CONSULTATION AS A VEHICLE FOR INCREASING NOVICE TEACHERS’ USE OF EVIDENCE-BASED CLASSROOM MANAGEMENT STRATEGIES

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ABSTRACT

Teachers’ classroom management skills have a significant impact on students’ short and long-term behavioral outcomes, as well as their academic achievement. Despite the importance of these skills, teachers often struggle to effectively manage classrooms. One method that has emerged in the literature is the use of consultation or coaching to increase classroom management skills; however, little research has been done related to supporting novice teachers with consultation or coaching. Pre-service education is an important place to learn classroom management strategies; it provides the foundation for teacher theory and practice. Additionally, pre-service education programs are ideal because they have built-in opportunities for practicing developing skills with feedback. This study examined the integration of a classroom management consultation model, the Classroom Check-up, into the student teaching component of a pre-service education program for four participants. Impacts on teacher behaviors, including praise, opportunities to respond, precorrections, reprimands, and time spent teaching, and student behaviors, including disruptive and aggressive behaviors, were examined using a multiple baseline design. Results indicated positive teacher behavior change related to praise, opportunities to respond, precorrections, reprimands, and time spent teaching and decreased student disruptive behaviors. Overall, both student teacher and student behaviors were positively impacted by participation in the Classroom Check-up consultation model. Study limitations are presented and directions for future research are provided. Implications for educators, school psychologists, and teacher educators are discussed.