct the student to the specified time-out area.

   “John, go to the time-out area.”

5) **Continue teaching.**

6) **Instruct the student to return to the class** after a specified amount of time (maximum of 1 minute for each year of the child’s age) and continue teaching.

   “John, go back to your seat and open your book to page 32.”

7) Provide the student with behavior specific praise for displaying appropriate behavior after returning to class.

   “John, you are doing a great job staying on-task and watching me!”
References


Dana Darney was born in Towson, Maryland on July 9, 1978. She grew up in Kingsville, Maryland where she graduated from Fallston High School in 1996. Dana earned a Bachelor of Science degree with a double major in Psychology and Criminal Justice in 2000 from Towson University in Towson, Maryland. She completed a Master of Science degree in Clinical Community Counseling in 2006 from Johns Hopkins University in Baltimore, Maryland. Dana also earned a Master of Arts degree in School Psychology from the University of Missouri in 2011. She completed her predoctoral internship in the School Mental Health Track with the VA Maryland Health Care System and University of Maryland, Baltimore Psychology Internship Consortium in Baltimore, Maryland in June 2013 and will complete her Doctorate of Philosophy in School Psychology from the University of Missouri in August 2013. Dana will begin a position as a Research Associate at Johns Hopkins University conducting and researching best practices in teacher consultation in August 2013.