

8-18-2015

# Investigating the Effectiveness of Research-based Classroom Management in an Extended School-Year Program

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# Investigating the Effectiveness of Research-based Classroom Management in an Extended School-Year Program

Deirdre Catherine Byrne, PhD

University of Connecticut, 2015

Students who struggle with challenging behaviors are sometimes placed in alternative education (AE) settings where they are provided with intensive supports including punitive approaches to behavior management. Some AE settings have moved towards using proactive practices, like schoolwide positive behavior supports (SWPBS), to promote positive behaviors. SWPBS has been effective in regular education settings and has shown promise in AE settings, but there is little research to support its use in extended school year (ESY) programs that students attend to maintain gains from the school year over the summer months. Schoolwide practices may be less feasible to implement in ESY settings, but teachers can implement PBIS practices through use of evidence-based classroom management (CRM) strategies. Teachers may not have adequate training in CRM strategies and may benefit from support around implementation. To address this issue, this study investigated the use of Tier 1 evidence-based CRM practices in increasing academic engagement and reducing disruptive behavior amongst pre secondary level students in an urban ESY program. Another goal of the study was to increase teachers' use of evidence-based CRM strategies. Results suggest that training in evidence-based CRM can help to increase the implementation of these practices in ESY classrooms as well as to increase the consistency of academic engagement, and showed promise for improving predictability of lower level disruptions in the classroom. Major problem behaviors were not affected as a result of the classroom management intervention. Limitations of the study, directions for future research, and implications for research and practice are discussed.

Investigating the Effectiveness of Research-based Classroom Management in an Extended  
School-Year Program

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B.S., Tufts University, 2008

M.A., University of Connecticut, 2012

A Dissertation

Submitted in Partial Fulfillment of the  
Requirements for the Degree of Doctor of Philosophy  
at the  
University of Connecticut

2015

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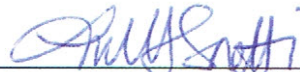
Doctor of Philosophy Dissertation

Investigating the Effectiveness of Research-based Classroom Management in an Extended  
School-Year Program

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2015

### **Acknowledgements**

This dissertation project could not have been completed without the support and inspiration of several individuals. I would like to thank my advisor, Dr. Lisa Sanetti, who supported my interests, encouraged my curiosities, and guided my professional development. She provided me with opportunities in my graduate school career that have been instrumental to both this dissertation process as well as my own personal and professional growth. Dr. Ravit Stein has been a continued source of encouragement and her expertise and perspective have been highly valuable to me for this dissertation project and beyond. Without the continued support and guidance of Dr. Melissa Bray, my graduate school experience would have been entirely different and I owe her great thanks for her contributions to this project. The contributions and perspectives of Dr. Susannah Everett, Dr. Tamika LaSalle, and Dr. Anne Farrell were immensely important, highly appreciated, and essential to the success of this project. I would like to thank Justin Byron, Kathleen Williamson, and Greg Vosits for their continued advice, encouragement, and friendship which has been a tremendous support. This project could not have happened without Lisa Dobey and her flexibility and willingness to be a part of the data collection process. To all of my co-workers and to my cohort, thank you for helping me stay focused and have fun doing it. Lastly, I would like to thank my parents and my entire family who have always reminded me that anything worth having is worth working for and for their unconditional encouragement, love, and ongoing support throughout my graduate school career.

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## **Chapter I: Introduction**

In a survey of American teachers, 63 percent agree that they are facing more behavioral challenges with students now than they did when they first started teaching (Bill & Melinda Gates Foundation, 2012). Teachers most often cite inattention, noncompliance, and over-activity as problem behaviors in the classroom (Goldstein & Brooks, 2007). When students' behaviors do not respond to increasing levels of intervention support, students are sometimes moved to more restrictive school settings. Approximately 1.3% of all public school students are enrolled in settings outside of the regular education setting because of an inability to remain in their regularly assigned school (Kleiner, Porch, & Farris, 2002).

Students are often placed in alternative education (AE) settings because of severely challenging behavior that cannot be supported through general education systems. Students who are enrolled in AE settings are often required or encouraged to participate in specialized programming. An example of one type of program is an extended school-year (ESY) program where students remain in a school environment throughout the summer months. The goals of ESY programs are to maintain any social or academic gains made during the school year and to prevent regression over summer months (IDEA, 2004; Massachusetts Department of Elementary & Secondary Education [MDESE], 2002).

Many AE settings have relied heavily on punitive and reactive practices for responding to inappropriate behavior as their primary method of behavior management (Skiba & Peterson, 1999; Netzel & Eber, 2003). Students in AE settings, however, are at higher risk for negative social and emotional outcomes in life (Fowler, 2011; Monroe, 2005; Morrison et al., 2001; Raffaele Mendez, Knoff, & Ferron, 2002). They are also less likely to see academic success in school (Lane, Wehby, Little, & Cooley, 2005), and are instead more likely to engage in

problematic behaviors and behaviors such as criminality and substance abuse (Anthony, 1984; Block, Block, & Keyes, 1988; Fowler, 2011; Kellam & Rubin, 1983). Instead of using reactive practices, some general and alternative schools have seen significant improvement in student behavior by implementing School-Wide Behavior Supports (SWPBS) (Bohanon, 2006; George et al., 2013; Farkas et al., 2012; Netzel & Eber, 2003; Miller et al., 2005; Simonsen et al., 2010). Unlike packaged interventions or curricula, SWPBS is a framework for incorporating evidence-based interventions and practices into a multi-tiered system of supports for positive social behaviors (Simonsen et al., 2008b; Sugai & Horner, 2009).

Proactive strategies in the classroom have been shown to be effective in preventing problem behaviors that result in missed instructional time for students (Epstein et al., 2008; Simonsen et al., 2008a). Literature suggests that five critical features made up of 20 evidence-based practices of classroom management may be particularly effective as Tier I strategies in the classroom (Simonsen et al., 2008a). Good classroom management will succeed to minimize disruptions in a classroom in order to help teachers to keep students engaged in academic material (Emmer & Stough, 2001).

Not all teachers have adequate training in these preventative strategies (Oliver & Reschly, 2010; Reupert & Woodcock, 2010), and they may be particularly useful in AE ESY programs in which shortened school days mean an increased value of each minute of instructional time. Although some AE settings have successfully decreased levels of student problem behavior through use of proactive interventions strategies and classroom management practices have been shown to be effective in preventing problem behaviors, there is no research investigating the effectiveness of using classroom management strategies as a form of behavior management in AE ESY programs.

With some training and support, teachers can incorporate preventative techniques into their classroom management routines to decrease rates of disruptive problem behaviors in the classroom. Research supports preventative classroom management strategies for promoting appropriate behavior and discouraging inappropriate behavior (Barbetta et al., 2005; Epstein et al., 2008; Hart, 2010; Little & Akin-Little, 2008; Simonsen et al., 2008a). If teachers are able to competently use proactive and preventative strategies for classroom management, they can reduce the need for reactive methods like seclusion time-out and physical restraint that take away from students' time in the classroom and can inhibit their success in school (Ryan, Peterson, Tetreault, & van der Hagen, 2007).

Incorporating critical features of classroom management through a supportive consultation relationship is a reasonable expectation for teachers in ESY programs, and can help to add some of elements of SWPBS that have now been effectively used in alternative settings. The purpose of this study is to evaluate the effectiveness of a classroom management system on increasing teacher use of evidence-based practices in the classroom and improving student outcomes in terms of academic engagement and disruptive behaviors.

## Chapter II: Review of the Literature

### Alternative Education Schools and Settings

The term *alternative education* (AE) is used to describe education delivered in any setting outside of a traditional public school classroom. The U.S. Department of Education describes AE schools and settings as those that address needs of students that cannot be met in a regular school (Young, 2002). Most often, AE schools and settings serve students who are at risk for school failure in the form of poor grades, truancy, disruptive behavior, pregnancy, or similar factors (Aron, 2006; Kleiner et al., 2002). Although the terms AE school or setting (hereafter referred to collectively as AE settings) are typically used to describe public alternative schools or programs for at-risk students, they can also be used to describe charter schools, programs for students who are gifted and talented, vocational schools, and short-term in-school suspension programs (Kleiner et al., 2002). There is larger number of AE schools in urban, high-poverty districts with more than 50% minority enrollment (Kleiner et al., 2002). Fifty-two percent of districts with AE settings reported physical attacks or fights as sufficient reason for moving students from regular school settings and 45% reported disruptive verbal behavior as a reason (Kleiner et al., 2002). The goal of AE settings is to provide students with a structured environment, with specialized intensive support to promote social and academic growth to increase the likelihood of returning to a regular school and decrease the likelihood of negative outcomes in the future (Kleiner et al., 2002).

More students in AE settings qualify for special education services than those in general education settings. On average, 12% of students in AE settings have an individualized education program (IEP), but in the majority of AE settings, more than 20% of students have IEPs (Kleiner et al., 2002). The school serving as the site of the present study is designated as a special

education school according to the National Center for Education Statistics, indicating that most or all students in attendance qualify for special education services (U.S. Department of Education, 2014). As a result, instruction must be tailored to the meet the academic, social, and emotional goals of each student, which requires classroom structure and scheduling to be different than an average school. For example, AE settings may include more time in their schedules for things like social skills instruction and group or individual counseling. Further, students in AE settings are often required or encouraged to participate in special programs or programming (Kleiner et al., 2002). This special programming is sometimes outside of school and can include afterschool programs, community schooling, weekend schooling, and extended school year programs (Kleiner et al., 2002).

### **Extended School Year Programs**

Extended school year (ESY) programs are defined in the Individuals with Disabilities Education Act (IDEA) as special education and related services delivered to students outside of the regular scope of the school year (2004). Attendance in an ESY program may be designated in IEPs for students who may have difficulty maintaining social and academic gains over the summer months (IDEA, 2004; Massachusetts Department of Elementary & Secondary Education [MDESE], 2002). ESY programs must provide students with the same services and accommodations designated in their IEP and comply with state educational agency standards (IDEA, 2004). The purpose of ESY programs is to prevent regression during summer months, but ESY programs are only required to meet the needs of students in accordance to their IEPs and are not required to provide students with full school days (MDESE, 2002).

ESY programs may use different scheduling and/or staff from the regular school year, but the challenging student behaviors and their social and academic goals are the same. As little

research exists about challenging student behaviors in ESY programs (Hill & Flores, 2014), research about these same students in AE settings can be considered.

### **Behavior Management in AE Settings**

AE settings have historically relied heavily on reactive strategies for discouraging inappropriate behavior in school (Skiba & Peterson, 1999; Knitzer, Steinberg, & Fleisch, 1990; Netzel & Eber, 2003). Use of disciplinary strategies such as seclusion time out, physical restraint, and suspension and exclusion are used in AE settings, often at higher rates than use of preventative school-wide programming (Fowler, 2011; Kazdin, 1980; Monroe, 2005; Netzel & Eber, 2003; Sachs, 1973; Vincent & Tobin, 2011).

Despite the specialized programming in these schools, many students are not successful in AE settings (Friedrich, 1997; Fowler, 2011). Studies and reports have shown that students who are moved from general education to AE settings often (a) do not improve in academic performance (Lane et al., 2005); (b) maintain high levels of problem behavior (Bender & Losel, 1997); and (c) are more likely to engage in early school leaving, criminality, and substance use (Anthony, 1984; Block et al., 1988; Fowler, 2011; Kellam & Rubin, 1983). Many students who are placed in AE settings are already at high risk (Fowler, 2011; Monroe, 2005; Morrison et al., 2001; Raffaele Mendez et al., 2002) of these negative long-term outcomes due to socioeconomic status, family dynamic, trauma history, and mental health diagnoses. But, students who are successful socially and academically in school are less likely to have physical, emotional, and legal problems later in life (Dubow & Tisak, 1989).

Educators can help increase the chances of students' social and academic success in school by using preventative programming aimed at teaching students prosocial behavior and discouraging violent behavior (Bradshaw, O'Brennan, & McNeely, 2008; Bry, 1982; Kellam,



Rebok, Ialongo, & Mayer, 1994; Van Acker, 2007). In recent years, some AE settings have made a movement toward using proactive and preventative strategies for promoting appropriate behavior in schools as opposed to using punitive reactive strategies to decrease problematic behavior (George, George, Kern, & Fogt, 2013; Farkas et al., 2012; Flower, McDaniel, & Jolivet, 2011; Miller, George, & Fogt, 2005; Netzel & Eber, 2003; Simonsen, Britton, & Young, 2010).

Use of preventative programming is not only effective, but also has the potential to improve student perceptions of schools and address school climate. In a survey of student perceptions of school climate, greater use of exclusionary disciplinary strategies such as sending students to the principal's office resulted in lower scores on perceptions of order and discipline within the school, while use of proactive positive behavior supports in the classroom resulted in higher student perceptions of order and discipline, fairness, and student-teacher relationships (Mitchell & Bradshaw, 2012).

This trend in general education settings may be a harder transition for AE settings where students display much higher rates of dangerous behavior. Although AE settings might expect that they will be unable to replace things like seclusion time out and physical restraint with preventative strategies (Skiba & Peterson, 2000), some schools have done so successfully using a framework for positive behavior supports (George et al., 2013; Miller et al., 2005).

### **Positive Behavior Supports**

Schoolwide Positive Behavior Supports (SWPBS) is a term used to describe a framework for assisting schools and school personnel in adopting, organizing, and implementing evidence-based behavioral interventions (Simonsen, Sugai, & Negron, 2008b). This framework includes four main elements: (a) student outcomes; (b) data to support decision-making; (c) practices to

support student behavior; (d) systems to support staff behavior (Napolitano-Romer & Sugai, 2009). Rather than a packaged curriculum, SWPBS incorporates evidence-based interventions and practices into a multi-tiered continuum of supports for positive social behaviors (Simonsen et al., 2008b; Sugai & Horner, 2009).

SWPBS includes three tiers that represent a continuum of support and prevention ranging from targeting all students to only those at high-risk. Tier I (Primary) represents interventions and practices that are universal to all students, staff, services, and settings. Preventative practices like clearly-defined and positively-stated behavior expectations, universal systems for acknowledging appropriate behavior, and classroom behavior management systems are used at the Tier I level to reduce the number of students likely to need more intensive supports. Tier II (Secondary) refers to those interventions or practices that are used with a specialized group displaying at-risk behavior, despite Tier I practices. Tier II interventions might include things like daily Check In Check Out (CICO) routines to provide students with encouragement and feedback towards established goals, and small groups, such as social skills groups, where students with similar challenging behaviors may be offered more intensive support and strategies. Tier III (Tertiary) are practices and systems such as function-based, individualized behavior support plans for students who do not responding to or improve as a result of Tier I and Tier II interventions (Simonsen et al., 2008b; Sugai & Horner, 2009). Using a tiered system of proactive and preventative supports of increasing intensity may be an effective way to address behaviors of concern while also promoting prosocial skills (Horner & Sugai, 2005b).

Scholars suggest SWPBS implementation may be effective in reducing problem behaviors in AE settings (Flower et al., 2011) and studies conducted in alternative schools showed a decrease in serious incidents of problem behavior (Farkas et al., 2012; Simonsen et al.,

2010) as well as a reduction in the use of physical restraints and seclusion time-outs (George et al., 2013; Miller et al., 2005). Simonsen & Sugai (2013) argue that AE settings share similar challenges to general education settings and that the PBIS framework can be adopted and intensified for use in AE settings.

Despite this research supporting SWPBS as a promising approach for improving student outcomes in AE settings, there is not yet research to support its use specifically in ESY programs. Even though ESY programs are quite similar to AE settings and AE practices during the regular school year, there is an important difference: ESY programs are likely to schedule shorter days with less instructional time. This makes all in-class time of increased importance and keeping students in the classroom is of an even higher priority. SWPBS practices at a program level are promising for preventing problem behaviors. Because of the short timeframe of ESY programs, there may not be enough time for fully developing schoolwide expectations. Classrooms become the primary location for Tier I implementation, and therefore classroom management practices become the primary aspect of Tier I in an ESY setting. If teachers can implement best practices in classroom management, fewer students may exhibit severe problem behavior that leads to Tier II and III strategies that may result in out of class time.

### **Classroom Management**

In the last decade, there has been a growing body of literature surrounding classroom management and its effectiveness in managing student behavior. Many studies in classroom management suggest that using proactive strategies focused on teaching and reinforcing appropriate behaviors using a small set of clearly defined expectations is effective in increasing academic engagement amongst students and preventing problem behavior in the classroom (Barbetta, Norona, & Bivard, 2005; Hart, 2010; Little & Akin-Little, 2008; Simonsen, Fairbanks,

Briesch, Myers, & Sugai, 2008a). The SWPBS framework focuses on the implementation of evidence-based strategies across all tiers. Thus, teachers' classroom management practices should reflect strategies that have been shown to successfully keep students academically engaged and help to minimize problematic behavior in the classroom.

**Academic engagement.** Although teachers may often feel overwhelmed by disruptive behavior in their classrooms, the goal of teaching in classrooms is primarily to aid in student learning and acquisition of academic knowledge. In order for students to gain knowledge and learn, they must be on-task and engaged academically. In an effort to define the key goals and components of classroom management, Jones (1996) included the following as two of the five main features of effective management: (a) the use of instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group; (b) the use of organizational and group management methods that maximize on-task behavior. Emmer and Stough (2001) explain that being able to adequately measure outcomes related to optimal learning and academic needs is not feasible for most researchers. They instead describe on-task behavior as a reasonable goal for classroom management, and thus a reasonable outcome measure for research.

As such, researchers have examined the effects of classroom management practices on the on-task behaviors, or academic engagement, of students in the classroom. Researchers have examined the classroom management practices that have been most effective in increasing academic engagement, and have found that strategies that are proactive and preventative are highly effective in keeping students on-task and engaged in instructional activity in the classroom (Simonsen et al., 2008a; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Kern & Clemens, 2007).

**Disruptive behavior.** Students who are engaging in disruptive behavior are likely to disturb the learning of themselves and other students around them, and might distract the teacher from instruction. Emmer and Stough (2001) describe good classroom management as “a condition for student learning, by allowing teachers to accomplish other important instructional goals” (p. 104). That is to say that good classroom management will help minimize disruptions in the classroom in order for teachers to attend to their instruction so that students can learn. Disruptive behavior, then, is another important outcome measure in classroom management research. In order to assess the effectiveness of classroom management practices, it is useful to assess how successful teachers are in using strategies to limit disruptions in the classroom.

Research suggests that proactive preventive strategies that focus on teaching and reinforcing expectations are likely to lead to a reduction in disruptive behavior in the classroom (Simonsen et al., 2008a; Epstein et al., 2008; Kern & Clemens, 2007; Guardino & Fullerton; Reinke, Lewis-Palmer, & Merrell, 2008).

**Identification of evidence-based classroom management practices.** Common teacher practices found to have an evidence-base in the classroom management literature have been identified in systematic literature reviews (Epstein et al., 2008; Simonsen et al., 2008a). In one such review, Simonsen et al. (2008a) identified 20 teacher practices with evidence of effectiveness. These practices were divided into five critical features: (a) maximize structure; (b) post, teach, monitor, and reinforce expectations; (c) actively engage students in observable ways; (d) use a continuum of strategies for responding to appropriate behaviors; and (e) use a continuum of strategies to respond to inappropriate behaviors. Simonsen et al. (2008a) described the 20 teacher practices in the context of each of the five critical features and cited the research studies in which each practice was supported.

Practices related to maximizing structure and predictability include maintaining a high classroom structure and a physical arrangement that minimizes crowding and distraction. Practices related to posting, teaching, reviewing, monitoring, and reinforcing expectations include active supervision and posting, teaching, reviewing, and providing feedback on a small number of positively stated behavior expectations. Practices related to actively engaging students in observable ways include providing a high rate of opportunities to respond through use of response cards, direct instruction, computer assisted instruction, classwide peer tutoring, and guided notes. Practices related to using a continuum of strategies to acknowledge appropriate behavior include use of specific and contingent praise, and reinforcement systems such as classwide group contingencies, behavioral contracting, and token economies. Practices related to using a continuum of strategies to respond to inappropriate behavior include using error corrections, performance feedback, differential reinforcement, planned ignoring paired with contingent praise or instruction of classroom rules, response cost systems, and time out from reinforcement.

Despite the work done to identify classroom management practices with evidence from research (Epstein et al., 2008; Simonsen et al., 2008a), schools still use systems and strategies aimed to reduce the risk of violence in schools and to respond to challenging behavior without sufficient evidence from research (Skiba & Peterson, 2000; Little & Akin-Little, 2008). One reason for this gap from research to practice might be related to the amount of instruction that teachers in training receive related to classroom management.

### **Teacher Competencies in Classroom Management**

Many teachers report that their training program did not include sufficient training related to classroom management (Reupert & Woodcock, 2010). Further, of teachers who did study

classroom management as part of their training program, many felt that the training was too theoretical and did not provide them with adequate skills to competently implement classroom management strategies after graduation (Reupert & Woodcock, 2010). Many special education teacher training courses emphasize strategies for responding to and reducing problem behaviors, but do not dedicate as much time and applied opportunities to develop competence in preventive strategies such as practicing active supervision and promoting and reinforcing student engagement and classroom structure, routines, expectations (Oliver & Reschly, 2010). Reupert and Woodcock (2010), in a study of pre-service teachers in Australia, found that although teachers reported using low-level correct strategies (error corrections) with the highest frequency, that the most effective strategies they used were preventative (i.e., establishing routines and explicitly teaching behavior as part of a lesson).

Knowing that teachers may not be acquiring competence in practical skills related to effective classroom management in their pre-service training, we might expect that they may not be fully or confidently implementing these strategies in their classrooms. Teachers at higher grade-levels report significantly lower self-efficacy and feel less confident about their ability to adequately practice classroom management than teachers in lower grade levels (Baker, 2005). Furthermore, research suggests that after training, teachers hold inconsistent views and beliefs regarding classroom management (Putman, 2009) and that teachers may place higher value on the wisdom that comes from their personal practice than the knowledge from their teacher education programs (Garrahy, Cothran, & Kulinna, 2005). Overall, research in teacher training in classroom management suggests that pre-service coursework and training alone is not sufficient. Classroom management training in teacher preparation and education may lead to inconsistent, incomplete, or inefficient use of classroom management practices.

## **Implementation of Classroom Management Practices**

Although teachers may receive training in classroom management practices and have reported understanding implementation procedures for carrying out research-based classroom management procedures (Briesch, Briesch, & Chafouleas, 2015), data regarding the implementation of interventions are not often collected in schools and adequate levels of implementation are assumed (Sanetti, Gritter, & Dobey, 2009a; Cochrane & Laux, 2008). In order to make accurate inferences about effects of interventions on student incomes, it is necessary and important to assess the level of implementation, or treatment integrity, with which an intervention is being delivered (Shadish, Cook & Cambell, 2002; Gansle & Noell, 2007). In other words, it is impossible to know if a treatment or intervention was responsible for an effect without knowing if the intervention was truly and accurately delivered. In addition to being important for drawing inferences about student outcomes, high levels of treatment integrity have been linked to improved outcomes (Durlack & Dupre, 2008; O'Donnell, 2008). If interventions are being delivered more accurately, they are expected to be more effective.

Treatment integrity of classroom management has been recently assessed in research (Jeffrey, McCurdy, Ewing, & Polis, 2009; Reinke, Herman, Stormont, Newcomer, & David, 2013; Reinke, Stormont, Herman, & Newcomer, 2014), but much of the information regarding teacher use of classroom management practices is collected through self-report rather than direct observation (Little & Akin-Little, 2008). Direct observation allows for an objective rater to evaluate treatment integrity using one or more dimensions, and may be a more desirable method of assessment than self-report alone for these reasons (Gresham, 1989; Noell, 2008; Sanetti, Chafouleas, Christ & Gritter, 2009b; Sanetti & Kratochwill, 2009). A potential risk of direct observation of treatment integrity is the possibility that the presence of an observer may lead to



reactivity by the implementer (Kazdin, 1982). An additional consideration both for research and practice is resources when it comes to observers to conduct direct observations, as observers need to be trained in both intervention components and data collection and observation methods.

By assessing and monitoring treatment integrity of classroom management implementation, researchers and teachers can ensure higher use of evidence-based classroom management practices and can make inferences about the effectiveness of these practices as they relate to student outcomes.

### **Purpose of the Study**

The present study will use a multiple-baseline design across pre-secondary school teachers and paraprofessionals in an ESY program to investigate the effects of teachers implementing a packaged comprehensive Classroom Management System (CMS) emphasizing proactive and preventative strategies for managing behavior. The following research questions and hypotheses will be evaluated:

**Research question 1:** Will teacher implementation of the CMS result in an increase in student academic engagement?

*Hypothesis 1:* Teacher implementation of the CMS will result in an increased level of student academic engagement. This hypothesis is based on classroom management research that supports use of proactive teacher practices to help actively engage students in academic instruction (Barbetta, Norona, & Bivard, 2005; Hart, 2010; Little & Akin-Little, 2008; Simonsen, et al., 2008a).

**Research question 2:** Will CMS implementation lead to a decrease in student disruptive behavior in the classroom?

*Hypothesis 2:* CMS implementation will result in a decrease in student disruptive behavior in the classroom. This hypothesis is based on research suggesting that using preventative teacher practices in the classroom will lead to increased knowledge of expectations of appropriate behavior and in turn will lead to a decrease in disruptive behavior in the classroom (Barbetta et al., 2005; Hart, 2010; Little & Akin-Little, 2008; Simonsen et al., 2008a).

**Research question 3:** Will CMS implementation result in a reduction in the total number of major problem behaviors, as defined by the ESY, in ESY classrooms?

*Hypothesis 3:* CMS implementation will lead to a decrease in the total number of major problem behaviors, as defined by the ESY program, across classrooms. This hypothesis is based on research suggesting use of preventative and proactive strategies for effectively managing behavior in AE settings (George et al., 2013; Flower et al., 2011; Horner & Sugai, 2005b; Miller et al., 2005).

**Research question 4:** Will CMS training produce an increase in teacher use of evidence-based classroom management practices?

*Hypothesis 4:* Training teachers in CMS components and implementation will lead to an increase in teacher use of evidence-based classroom management practices. This hypothesis is based on research suggesting that teachers may not receive adequate training on proactive behavior management strategies and research suggesting that high-quality training through consultation can lead to high levels of implementation of evidence-based interventions (Oliver & Reschly, 2010; Reupert and Woodcock, 2010; Sterling-Turner, Watson, & Moore, 2002; Kelleher, Riley-Tillman, & Power, 2008).

### **Chapter III: Method**

#### **Setting: Wediko ESY Program**

Wediko Children's services is a non-profit organization with a focus on helping at-risk children whose emotional and behavioral symptoms interfere with their ability to function in school, at home, or within the community. With offices in Boston and New York, and a full-time therapeutic residential school in New Hampshire, Wediko has 80 years of experience developing options and opportunities for underserved children by extending a continuum of services and supports, and implementing best practice approaches to meet children's clinical and developmental needs. Wediko's School-Based Services was established in 1980 and provides child-focused consultation as well as school-based individual, group, and family therapies ([www.wediko.org](http://www.wediko.org)). One of Wediko's longest partnerships has been with an alternative setting within the Boston Public School system.

Students are placed in this AE setting during the regular school year because of their inability to be successful at other settings within the school district as a result of severe emotional and/or behavioral challenges. More specifically, these students often have difficulty controlling impulses, controlling anxiety and frustration, and interacting appropriately with peers and adults. Many of these students have experienced trauma such as family violence, neglect, sexual assault, and street violence. Wediko has partnered with this school to promote the inclusion and success of these students who face barriers to their learning. Wediko works closely with school staff to promote the growth of the students and the professional development of the staff.

These students often have difficulty maintaining behavioral academic and behavioral gains over the summer, and are expected to attend an ESY program to help maintain these gains.

Wediko has partnered with this school to run a five-week ESY program where students attend academic classes, have a full time guidance support staff, social skills lessons through Wediko's own Side by Side<sup>TM</sup> curriculum, and regular sessions with a therapist. Attendance at the ESY program is mandated in students' IEPs. As a result, the majority of students from the regular school year attend the full five weeks of the ESY program; however, students are released from their obligation to attend if they choose a suitable alternative.

Teachers and paraprofessionals were hired for the entire summer and remained in the same classroom for the entirety of the ESY program. Classrooms were divided roughly based on age level, but did not necessarily represent traditional grade levels in general education classrooms. Instead, students with similar skills and similar emotional and behavioral challenges were placed in classrooms together. Students were assigned to classrooms prior to the start of the ESY program and although most students remained in the same classroom for the summer, one student did change classrooms after 5 days due to enrollment numbers and instructional fit. Although the class rosters did not endure much change, many students do not attend ESY for the entire summer as some participate in other approved summer programs or activities. As a result, some students only attended certain days or weeks. Individual students were not identified as participants in the study, but each student was assigned an ID number so that their attendance could be tracked. This helped to identify any major changes in classroom dynamics that could affect the intervention. Paraprofessional participants were asked to assist with this by using attendance sheets (Appendix A) that are formatted to easily block students' names while making a photocopy of the attendance.

## **Participants**

Participants included six elementary and middle school special education teachers and 8 paraprofessional teaching assistants in an ESY program at an urban public AE setting who volunteered to participate to receive support and coaching surrounding classroom management for the summer. Teachers who volunteered were identified as primary participants. Paraprofessionals working in classrooms with participating teachers were welcome, but not required, to volunteer as participants. Teachers included 3 male and 3 female participants. All teachers identified as White/Caucasian. The mean age of teacher participants was 33.2 (range: 24-57), and the average number of years working as a classroom teacher was 7.7 (range: 0-35). All 6 of the teacher participants had worked as classroom teachers during the year, with one of those participants completing an internship placement during the previous school year. That participant would be entering the first full-time year of teaching in the fall. Eighty-three percent of teacher participants held both general and special education certifications, and one participant held only a special education certification. Two teachers held bachelor's degrees (33%), one teacher held a Master's/Specialist degree (17%), and three teachers held a Master's plus (range: 6-45) credits (50%).

Four of the six teacher participants indicated that they had completed a teacher or paraprofessional preparation program. All teachers who had completed a teacher preparation program indicated that they both took a course devoted primarily to classroom management and received information about classroom management as a part of other courses. All teachers indicated that they had participated in formal professional development activities related to classroom management and either agreed (75%) or strongly agreed (25%) that participation these activities improved their ability to effectively implement research-based classroom and behavior management strategies. On average, teachers identified having taught 40% of the students on

their rosters before this program (range: 0-69.2%), and 58.4% (range: 15.4-100%) of students were entirely unknown to teachers before the summer. All paraprofessional participants indicated that they did not know any students on their roster prior to the start of the program.

Paraprofessional teaching assistants included two male and four female participants. The mean age of paraprofessionals was 22.3 (range: 20-26), and the average number of years working as a paraprofessional in a classroom was 0.58 (range: 0-2). Paraprofessionals identified as White/Caucasian (25%), Asian (25%) and multiracial (50%). The majority of paraprofessional participants (60%) indicated having some other position during the school year that was not working as a classroom teacher or paraeducator. While 67% of the paraprofessionals held a bachelor's degree and 33% held a high school diploma (or equivalent), none of the paraprofessionals indicated having any general and/or general education certification.

**Participants by classroom.** Demographic information for each participant is summarized below, organized by classroom.

**Classroom A.** Teacher A is a 28 year-old female who identifies as White/Caucasian and had two years of teaching experience at the time of the study. She worked as a lead teacher during the school year prior to participation with students at the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade levels. Teacher A holds a master's degree (plus 6 credits) and is certified in both general and special education. She did complete a teacher preparation program that provided her with a classroom management course as well as supervised classroom management feedback. Para 1 in Classroom A is a 22 year-old female who identifies as multiracial (Black and Hispanic/Latina). Para 1 had two summers of experience working as a paraprofessional teaching assistant in this ESY program, but did not work as a paraprofessional or teacher during the school-year. She holds a bachelor's degree, but no teaching certification. Para 2 in Classroom A is a 20 year-old male

who identifies as Asian. He had no prior experience working as a teacher or paraprofessional teaching assistant before the summer and was not certified in education. Para 2 did hold a high school diploma or equivalent.

**Classroom B.** Teacher B is a 27 year-old female who identifies as White/Caucasian and had two years of teaching experience as well as two years of experience as a paraprofessional. She worked as a lead teacher during the school year prior to participation with students across many grade levels, although she did not report specifically which grades. Teacher B holds a bachelor's degree and is certified in special education. She reported having not completed a teacher or paraprofessional preparation program. Para 1 in Classroom B is a White/Caucasian female, but full demographic information was not provided. Para 2 in Classroom B is a 26 year-old male who identifies as White/Caucasian. He reported having one year of experience working as a paraprofessional and that he had worked as a para/teaching assistant at the 6<sup>th</sup> grade level during the previous school-year. Para 2 holds a bachelor's degree but is not certified in education and has not completed any type of teacher or paraprofessional preparation program.

**Classroom C.** Teacher C is a 29 year-old male who identifies as White/Caucasian and had two years of teaching experience as well as three years of experience working as a paraprofessional teaching assistant. He worked as a lead teacher during the school year prior to participation with students in grade levels 5-8. Teacher C holds a bachelor's degree and is certified in both general and special education. He reported having not completed a teacher preparation program. No paraprofessionals in this classroom volunteered as participants.

**Classroom D.** Teacher D is a 24 year-old male who identifies as White/Caucasian and had one year of student-teaching (internship) experience at the time of the study. He did not report which grade level(s) he taught during his internship. Teacher D holds a master's degree

and is certified in both general and special education. He did complete a teacher preparation program that provided her with a classroom management course as well as supervised classroom management feedback. Para 1 in Classroom D is a 20 year-old female who identifies as multiracial (Black and Hispanic/Latina). Para 1 reported working in a similar position during the school year, but had less than a year's experience in such a role. She holds a high school diploma, but no teaching certification. Para 2 in Classroom D is a 24 year-old female who identifies as multiracial (not specified). She reported having two years of experience working as a paraprofessional, and had worked with students in grades K-5 during the previous school year. Para 2 holds a bachelor's degree but is not certified in general or special education.

***Classroom E.*** Teacher E is a 34 year-old male who identifies as White/Caucasian and had five years of teaching experience as well as two years of experience working as a paraprofessional teaching assistant. He worked as a lead teacher during the school year prior to participation with students at the 5<sup>th</sup> and 6<sup>th</sup> grade levels. Teacher E holds a master's degree (plus 45 credits) and is certified in both general and special education. He did complete a teacher preparation program that provided her with a classroom management course as well as supervised classroom management feedback. Para 1 in Classroom E is a 22 year-old female who identifies as multiracial (Black and White). Para 1 did reporting having previous experience as a paraprofessional, but she held a similar role during the previous school year where she supported inclusion for students in grades 4-8. She holds a bachelor's degree, but no teaching certification. Para 2 in Classroom E is a female of Asian ethnicity, but further demographic information was not provided.

***Classroom F.*** Teacher F is a 57 year-old female who identifies as White/Caucasian and had thirty-five years of teaching experience at the time of the study. She worked as a lead



teacher during the school year prior to participation with students at the 4<sup>th</sup> and 5<sup>th</sup> grade levels. Teacher F holds an advanced master's degree (number of credits unknown) and is certified in both general and special education. She did complete a teacher preparation program, but specific information regarding classroom management in that program was not provided. No paraprofessionals in this classroom volunteered as participants.

### **Dependent Variables**

Data were collected on both student outcomes and teaching team (i.e., teacher and paraprofessionals in a classroom) behaviors. Student outcomes were measured in the form of frequency of major problem behaviors by classroom (Appendix B), as well as class-level information on academic engagement and disruptive behavior as collected through systematic direct observation (SDO) (Appendix C). Teaching behaviors were collected through SDO (Appendix C) and direct observation of treatment integrity (Appendix D). All behaviors rated in SDO were selected based on their alignment with the critical features and evidence-based strategies identified by Simonsen et al. (2008a). Treatment integrity was rated as adherence to discrete, observable components of the CMS aligned with those same evidence-based strategies (Simonsen et al., 2008a)

**Student outcomes.** Student outcome data were collected using a school-wide major problem behavior form and through SDO.

***Major problem behaviors (Planning Times).*** The researcher used the system already in place in the ESY program for tracking major problem behaviors. Major problem behaviors in the ESY program were defined to be any behaviors that the teaching team or other staff members feel warrant removing the student from the classroom. Generally, these were unsafe behaviors (e.g. physically acting out, verbal threats, destruction of property) or severely disruptive

behaviors (e.g. swearing, name-calling, persistent failure to follow teacher directions). Given the nature of the setting and the types of behavioral management practices in place, these would sometimes be behaviors that would lead to a seclusion time out or physical restraint.

***Disruptive behavior.*** Rather than a major problem behavior, student disruptive behavior included less severe disruptive behavior that occurs in the classroom and was measured on a classwide level. Students were rated as disruptive when they were engaging in any type of activity that could interfere with the learning of any student in the classroom. Examples of disruptive behavior include: calling out without raising a hand, being out of seat at an inappropriate time, talking to peers, playing with items in desk, or noticeable fidgeting in seat. Non-examples of disruptive behavior include talking with peers during group work or free time and calling out or being out of seat with permission.

***Academic engagement.*** Academic engagement was also reported on a class-wide level. Students were rated as being academically engaged when they were attending to the assigned task in the classroom. This could be either active engagement (e.g., answering a question, completing a worksheet, reading a story) or passive engagement (e.g. listening to teacher lecture, watching a video, listening to someone else read aloud). Non-examples include looking at academic materials that are not aligned with the current task or lesson, looking around the room, talking to peers about non-academic topics.

***Teacher Behavior.*** Teacher behavior data were collected using SDO, direct observation of treatment integrity, and teacher self-assessment.

***Antecedent strategies.*** These are any proactive, preventative strategies that a teacher used to establish routines and procedures and teach and review behavior expectations. Examples

of antecedent strategies include references to schedule, references to routines or procedures, references to behavior expectations, and prompts for routines or procedures.

***Active supervision.*** This is also a proactive strategy, and refers to any time the teacher moved from one area of the room to another, scanned across the entire room, or interacted specifically with students to keep them focused and engaged (e.g. “*How is problem 1 going, Johnny?*”; “*Which book did you choose to read, Sue?*”).

***Opportunities to respond.*** This was considered to be any time that the teacher offered a student(s) the opportunity to engage in an academic task. Types of opportunities to respond could include direct instruction, computer assisted instruction, class-wide peer tutoring, guided notes, and response cards. Each individual opportunity to respond was marked by a specific question or prompt. Students’ correct academic responses were also rated to gauge the appropriateness of the level of OTR difficulty.

***Providing praise.*** Any time a teacher verbalizes approval of student behavior, that teacher is providing a student(s) with praise. Praise can be either general (e.g., “good job”; thumbs up) or more specific (e.g., “Great job raising your hand, Meg.”; “Everyone walked into the classroom so quietly after lunch.”). Specific praise provides students with information about what exact behaviors the teacher liked, while general praise provides students with a general sense of teacher approval.

***Systematic reinforcement.*** This included any time that a teacher delivered a reinforcer as outlined in the CMS. This was also marked if a teacher provided a backup reinforcer as outlined in the CMS.

***Low intensity responses to inappropriate behavior.*** This included the strategies on the less intense end of the continuum for responding to inappropriate behavior and includes things

like non-verbal gestures to discourage inappropriate behavior, increasing proximity to students engaging in disruptive behavior, or planned ignoring/differential reinforcement.

***Reprimands.*** These included any verbal error corrections. They may range from brief, specific error corrections to more intense or emotional responses, but all suggest disapproval of student behavior.

**Treatment integrity.** Treatment integrity data were collected both via direct observation and teacher self-report.

***Direct observation of CMS TI.*** Observers rated the level of the teacher's CMS implementation by rating adherence and quality of discrete steps corresponding to CMS components. This information was collected during baseline and intervention phases to not only provide information about implementation fidelity in the intervention phase, but also to determine baseline use of the classroom management strategies to inform the level of teacher behavior change from baseline to intervention phase.

***Self-report of CMS TI.*** The researcher asked the teaching team to work together to complete an adapted version of the Classroom Management: Self Assessment (Simonsen, Fairbanks, Briesch, & Sugai, 2006; Appendix E) after every day of implementing the CMS. This checklist was used as a self-monitoring tool to help promote high levels of treatment integrity during the intervention phase.

## **Instrumentation**

**Consultation process.** There are four instruments related to implementing the consultation process.

***Consultation guide.*** The researcher used a consultation guide (Appendix F) adapted from a series of standardized teacher interviews (i.e., Problem Identification, Problem Analysis,

Treatment Evaluation) to guide the problem-solving consultation and intervention training process (Kratochwill & Bergan, 1990).

***Consultation guide checklists.*** Consultation checklists created by Kratochwill and Bergan (1990) to accompany the standardized interviews were also adapted to align with the consultation process. These checklists (Appendix G) list the essential elements of all interviews, and were completed by the consultant after each meeting. The consultant audio-taped consultation meetings and a second rater completed consultation guide checklists for at least 20% of all consultation meetings across cases.

***Direct training protocol.*** The consultant used a direct training protocol (Appendix H; Sanetti, Kratochwill, Collier-Meek, & Long, 2014b) to train teaching teams on implementation of the CMS. This direct training included rehearsal and feedback to provide teaching teams the opportunity to practice the intervention, ask clarifying questions, or address any concerns regarding implementing the intervention. The consultant offered a thorough training, provided feedback on practice, and answered any questions or concerns.

***Performance feedback protocol.*** The consultant would have used a performance feedback protocol (Appendix I; Sanetti, Collier-Meek, Fallon, & Kratochwill, 2014a) to provide teachers with feedback regarding implementation of CMS components when implementation adherence falls below 80% for 3 consecutive data points. During a performance feedback meeting, the consultant would review the goals of the intervention with the teaching teams and present data about student outcomes and intervention implementation. The consultant would highlight areas where the intervention may not be being consistently implemented, explain to the teaching team how implementing these intervention components relate to student outcomes, and

confirm the intention of teaching team members to improve implementation. As no team implemented below 80% for 3 consecutive data points, performance feedback was not necessary.

**Classroom management system.** There are four instruments related to the classroom management system.

***Classroom management plan.*** Teachers were trained in a comprehensive classroom management plan (Appendix J; Sanetti, Kratochwill, & Collier-Meek, 2013) that provides specific descriptions and examples of how to use each of the 20 evidence-based practices in the context of the five critical features identified by Simonsen, et al. (2008). Accompanying this CMP were several other supplementary materials that comprised the rest of the CMS. These accompanying materials included lesson plans for teaching behavior expectations, visual reminders of routines and procedures, and behavior expectation matrices.

***Lesson plans for teaching behavior expectations.*** Teachers were provided with detailed, standardized lesson plans for teaching behavior expectations to students in their classrooms. The format of these lessons was standardized across classrooms, but the content was altered by the consultant as necessary based on individual classroom routines and procedures. See Appendix K.

***Visuals.*** Teachers were provided with visuals to post on their classroom walls to ensure visible, legible, and developmentally appropriate reminders of all classroom routines and procedures throughout the room. Teachers received visual schedules of classroom activities, a list of classroom rules and expectations, behavior matrices that defined expected behaviors across settings and routines, and signage to remind students of general classroom routines and procedures (e.g., sign next to pencil sharpener to remind student of appropriate time to sharpen pencils). See Appendix L for examples of visuals. A draft of each of these was made based on information that teachers provided to the consultant during the initial meeting, and provided to

the teacher for review and revision during and immediately following the intervention training session.

***Reinforcement system.*** The researcher consultant provided the teachers with some choices regarding how to develop the reinforcement system, if one did not already exist. Once the consultant and teacher agreed upon a reinforcement system, the consultant provided the teacher with support for teaching the reinforcement system to students.

***Student outcomes.*** Two instruments were used to collect data on student outcomes.

***Problem behavior tracking.*** Per the discipline procedures in the ESY program, when a student displays severely unsafe or disruptive behavior in the classroom, he or she is asked to leave the classroom and is sent to the Planning Center. Upon arrival in the Planning Center, students are expected to sit quietly in a chair for five-minutes before problem-solving with staff to form a plan for re-entering the classroom. Planning Center staff use crisis prevention and intervention techniques to de-escalate situations and help students to refocus and return to their classroom. Whichever teacher or paraprofessional refers the student to the Planning Center fills out a planning slip (Appendix M) with a description of the problem behavior that occurred as well as the setting and others involved. Data from Summer 2013 planning slips were compiled (Appendix N) to identify levels of problem behavior. Planning slips were not used as instruments for this study.

Student visits to the Planning Center were also tracked using a Planning Center Log (Appendix B). Each time a student was sent to the Planning Center, the staff member on duty marked a tally in the Planning Times column. If that staff member decided that a student was not ready to return to class after five minutes based on his/her behavior during that time, the student was be required to stay an additional five minutes, and the staff member added tally in

the Extensions column. If the behavior a student displayed in or on the way to the Planning Center was so serious or unsafe that he/she was required to speak with an administrator before returning to class, a tally was added in the Hearing column. This log has been formatted and adapted so that students can be assigned ID numbers and an ESY staff member could easily block student names to photocopy the log or tracking form for researcher use. This log format allowed the researcher to track classwide totals of planning times and individual student visits to the planning center to recognize any patterns of specific students with higher proportions of reported problem behaviors. Students with frequent visits to the Planning Center are likely to need more intensive supports to address their challenging behaviors

***Systematic direct observation.*** Fifteen-minute direct observations of academic engagement and disruptive behaviors were conducted during an academic period when the teacher reported experiencing challenging behaviors in his/her classroom every day throughout the study (See Appendix C). Academic and disruptive behaviors were collected by alternating target students in the classroom at every interval, in systematic fashion using 15 second intervals for a total of 60 intervals. Academic engagement data were collected using whole interval recording while disruptive behavior data were collected using partial interval recording. A second rater was present for a total of 24.3% of observations, with at least 20% of observations in each phase across cases. Percent inter-observer agreement for academic engagement and disruptive behaviors can be found in Table 7.

**Teacher behavior.** Two instruments were used to collect data on teacher behavior.

***Systematic direct observation.*** Observers also collected information about teaching team behaviors as it relates to the classroom management intervention (See Appendix C). Active supervision behavior was recorded through partial interval recording for a total of sixty 15-



second intervals. All other teacher behaviors were rated using event recording. Frequency count of teachers' and paraprofessionals' use of antecedent strategies, opportunities to respond (and correct academic responses), general and specific praise, systematic reinforcement, low intensive strategies to respond to inappropriate behavior, and reprimands were collected simultaneously with student behavior data during a fifteen-minute observation period.

***Direct observation of CMS treatment integrity.*** The CMS was divided into discrete observable steps. Each step was clearly numbered and defined and the rater rated: (a) adherence (implemented fully, implemented partially, not implemented, or not observed); (b) quality (good, fair, poor); and (c) applicability per plan (See Appendix D for more information about guidelines for rating treatment integrity adherence and quality.) Adherence and quality for each step was rated and recorded separately for the teacher and each paraprofessional. These individual teaching-team member behavior data were graphed separately. In addition, the teacher and each paraprofessionals' adherence data were averaged for each intervention step, as was their quality data, and then graphed for a more accurate representation of how the teaching team as a whole was implementing CMS components. In addition, raters had an area to take notes about any general comments, irregularities or ratings that required further explanation. Adherence and quality data were summed separately to calculate a percentage of steps implemented and a quality ratio. A second rater was present for at least 20% of all observations across phases.

***Classroom management: Self-assessment.*** The researcher asked the teaching team to complete a version of the Classroom Management: Self Assessment (Simonsen, Fairbanks, Briesch, & Sugai, 2006) that has been adapted to be completed for an entire day as opposed to a particular time period. Additionally, teachers were only asked to respond to checklist-type items and items asking teachers to calculate positive and negative student contacts have been removed

(see Appendix E). The teaching team completed this questionnaire after each day of implementing the CMS. This was used as a self-monitoring tool to help promote high levels of treatment integrity during the intervention phase.

**Social validity.** Two instruments were used to collect data on social validity.

***Consultant evaluation form.*** During or after the Treatment Evaluation Interview (TEI; see Procedures), teaching teams were asked to complete the Consultant Evaluation Form (Appendix O; Erchul, 1987). This is a 12-item Likert scale measurement intended to assess the participants' satisfaction with the consultant and his/her perception of the consultant's helpfulness.

***Usage rating profile-intervention revised.*** The Usage Rating Profile-Intervention (Revised) (URP-IR; Appendix P) is a 29-item Likert-scale questionnaire that assesses a participant's perception of an intervention related to (a) acceptability, (b) understanding, (c) feasibility, and (d) system supports (Chafouleas, Briesch, Neugebauer, & Riley-Tillman, 2011). All participating teaching team members were asked to complete the URP-IR during or after the TEI meeting.

## **Materials**

The researcher consultant provided teachers with all materials necessary to implement all parts of the CMS. This included lesson plans, visual reminders for posting in the classroom, and any materials needed to implement and use a reinforcement system. Each teaching team was given a folder with blank copies of the Classroom Management: Self-Assessment and was asked to leave completed forms in that same folder for consultant to collect daily.

## **Design**

A randomized multiple baseline across teaching teams/classrooms was used to evaluate the effects of the CMS on class-level student outcomes and teacher use of classroom management practices (Kratochwill & Levin, 2010). Participants were randomly assigned to baseline order after completing the initial consultation phase and before all baseline data were collected (Wampold & Worsham, 1986). Data needed to reflect a persistent pattern of frequent problem behavior or low levels of academic engagement for at 3-5 data points in a classroom before moving to the intervention phase. For all cases, a minimum of 3-5 data points were collected per phase in accordance with What Works Clearinghouse guidelines (See Appendix Q; Kratochwill & Levin, 2010). Once in the intervention phase, the researcher monitored treatment integrity of teachers' implementation of the CMS intervention. If a teaching team member showed consistently low levels of treatment integrity (3 consecutive data points below 80%), the consultant would meet with that participant to complete a performance feedback session to promote high fidelity of intervention implementation throughout the study (Noell, Witt, Gilbertson, Ranier, & Freeland, 1997), although no teachers in this study required a performance feedback meeting.

## **Procedures**

**Phase I: Recruitment.** After receiving approval from the Institutional Review Board at the University of Connecticut, approval from the school district, and permission from Wediko ESY administrators, the student researcher reached out to elementary and middle school teachers and paraprofessionals to provide more information about the study. In a brief meeting before the start of ESY, the researcher met with all elementary and middle school teachers to explain the study in detail and provide information about its risks and benefits, expected effort and time of participation, and any remuneration for involvement.

The student researcher then scheduled time during the ESY orientation to meet with interested potential teacher and paraprofessional participants, obtained informed consent (Appendix R), and began the initial consultation. Parents or guardians of children in participating classrooms were notified of research being conducted via a notification form (Appendix S). This sheet was sent home to inform families of the purpose of the research and affirm their students' anonymity in the data collection process.

**Phase II: Initial consultation.** During ESY orientation, the student researcher collected informed consent from willing teacher and paraprofessional participants and subsequently began the initial consultation process by conducting a Problem Identification Interview (PII). During this initial meeting, the student researcher acted as a consultant to collect information about each teacher's experience in the classroom, goals for their class during ESY, as well as their skill level and experience with classroom management and past experience with consultation.

This meeting allowed the researcher consultant to collect data on the behavioral challenges each teaching team expected to face in their respective classroom based on their previous experience in the school as well as their experience with individual students on their class roster. The consultant asked the teaching teams about their goals for the consultation process and classroom management strategies and intervention. This information, along with baseline data, allowed the consultant to tailor components of the CMS to meet the skills and needs of each teaching team and classroom, as well as gauge the level of implementation support each participating teaching team required during the course of the study.

**Phase III: Student outcome baseline.** An uncontrolled baseline phase was used so that there would be no change to teacher's existing practices or plans prior to the first day of ESY. During this phase, there was no manipulation of teacher's use of classroom management

strategies. Instead, the researcher used the information collected during the PII as well as data about student outcomes and teaching team behavior to inform the details of the CMS components as well as to inform the level of support that should be provided to the teacher during the study. During this time, data continued to be collected on teaching teams' use of classroom management practices to accurately gauge the level of change in teacher behavior (delivery of intervention components) from baseline to intervention.

A second rater with experience and coursework in behavior observation was trained on the SDO and CMS treatment integrity measures.

**Phase IV: Implementation phase.** After the first classroom randomly assigned to intervention showed stable, high levels of class-level problem behavior or low levels of academic engagement in the baseline phase, the researcher consultant met with the participating teachers and paraprofessionals to conduct a Problem Analysis Interview (PAI) to review data on student outcomes and teacher classroom management practices collected during baseline. After reviewing the data with the teachers and paraprofessionals, the consultant used a direct training protocol to train them to implement a comprehensive CMS and explain how the CMS would work to address problem behavior and classroom management challenges. Five of the six participating teachers participated in the implementation phase. Teacher F experienced scheduling challenges and was unable to meet for a PAI as scheduled. Because of time constraints related to the multiple baseline design and the length of the ESY program, it was not feasible for Teacher F to participate in this phase.

During direct training, the consultant provided the teachers and paraprofessionals with a detailed classroom management plan including strategies for promoting appropriate behavior, engaging students in observable ways, and responding to inappropriate behavior. Along with the

classroom management plan, the consultant provided each teacher with a set of classroom expectations, a behavioral expectation matrix for the classroom, visual reminders of routines and procedures, a reinforcement system to use in the classroom, and detailed lesson plans for teaching the expectations and reinforcement system. All materials required for using the reinforcement system and for teaching the expectations and reinforcement system were provided to the teacher by the consultant. These materials were created based on data from Summer 2013 planning slips, teacher report during the TII, and teacher feedback and contribution during the PAI.

Planning slip data as well as direct observation of student and teacher behavior continued to be collected during this phase. Additionally, CMS treatment integrity was collected using both researcher direct observation and teacher self-report. A second rater was present for at least 20% of observations.

**Phase V: Treatment evaluation phase.** At the end of the 20-day program, the researcher consultant met individually with each of the participating teaching teams to discuss the classroom management intervention during the Treatment Evaluation Interview (TEI). The consultant provided teachers and paraprofessionals with verbal feedback regarding student outcomes and teaching teams' CMS implementation during the course of the study. Each team also received an outcome report where they can find more detailed information about data collection procedures and outcomes. During this meeting, the consultant interviewed the teacher and paraprofessional participants about their perceptions of the usefulness and effectiveness of the CMS and how it related to the goals that they had for their ESY classrooms. Teachers were also asked about their perceptions of the external validity of the strategies and components in the CMS. At the end of the TEI, the consultant asked participants to complete social validity

measures regarding the usefulness of the CMS intervention and the consultant and consultation process. Because Teacher F did not participate in Phase IV, the consultant met for a modified TEI. Rather than evaluating treatment during this meeting, the consultant offered the intervention materials to the teacher and concluded the consultation relationship.

### **Data Analysis**

All data collected from each classroom were analyzed using visual analysis across phases. In order to confirm the existence of a problem/concern (i.e. the existence of student problem behavior), it must be determined that a predictable pattern of baseline behavior is present. This was confirmed by high levels of problem behaviors (as determined by consistency with data from Summer 2013 planning slips) with low variability and a stable or increasing trend. Once the researcher assessed the level, trend, and variability of the baseline data, it could be compared to data in other phases of the study. This comparison of visual characteristics of phase data followed What Works Clearinghouse criteria to allow the researcher to determine whether or not there is a significant difference in rates of behavior or response to intervention from one phase to the next, and thus that the intervention produced a change (Kratochwill & Levin, 2010).

Additionally, two different methods were used to calculate effect sizes for all dependent measures across phases. Nonoverlap of All Pairs (NAP) is a technique for measuring nonoverlap or “dominance” across two phases (Parker & Vannest, 2009). NAP has shown promise for discriminating amount typical single-case research results, high correlation with other measures of effect size, and has shown particular strength in external validation of visual analysis (Parker & Vannest, 2009). NAP effect ranges are as follows: large or strong effects: 0.93-1.0; medium effects: 0.66-0.92; weak effects: 0-0.65 (Parker & Vannest, 2009).

Tau-U is also a method for measuring nonoverlap of data between two phases, but takes into account trend in its analysis and also has the ability to control for positive baseline trends in its calculations (Parker, Vannest, Davis, & Sauber, 2011). Tau-U has more statistical power than other nonoverlap methods, and is more discriminating than other statistical methods previously used to analyze single-case research (Parker, Vannest, Davis & Sauber, 2011). Tau-U values provide an overall percent of improvement from one phase to the next and are directly interpretable on a 0-100 scale (Vannest & Davis, 2013).



## Chapter IV: Results

The results of the study are presented below, organized by research question.

### Primary Research Questions

There were four research questions related to teacher implementation of an evidence-based classroom management system (CMS) and associated student outcomes. These questions are listed below along with hypothesis, data analysis methods, and results.

#### *Research Question 1: Will teacher implementation of the CMS result in an increase in student academic engagement?*

It was hypothesized that teacher implementation of the CMS would result in an increased level of student academic engagement. This hypothesis is based on classroom management research that supports use of proactive teacher practices to help actively engage students in academic instruction (Barbetta, Norona, & Bivard, 2005; Hart, 2010; Little & Akin-Little, 2008; Simonsen, et al., 2008a). Percentages of academic engagement throughout the 20 day ESY program are displayed in Figure 1. Phase averages of these data are summarized in Table 1. Refer to Table 2 for more information regarding effect sizes for academic engagement across phases.

Before CMS training, students in Classroom A were academically engaged at a moderate to high level at an average of 78.5% (range: 68.3-88.3%). Academic engagement reflected a decreasing trend with slight variability ( $SD = 7.8$ ). After CMS training, student engagement immediately increased to moderate levels before remaining high, averaging 87.8% for the intervention phase (range: 70.0-96.7%). There was similar variability in students' academic engagement during intervention phase ( $SD = 7.0$ ), and a slight increasing trend.

Prior to CMS training, students in Classroom B were academically engaged at a moderate level ( $M = 69.6\%$ , range: 58.3-85.0%). Academic engagement levels showed high variability early in the baseline phase and became steadier and less variable prior to intervention ( $SD = 9.3$ ). Overall, baseline data for academic engagement in Classroom B do not suggest a trend. There was a slight increasing trend in the sessions preceding intervention phase, but this came after several sessions of a decreasing trend following an increasing trend at the beginning of the study. After CMS training, academic engagement levels increased slightly and then decreased. After this slight decrease in academic engagement, student engagement in Classroom B increased to a high level where it remained steadily for the remainder of the sessions, creating an overall increasing trend ( $M = 86.0\%$ , range: 63.3-95.0%). There was higher variability of student engagement early in the intervention phase followed by minimal variability for the majority of intervention sessions ( $SD = 10.6$ ).

Before CMS training, students in Classroom C were academically engaged at a moderate level, averaging 71.2% (range: 53.3-85.0%). Academic engagement reflected a slight increasing trend of high variability ( $SD = 11.4$ ). After CMS training, student engagement immediately decreased before increasing to a moderate to high level ( $M = 81.0\%$ , range: 68.3-90.0%), revealing a slight increasing trend with decreased variability ( $SD = 8.0$ ).

Overall, students in Classroom D were academically engaged at a moderate level during baseline, although levels ranged from low to high ( $M = 69.4\%$ , range: 45.0-88.3%). During baseline, academic engagement reflected a decreasing trend of high variability ( $SD = 13.1$ ). After CMS training, Classroom D's student engagement immediately increased, and academic engagement remained high until the last session where it dropped to a moderate level ( $M =$

79.8%, range: 66.7-90.6%). Overall, intervention data reflect an increasing trend of academic engagement in Classroom D with decreased variability ( $SD = 9.8$ ).

Before CMS training, students in Classroom E were academically engaged at a moderate to high level at an average of 83.0% (range: 63.3-98.3%). Overall, academic engagement data in Classroom E did not reveal a trend during baseline, but student engagement in sessions prior to intervention suggest an increasing trend. Student academic engagement was highly variable across sessions prior to CMS training ( $SD = 9.8$ ). After CMS training, student engagement remained stable at a very high level across all intervention sessions, averaging 97.7% for the phase (range: 96.7-98.3%,  $SD = 0.9$ ).

In Classroom F, students' academic engagement ranged from moderate to high levels throughout baseline phases and averaged 81.6% (range: 63.3-100%). Student engagement rates suggest periods of increasing and decreasing trends, including an increasing trend toward the end of the sessions, but overall no trend for the entirety of the baseline phase. Academic engagement in Classroom F was highly variable across sessions ( $SD = 11.3$ ).

Overall, it is not clear through use of visual analysis that there was a drastic increase in level of student academic engagement across classrooms. However, there is evidence to suggest that CMS implementation can lead to increased consistency in student academic engagement in ESY classrooms.

***Research Question 2: Will CMS implementation lead to a decrease in student disruptive behavior in the classroom?***

The researcher hypothesized that CMS implementation would result in a decrease in student disruptive behavior in the classroom. This hypothesis is based on research suggesting that using preventative teacher practices in the classroom will lead to increased knowledge of

expectations of appropriate behavior and in turn will lead to a decrease in disruptive behavior in the classroom (Barbetta et al., 2005; Hart, 2010; Little & Akin-Little, 2008; Simonsen et al., 2008a). Overall, student disruptive behaviors did not appear to undergo a change in level from baseline to CMS implementation phase using visual analysis (Figure 2). Phase averages of classroom disruptive behavior are summarized in Table 3. Effect size data for classroom student disruptive behavior can be found in Table 4.

During baseline, students in Classroom A displayed disruptive behavior in the classroom at a low to moderate level, for an average of 12.8% (range: 6.7-20.0%). Observations of behavior in Classroom A suggest an increasing trend in disruptive behavior during baseline with minimal variability ( $SD = 5.4$ ). After CMS training and implementation, student disruptive behavior immediately decreased to a very low level before increasing to a moderate level and stabilizing again at low to moderate levels similar to those of the baseline phase ( $M = 9.9\%$ , range: 1.7-23.3%). Rates of student disruptive behavior in Classroom A decreased drastically at the end of the program and remained very low for the last few observation sessions. Variability of disruptive behavior was similar across phases ( $SD = 6.2$ ).

Prior to CMS implementation, the average disruptive behavior displayed in Classroom B was 18.1%, ranging from a low to moderate level (range: 3.3-26.7). Although disruptive behavior does reflect a slight decreasing trend at the end of baseline, there is no trend in overall baseline data. Rates of student disruptive behavior in Classroom B were variable throughout baseline ( $SD = 7.8$ ). After CMS training and implementation, student disruptive behavior in Classroom B immediately shows a decreasing trend toward lower levels of disruptions ( $M = 11.9\%$ , range: 3.3-20.0). Although this trend did not maintain throughout the intervention phase,

there is still an overall decrease in level of disruptive behavior, as well as a slight decrease in trend and variability during the intervention phase ( $SD = 5.0$ ).

During baseline, students in Classroom C displayed disruptive behavior in the classroom at a low to moderate level ( $M = 17.5\%$ , range: 3.3-30.0). Disruptive behavior prior to CMS implementation reveals a slight decreasing trend with high variability ( $SD = 7.6$ ). After CMS training and implementation, rates of disruptive behavior in Classroom C averaged 10.2% and remained at consistently moderate to low levels (range: 6.7-11.7%) with no trend and very little variability ( $SD = 1.8$ ).

Before CMS implementation, students in Classroom D displayed disruptive behavior in the classroom at a low to moderate level, with an average of 16.0% (range: 6.7-25.0%). Disruptive behavior prior to CMS implementation reveals a very slight decreasing trend with moderate variability ( $SD = 6.2$ ). After CMS training and implementation, rates of disruptive behavior in Classroom D remained at similar, but slightly lower, levels ( $M = 12.2\%$ , range: 3.3-20.8%), with no trend and higher variability ( $SD = 7.1$ ).

Prior to the CMS training and implementation in Classroom E, rates of disruptive behavior among students in the classroom ranged from low to moderate levels ( $M = 13.7\%$ , range: 5.0-23.3). No trend in disruptive behavior is apparent during baseline, and rates of disruptive behavior are somewhat variable ( $SD = 5.7$ ). After CMS training and implementation, rates of disruptive behavior in Classroom E averaged 5.8% and remained at very low levels (range: 4.0-5.7%), with no trend and minimal variability ( $SD = 1.5$ ).

In Classroom F, students' rates of disruptive behavior in the classroom ranged from low to moderate levels throughout baseline phases ( $M = 12.7\%$ , range: 3.3-25.0). Disruptive behavior rates suggest periods of increasing and decreasing trends, but overall no trend for the

entirety of the baseline phase. Student disruptive behavior in Classroom F was variable across sessions ( $SD = 6.9$ ).

Again, visual analysis reveals that levels of student disruptive behavior remained relatively unchanged from baseline to intervention phase across classrooms, but there is some evidence of increased stability and consistency of student behavior following CMS implementation.

***Research Question 3: Will CMS implementation result in a reduction in the total number of major problem behaviors, as defined by the ESY, in ESY classrooms?***

It was hypothesized that CMS implementation would lead to a decrease in the total number of major problem behaviors, as defined by the ESY program, across classrooms. This hypothesis is based on research suggesting use of preventative and proactive strategies for effectively managing behavior in AE settings (George et al., 2013; Flower et al., 2011; Horner & Sugai, 2005b; Miller et al., 2005). Visual analysis suggests that some classrooms appeared to send less students to the planning center following CMS training, but there does not seem to be an overall change in the number of planning times given from baseline to intervention phases across classrooms (Figure 3.) Average daily planning times by classroom across phases are summarized in Table 5. Refer to Table 6 for effect size data regarding planning times.

Prior to CMS implementation in the classroom, the average number of daily visits to the Planning Center in Classroom A was 12.6 per day (range: 7-16), suggesting high levels of planning times. Baseline data reveal an increasing trend and moderate variability of planning times given per day ( $SD = 3.6$ ). After CMS implementation, there was an immediate effect on the number of daily planning times as the previously increasing trend became a decreasing trend and the level dropped dramatically. Over time, however, the level of planning times per day

became more variable and the rates of planning times increased from low levels to very high levels at times ( $M = 10.1$ ;  $SD = 5.9$ ; range: 3-25). No apparent overall trend of daily planning times exists for Classroom A during intervention.

Before CMS implementation, Classroom B had low levels of daily planning times ( $M = 4.4$ , range: 3-10) with minimal variability apart from one data point ( $SD = 2.4$ ). Although there is not much overall trend during baseline, there was a slight increasing trend of daily planning times in the sessions prior to intervention. After CMS implementation, Classroom B experienced an immediate decrease in daily planning times. In the following sessions, planning times rose to similarly low levels seen in baseline ( $M = 3.1$ , range: 0-7). Although there were some slight patterns of increases and decreases in daily planning times during intervention phase, no trend is apparent. Instead, planning times apparently became slightly more variable over time ( $SD = 2.4$ ).

Before CMS implementation, the number of daily planning times in Classroom C averaged moderate levels, at 6.9 visits per day. Levels of daily planning times began low in early sessions and increased to high levels by the end of baseline (range: 2-15). Variability of daily planning times across sessions was high ( $SD = 4.4$ ). After CMS training and implementation, the number of daily planning times in Classroom C drastically and immediately decreased ( $M = 3.4$ , range: 2-6). Levels of planning times remained low for the entirety of the intervention phase, revealing a slight decreasing trend and minimal variability ( $SD = 1.6$ ).

During baseline, the level of daily planning center visits for Classroom D was moderate, but highly variable, averaging 3.3 visits per day (range: 0-10,  $SD = 2.6$ ). Planning center visits per day ranged from low to high levels and did not reveal any trend. After CMS implementation,

the level of daily planning center visits for Classroom D remained moderate ( $M = 3.7$ , range: 2-6), but revealed less variability in visits per day ( $SD = 1.5$ ).

Before the CMS was implemented in Classroom E, the level of daily planning times ranged from low to moderate ( $M = 2.6$ , range: 0-7). After an increase in daily planning times, Classroom E's planning time data suggested a decreasing trend prior to CMS implementation, but high variability existed throughout baseline phase ( $SD = 2.3$ ). After CMS training, rates of daily planning times in Classroom E remained at very low levels ( $M = 0.3$ , range: 0-1), with no trend and minimal variability ( $SD = 0.6$ ).

In Classroom F, daily planning times during baseline averaged 3.1 per day and ranged from low to moderate levels (range: 0-9). Rates of daily planning times were highly variable throughout the baseline phase but revealed no overall trend ( $SD = 2.9$ ).

Overall, there is little evidence to suggest that the CMS training and implementation of CMS components were responsible for any significant changes in the number of planning times across classrooms. However, there is some evidence that the CMS implementation was successful in helping to reduce the number of planning times in certain classrooms.

***Research Question 4: Will CMS training produce an increase in teacher use of evidence-based classroom management practices?***

Training teachers in CMS components and implementation would lead to an increase in teacher use of evidence-based classroom management practices. This hypothesis is based on research suggesting that teachers may not receive adequate training on proactive behavior management strategies and research suggesting that high-quality training through consultation can lead to high levels of implementation of evidence-based interventions (Oliver & Reschly, 2010; Reupert and Woodcock, 2010; Sterling-Turner, Watson, & Moore, 2002; Kelleher, Riley-



Tillman, & Power, 2008). Teacher use of evidence-based classroom management practices in the form of percent adherence to the CMS is presented in Figure 4. Ratings of teacher implementation of CMS components in the form of both adherence and quality are summarized in Table 7. Similarly, CMS TI ratings of the entire teaching team (average of teacher and paraprofessional adherence and quality) are summarized in Table 8, while the ratings of the paraprofessional's implementation of CMS components are summarized in Table 9. Refer to Table 10 for exact effect size values pertaining to CMS TI data.

Before CMS training, Teacher A was using evidenced-based practices in the classroom at a moderate level ( $M = 71.3\%$ , range: 65.6-78.1%). There was a slight increasing trend overall for the baseline phase, with some variability ( $SD = 5.1$ ). After CMS training, Teacher A's implementation of CMS practices immediately increased to a high level ( $M = 97.3\%$ , range: 90.0-100%) where it remained consistently for the entirety of the intervention phase with no trend and very little variability ( $SD = 3.7$ ).

During baseline, Teacher B was implementing CMS components at a moderate level ( $M = 64.3\%$ , range: 59.4-70.0%). The CMS TI data do not suggest a trend during baseline and reflect low to moderate variability ( $SD = 4.3$ ). After CMS training, Teacher B's implementation rose from moderate to consistently high levels ( $M = 86.9\%$ , range: 76.7-93.8%) of an increasing trend with moderate variability ( $SD = 5.2$ ).

Teacher C implemented CMS components at a low to moderate level during baseline ( $M = 54.6\%$ , range: 42.9-73.3%). Although Teacher C implemented at his highest level immediately prior to intervention phase, baseline data do not suggest an overall trend in implementation. The data do, however, suggest highly variable implementation ( $SD = 10.8$ ). After CMS training, Teacher C demonstrated a slight decrease in implementation to low-moderate levels followed by

an increasing trend and a stable moderate-high level of implementation ( $M = 78.9\%$ , range: 60.7-85.3%). Aside from the initial decrease in implementation during intervention stage, Teacher C consistently implemented the CMS intervention and data were not highly variable during subsequent observation sessions ( $SD = 8.2$ ).

Prior to CMS training, Teacher D implemented CMS components at a low to moderate level ( $M = 67.0\%$ , range: 53.6-80.0%). Baseline CMS TI data reveal high variability of implementation but no trend ( $SD = 8.2$ ). After CMS training, Teacher D's implementation of evidence-based practices increased immediately and remained at a high level ( $M = 86.7\%$ , range: 82.1-92.9%). Intervention data initially revealed an increasing trend before decreasing slightly. Despite these changes in trend, variability of implementation during intervention phase was low ( $SD = 4.4$ ).

Teacher E implemented evidence-based practices at a moderate level before CMS training ( $M = 73.1\%$ , range: 50.0-81.3%). Baseline CMS TI data reveal high variability of implementation in earlier sessions with very little variability in the latter half of the baseline phase ( $SD = 9.7\%$ ). Although no overall trend exists for Teacher E's baseline CMS implementation, the data suggest a slight decreasing trend immediately preceding CMS training. After CMS training, Teacher E's level of implementation immediately increased to return to moderate/high levels ( $M = 81.0\%$ , range: 79.4-82.4%). Teacher E implemented the CMS consistently during the intervention phase with no trend or variability ( $SD = 1.5$ ).

Overall, Teacher F implemented CMS components at a consistently moderate level throughout the baseline phase ( $M = 61.1\%$ , range: 46.4-70.0). No trend was revealed and only moderate variability exists ( $SD = 5.0$ ), largely accounted for by a decrease in implementation during one session.

Four teachers (Teacher A, B, C, & D) used evidence-based practices at a higher level after CMS training than they did during baseline, according to visual analysis. Teacher CMS implementation data suggests that training teachers in use of CMS components results in an increase in the use of evidence-based classroom management practices.

Teachers generally implemented the CMS components with higher adherence than paraprofessionals, and as such the teacher ratings are higher than the paraprofessional or the team average ratings. Patterns of increases in teachers' CMS implementation and use of evidence-based classroom management practice described above are mirrored in paraprofessional CMS TI data, but at slightly lower levels.

### **Inter-Observer Agreement**

Inter-observer agreement data related to direct observations and consultation meetings are presented below.

**IOA for direct observations.** A second rater with experience and coursework in behavior observation was trained on the SDO and CMS treatment integrity measures and was present for an average of 24.3% (range: 21.1-27.8%) of all observations across all phases. This rater was present for 22.9% (range: 20.0-27.3%) of all observations across baseline phases and 29.7% (range: 21.4-40.0%) of all observations across intervention phases.

**SDO.** Table 11 summarizes average percent agreement for student outcomes during SDO. The overall percent agreement was 95.0% across all phases for academic engagement and 95.4% for disruptive behavior. Agreement on individual observation sessions ranged from 81.7-100% for academic engagement and 88.3-100% for disruptive behavior.

**CMS TI.** Table 12 summarizes average percent agreement for each team member during CMS TI direct observations. Overall agreement across phases on the CMS TI measure was

99.3% for adherence and 99.5% for quality. Agreement for individual observation sessions ranged from 94.4-100% for CMS TI adherence and 88.9-100% on CMS TI quality.

**IOA for consultation meetings.** A second rater completed consultation guide checklists for 33.3% of PII's for 96.3% reliability (range: 92.6-100%), and 20% of PAI's for 100% reliability. Inter-observer agreement for direct training was 100% for adherence and 90.9% for quality. Due to equipment malfunction, two Treatment Evaluation Interviews were unable to be recorded. Consultation guide checklists were still completed, and the second rater completed consultation checklists for two of the audio-taped TEI's (33.3%) for a 95.9% reliability (range: 91.7-100%).

### **Procedural Fidelity of Consultation**

Treatment integrity checklists were completed for all consultation meetings and direct training sessions. The TI for all PII's, PAI's, and TEI's was recorded as 100%, denoting that all meeting steps occurred for each session. The average adherence for direct training TI was 99.3% (range: 96.3-100%) and the average quality rating was 94.8% (range: 92.6-100%). With the exception of one session where the consultee was rated as being only *mostly* actively engaged and cooperative, all other consultees were *always* actively engaged and cooperative during direct training.

### **Social Validity**

Two instruments were used to collect information regarding the social validity of the study. Although not all forms were completed and returned, the results of the completed forms are summarized and presented below.

**Consultant evaluation form.** During or after the TEI meeting, participants were asked to complete a brief consultant evaluation form to rate their satisfaction with their consultant and their perception of the consultant as helpful in addressing their needs. Only 7 participants

returned this form, so the results are not complete, but are likely to be an adequate representation of the average participant's responses. Table 13 displays the mean consultant ratings for each participant who completed the CEF. The overall average consultant rating is 6.37 ( $SD = 0.59$ , range: 5.33-7), indicating that overall the consultant was viewed positively by participants. Lower scores were affected most by items such as "*The consultant helped me find alternative solutions to my problems,*" and "*The consultant helped me identify helpful resources.*" These items were rated a "4" or "neutral" by Teacher B and Teacher D, suggesting that either the consultant did not address the needs of the client participants fully, or that the consultant was unable to do so with the use of the intervention being examined.

**Usage rating profile.** Participants were also asked to complete the Usage Rating Profile-Intervention Revised (URP-IR) during or after the TEI (Chafouleas et al., 2011). The same 7 participants who completed the CEF also completed the URP-IR, resulting in a smaller, but likely representative sample. Mean scores across five of the URP-IR subscales are displayed in Table 14. Scores were totaled for Acceptability, Understanding, and Feasibility of the intervention to assess how the participants felt about the intervention itself as well as System Climate and System Support to assess how compatible the intervention might be with the participant's school setting/systems. Overall, participants rated the intervention strategies positively ( $M = 5.00$ ,  $SD = 0.97$ ) and more specifically found the intervention to be highly acceptable ( $M = 5.14$ ,  $SD = 0.53$ ), highly understandable ( $M = 5.10$ ,  $SD = 0.49$ ), and moderately feasible ( $M = 4.64$ ,  $SD = 1.22$ ). On the Feasibility subscale, participants rated the item, "*preparation of materials needed for this intervention would be minimal,*" low ( $M = 2.57$ ,  $SD = 1.13$ ), suggesting that most participants disagreed with this statement. All materials required to implement the intervention were provided to participants in this study. Participants may have

been concerned about their ability to produce and collect the same materials without support, and thus impacting their views of the feasibility of implementing this intervention in their own setting.

Participants felt that the intervention would fit well within the climate of their system ( $M = 5.23$ ,  $SD = 0.38$ ), but felt less strongly about the amount of support that their system could provide to them in terms of administration, professional development, and consultation ( $M = 4.00$ ,  $SD = 0.74$ ).

## **Chapter V: Discussion**

Implementation of a tiered system of proactive and preventative supports as outlined in a SWPBS framework may be an effective way to address behaviors of concern while also promoting prosocial skills (Horner & Sugai, 2005b). While most research on SWPBS and tiered supports began in general education studies, more recent research has examined the use of these practices in alternative education settings (Farkas et al., 2012; Simonsen et al., 2010; George et al., 2013; Miller et al., 2005). Although these studies have shown promise for using proactive, preventive approaches for behavior in AE settings, the research has not extended to use of universal/Tier I strategies in ESY settings. The current study attempts to address this gap by examining the effects of a systematic classroom management system in an alternative school ESY setting. More specifically, the current study examined (a) whether a brief training on a systematic classroom management system (CMS) would lead to an increase in teacher use of evidence-based classroom management practices; (b) if implementing this CMS in an ESY classroom would lead to an increase in student academic engagement; (c) if CMS implementation would result in a decrease in disruptive behavior in the classroom and; (d) if CMS implementation would lead to a reduction in the number of major problem behavior referrals.

The CMS was composed of four instruments: the classroom management plan (CMP), lesson plans, visuals, and development of a reinforcement system if one did not already exist. Teachers were trained in a comprehensive classroom management plan (Sanetti, Kratochwill, & Collier-Meek, 2013) that provides specific descriptions and examples of how to use each of the 20 evidence-based practices in the context of the five critical features identified by Simonsen, et al. (2008a): (a) maximize structure; (b) post, teach, monitor, and reinforce expectations; (c)

actively engage students in observable ways; (d) use a continuum of strategies for responding to appropriate behaviors; and (e) use a continuum of strategies to respond to inappropriate behaviors.

Accompanying this CMP were several other supplementary materials that comprised the rest of the CMS. These accompanying materials included lesson plans for teaching behavior expectations, visual reminders of routines and procedures, and behavior expectation matrices.

Overall, training teachers to implement the CMS in their classrooms led to an increased use of evidence-based practices. As for student outcomes, levels of academic engagement and disruptive behavior in the classroom improved slightly during the intervention phase, but there is more evidence to suggest improved consistency in classwide student behaviors as a result of CMS implementation. More severe disruptive behaviors, measured by planning times in this study, were not impacted by CMS implementation.

Research in classroom management has shown that the use of proactive strategies in the classroom leads to an increase in on-task behavior and academic engagement (Simonsen et al., 2008a; Kern & Clemens, 2007; Emmer & Stough, 2001; Guardino & Fullerton, 2010). Higher rates of time spent academically engaged lead to improved long-term student academic outcomes. Results of this study suggest slightly higher levels and more consistent rates of academic engagement following training and implementation of the CMS in ESY classrooms.

In addition to helping students to remain on task and engaged in academic activities, proactive classroom management strategies that focus on teaching and reinforcing expected and appropriate behaviors have been shown to lead to a decrease in disruptive behaviors in the classroom (Simonsen et al., 2008; Kern & Clemens, 2007; Emmer & Stough, 2001; Reinke et al., 2008; Guardino & Fullerton, 2010). Decreases in disruptive behaviors equate to gained academic



time as well as improved likelihood for positive social-emotional development. Although all classrooms in this study saw lower average rates of disruptive behavior in intervention phase than were displayed in baseline, levels of disruptive behavior did not appear to be significantly lower. There was some evidence to suggest more consistently low rates of disruptive behavior in some classrooms, but many classrooms began with reasonably low levels of disruptive behavior, especially considering the setting.

In this study, planning times were used as a measure of major problem behavior referrals. Per program procedure, students would be issued a planning time and sent to the Planning Center after displaying any behavior that the teaching team or other staff member felt warranted removing the student from the classroom. Behaviors that may have led to a planning time would include unsafe behaviors (e.g. physically acting out, verbal threats, destruction of property) or severely disruptive behaviors (e.g. swearing, name-calling, persistent failure to follow teacher directions). All program staff received training in Crisis Prevention Institute Non-Violent Crisis Intervention techniques, and were prepared to administer physical intervention when a student's behavior became potentially harmful to him/herself or others.

Some classrooms saw a reduction in the number of daily planning times after implementing the CMS intervention, but only one classroom seemed to show a significant reduction in the number of planning times that were given as a result of the intervention. Planning times are given for more severe behaviors and if teachers are already adequately implementing a continuum of strategies to respond to inappropriate behaviors during baseline, their use of the Planning Center would not be expected to change in the intervention phase. Teachers who may have been struggling to appropriately implement a continuum of strategies to respond to inappropriate behaviors during baseline, may have actually seen an increase in

planning times during intervention phase. During baseline, Teacher D's adherence to the CMS step regarding systematically responding to inappropriate behavior using the least intensive strategy necessary was 81.0%. Some teachers find it difficult to use lower intensity strategies behavior trying more intensive strategies. However, Teacher D struggled with moving up the continuum to more intensive strategies. For example, if a student had been displaying challenging behavior and Teacher D responded to that behavior with low intensive strategies such as planned ignoring, proximity or redirection, he might not send a student to the Planning Center, even if their disruptive behavior persisted and became a distraction to the learning of others. During intervention phase, Teacher D was able to systematically respond to behaviors with 100% adherence. Although the average number of daily planning center visits in this classroom increased slightly from 3.3 planning times per day ( $SD = 2.6$ ) to 3.7 planning times per day ( $SD = 1.5$ ), the improved adherence to this step along with the decreased variability of planning times suggests a more systematic response to inappropriate behavior.

Students with frequent visits to the planning center may likely need more intensive supports to address challenging behavior. For example, in Classroom A, one student was sent to the Planning Center 21 times (33.3% of the planning times) in baseline and 34 times (22.4% of the planning times) during intervention phase. Although the rate of this student's daily planning times decreased after the CMS intervention, the student is not likely to respond to Tier I strategies and would require more intensive supports. Students with higher severity of challenging behaviors may have influenced the results for the entire classroom.

In order to any inferences or draw any conclusions from the results of the student outcome data, it is important to assess whether or not the CMS was implemented as intended

(Shadish et al., 2002). In order to assess this, treatment integrity data were collected during baseline and intervention phases.

Since special education teacher training courses emphasize strategies for reducing problem behaviors more than they do developing competence in promoting and reinforcing routines and expectations (Oliver & Reschly, 2010), and pre-service teachers report using corrective strategies with higher frequency than proactive strategies despite finding proactive and preventive strategies to more effective (Reupert & Woodcock, 2010), it is likely that many teachers do not and would not consistently implement evidence-based classroom management strategies in their classrooms and may require further training. Teachers and paraprofessional teaching assistants who participated in the study were trained on the CMS using a direct training protocol which allowed for modeling, practice, feedback, and the opportunity to ask questions.

CMS treatment integrity was an additional dependent measure as it was hypothesized that training teachers on these evidence-based practices would lead to an increase in their implementation in the classroom. As predicted, the one-time direct training session led to an increase in the use of evidence-based classroom management practices in the classroom and was reflected as an increase in the adherence to the CMS plan as it was rated on a direct observation of treatment integrity.

### **Limitations and Directions for Future Research**

There are several limitations to consider when interpreting the results of this research. First, it is important to consider limitations to the design of the study. Participants in this study volunteered to participate and were not chosen randomly. Teachers and paraprofessional teaching assistants who volunteered may have been more accepting of new strategies in the classroom and more receptive to training. This lack of random participant selection presents a

threat to the internal validity of this study. Six teachers participated in this study and five of those teachers received the intervention. The number of participants in this design provided the opportunity to exhibit at least three demonstrations of effect as is suggested in order to determine causality according to What Works Clearinghouse standards (Kratochwill et al., 2010).

However, the small number of participants that is common in single-subject research presents an inherent threat to the generalizability of the results. It is difficult to generalize the results of this study beyond this specific educational setting and population. This research added to the literature base to support proactive preventive classroom management practices as a strategy for increasing academic engagement, and replicated these results in an alternative setting where less research has been done. More research in this setting could aid in the generalizability of these results.

Other limitations to the interpretation of the results of this study are related to the methodology. The limited time for conducting research in this setting due to the short (20 day) length of the program made it difficult to conduct a multiple baseline design with more than five participants. Although the last two teachers randomized to intervention phase at baseline were scheduled to receive intervention at the same time and thus be blocked to the last baseline together, one of the teachers had competing priorities with scheduling and flexibility was limited within the tight timeframe. As a result, Teacher F did not receive the intervention. She was provided with the intervention materials at the end of the study, but declined the direct training session. Also related to the setting and timeframe was the ability for the student investigator to observe in all six classrooms each day. The program had complications with bus transportation at the beginning of the summer and as a result, the school day was shortened by one hour. All six of the classroom observations needed to be completed within a five-hour period. During the

start of the program, a schedule for observation sessions was created which allowed the student investigator to observe in each room. It is difficult to guarantee that each classroom was observed during the most difficult time (i.e., when challenging behaviors were most likely to occur) each day. Although the student investigator was present to collect observation data every day of the program for each classroom, there were several days when a teacher participant was absent from school or when a class went on a full-day field trip. For this reason, the number of observations for each classroom ranges from 17-20 (Classroom A=19; Classroom B=20; Classroom C=18; Classroom D=19; Classroom E=18; Classroom F=17).

Other recent studies have collected data about teacher classroom management practices through direct observation (Jeffrey et al., 2009; Reinke et al., 2013; Reinke et al., 2014), but previous studies of teachers' use of classroom management relied on survey and self-report (Little & Akin-Little, 2008). This study adds to the literature of teacher implementation of classroom management practices through direct observation data. Continued collection of direct observation of classroom management practices could help to identify strategies for barriers named above, particularly if direct observation is conducted in similar settings.

Another methodological concern is the termination of the program and the timing of intervention phases. Teachers in later phases may have been less likely to commit to certain components of the CMS knowing that the program was nearing an end. Despite the fact that visuals were provided, Teacher E did not post visuals in the classroom for the last three days of the program. Teachers in the ESY program borrow classrooms for the summer and are required to set them up and break them down. Teachers may be less motivated to post visuals or implement reinforcement systems for the last three days of a program before having to move out of a classroom.

Other potential concerns related to the methodology of this study relate to the length of phases. There are at least three data points in all phases across cases, and at least five in most. A concern, however, is the long baseline phases the length of time that teachers were required to wait before receiving intervention as well as the brief intervention phase for Classroom E. It may be difficult to interpret results over time, particularly regarding implementation of the CMS, with only three data points.

To date, very little research has been done in ESY settings. Limitations described above about the length of the program and lack of flexibility with design and methodology may be one such reason for this. In a study aiming to train model PBIS components for pre-service teachers in an ESY setting, Hill and Flores (2014), noted similar limitations. This study could help to promote further research in ESY settings in the future.

Finally, it is important to note that the student investigator was also the primary observer and was not blind to research questions or hypotheses, presenting a threat to experimental control.

## **Conclusions**

Despite design and methodological limitations to the current study, the initial findings and results may have implications for research and practice. More specifically, the current research adds to the literature base of the use of Tier I practices in AE settings. Although the literature base is growing, we still know less about the effectiveness of these practices and strategies in AE settings than we do in general education settings. The results of this study suggest that there may be a difference in the effectiveness of Tier I practices, specifically proactive preventive classroom management strategies, in non-traditional settings. Although academic engagement improved slightly, disruptive behavior in the classroom and major

problem behaviors did not decrease as a result of the use of the CMS. Further research should be done in ESY and other AE settings to confirm these results.

Despite challenges in methodology, more research should be conducted in ESY programs and settings. ESY is an important setting for students and staff who attend and work in AE settings during the regular school year. It is a time to maintain growth and practice new skills and may be an ideal setting for research that is able to address limitations regarding timelines and resources for data collection.

The results of this study support the use of proactive evidence-based classroom management practices to increase academic engagement in AE settings. Additionally, the results of this study confirm that even teachers with previous training or coursework in classroom management can benefit from further direct training in evidence-based practices. AE settings should consider the benefit of training teachers in evidence-based classroom management practices. Since the consultation model and direct training that was used in this research may not be feasible for all school systems, schools might consider a multi-tiered system of professional development in classroom management (Simonsen et al., 2014) and may consider how this would apply to all Tier I practices. This study does not offer clear recommendations for the use of evidence-based classroom management practices to reduce disruptive or challenging behavior in AE settings. It would be recommended that teachers monitor individual student progress to determine students whose challenging behavior warrants more intensive supports in and out of the classroom.

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## Tables

Table 1.

*Classroom Level Student Academic Engagement*

Classroom	Baseline			CMS Training		
	% of Intervals Observed					
	Mean	SD	Range	Mean	SD	Range
Classroom A	78.5	7.8	68.3-88.3	87.8	7.0	70.0-96.7
Classroom B	69.6	9.3	58.3-85.0	86.0	10.6	63.3-95.0
Classroom C	71.2	11.4	53.3-88.3	81.0	8.0	68.3-90.0
Classroom D	69.4	13.1	45.0-88.3	79.8	9.8	66.7-90.6
Classroom E	83.0	9.8	63.3-98.3	97.7	0.9	96.7-98.3
Classroom F	81.6	11.3	63.3-100			
Total	75.6	6.2	69.4-83.0	86.5	7.1	79.8-97.7

*Note.*

Values reflect average SDO rating of academic engagement for each phase. Ranges are reported separately for each phase.

Table 2.  
*Effect Sizes for Student Academic Engagement*

Classroom	NAP		TAU-U	
	Value	p	Value	p
Classroom A	0.8571*	0.0206	0.8286 <sup>a*</sup>	0.0073
Classroom B	0.8854*	0.0043	0.7708*	0.0043
Classroom C	0.7957	0.0701	0.5195	0.0701
Classroom D	0.7071	0.1795	0.9857 <sup>a*</sup>	0.0014
Classroom E	0.9444**	0.0178	0.8889*	0.0178
Classroom F	---	---	---	---
Total Weighted	---	---	0.7905 <sup>b*</sup>	< 0.0001

*Note.*

a. Adjusted for baseline trend

b. Total weighted value includes contrasts with adjusted baselines

For NAP:

\* Indicates medium effect at a significant level

\*\* Indicated large or strong effect at a significant level

For TAU-U:

\*Indicates a significant effect

Table 3.

*Classroom-Level Student Disruptive Behavior*

Classroom	Baseline			CMS Training		
	% of Intervals Observed					
	Mean	SD	Range	Mean	SD	Range
Classroom A	12.8	5.4	6.7-20.0	9.9	6.2	1.7-23.3
Classroom B	18.1	7.8	3.3-26.7	11.9	5.0	3.3-20.0
Classroom C	17.5	7.6	3.3-30.0	10.2	1.8	6.7-11.7
Classroom D	16.0	6.2	6.7-25.0	12.2	7.1	3.3-20.8
Classroom E	13.7	5.7	5.0-23.3	5.8	1.5	4.0-6.7
Classroom F	12.7	6.9	3.3-25.0			
Total	15.1	2.4	12.7-18.1	10.0	2.6	5.8-12.2

*Note.*

Values reflect average SDO rating of disruptive behavior for each phase. Ranges are reported separately for each phase.

Table 4.  
*Effect Sizes for Classroom Disruptive Behavior*

Classroom	NAP		TAU-U	
	Value	p	Value	p
Classroom A	0.3500	0.3310	-0.3857 <sup>a</sup>	0.2114
Classroom B	0.2240	0.0409	-0.5521*	0.0409
Classroom C	0.2273	0.0572	-0.1169 <sup>a</sup>	0.6836
Classroom D	0.3500	0.3310	0.3571 <sup>a</sup>	0.2472
Classroom E	0.0889	0.0284	-0.8222*	0.0284
Classroom F	---	---	---	---
Total Weighted	---	---	-0.2899 <sup>b*</sup>	0.0377

*Note.*

a. Adjusted for baseline trend

b. Total weighted value includes contrasts with adjusted baselines

For NAP:

\* Indicates medium effect at a significant level

\*\* Indicated large or strong effect at a significant level

For TAU-U:

\*Indicates a significant effect



Table 5.

*Major Problem Behavior Referrals (Planning Times)*

Classroom	Baseline			CMS Training		
	# of Planning Times per Day					
	Mean	SD	Range	Mean	SD	Range
Classroom A	12.6	3.6	7-16	10.1	5.9	3-25
Classroom B	4.4	2.4	3-10	3.1	2.4	0-7
Classroom C	6.9	4.4	2-15	3.4	1.6	2-6
Classroom D	3.3	2.6	0-10	3.7	1.5	2-6
Classroom E	2.6	2.3	0-7	0.3	0.6	0-1
Classroom F	3.1	2.9	0-9			
Total	5.5	3.8	2.6-12.6	4.1	3.6	0.3-10

*Note.*

Values reflect average number of planning times per day. Ranges of planning times per day per classroom are reported separately for each phase.

Table 6.  
*Effect Sizes for Planning Times*

Classroom	NAP		TAU-U	
	Value	p	Value	p
Classroom A	0.3133	0.2217	-0.4800 <sup>a</sup>	0.1161
Classroom B	0.4219	0.5628	-0.1563	0.5628
Classroom C	0.2475	0.2659	-0.8586 <sup>a*</sup>	0.0012
Classroom D	0.5536	0.2887	0.1071	0.7105
Classroom E	0.1373	0.3705	-0.7255	0.0502
Classroom F	---	---	---	---
Total Weighted	---	---	-0.4122 <sup>b*</sup>	0.0023

*Note.*

a. Adjusted for baseline trend

b. Total weighted value includes contrasts with adjusted baselines

For NAP:

\* Indicates medium effect at a significant level

\*\* Indicated large or strong effect at a significant level

For TAU-U:

\*Indicates a significant effect

Table 7.  
*Teacher Treatment Integrity: Adherence and Quality of CMS TI Implementation*

Teacher	Adherence						Quality					
	% of Total CMS TI Points											
	Baseline			CMS Training			Baseline			CMS Training		
	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range
Teacher A	71.3	5.1	65.6-78.1	97.3	3.7	90.0-100	85.5	5.9	77.3-90.9	93.3	3.2	87.5-96.2
Teacher B	64.3	4.3	59.4-70.0	86.9	5.2	76.7-93.8	84.0	9.8	63.6-95.0	90.6	2.5	85.0-92.3
Teacher C	54.6	10.8	42.9-73.3	78.9	8.2	60.7-85.3	73.3	6.9	64.3-88.9	86.4	3.0	81.3-89.3
Teacher D	67.0	8.2	53.6-80.0	86.7	4.4	82.1-92.9	76.5	9.9	65.0-95.5	93.6	2.5	90.9-95.5
Teacher E	73.1	9.7	50.0-81.3	81.0	1.5	79.4-82.4	86.0	5.6	72.7-90.9	87.6	3.9	83.3-90.9
Teacher F	61.1	5.0	46.4-70.0				81.6	7.7	70.0-93.8			
Total	65.2	6.8	54.6-73.1	86.2	7.1	78.9-97.3	81.6	5.2	73.3-86.0	90.3	3.3	86.4-93.6

*Note.*

Values reflect average adherence and quality scores according to direct observation of CMS TI for each phase. Ranges are reported separately for each phase.

Table 8.  
*Teaching Team Treatment Integrity: Adherence and Quality of CMS TI Implementation*

Teaching Team	Adherence						Quality					
				% of Total CMS TI Points								
	Baseline			CMS Training			Baseline			CMS Training		
	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range
Team A	62.3	6.3	52.1-68.8	90.2	5.0	81.1-97.9	77.0	5.6	68.3-79.6	89.1	3.6	83.3-96.2
Team B	56.8	4.3	48.9-60.8	83.5	6.0	72.2-91.7	76.8	7.4	63.6-85.0	87.3	2.8	83.3-92.3
Teacher C	54.6	10.8	42.9-73.3	78.9	8.2	60.7-85.3	73.3	6.9	64.3-88.9	86.4	3.0	81.3-89.3
Team D	64.3	7.5	55.4-82.1	82.9	7.1	71.4-89.3	75.8	7.2	65.0-87.2	88.9	5.9	79.5-95.5
Team E	66.6	8.2	52.1-77.8	80.2	0.7	79.4-80.9	78.2	6.5	66.7-88.4	85.4	1.8	83.3-86.5
Teacher F	61.1	5.0	46.4-70.0				81.6	7.7	70.0-93.8			
Total	61.0	4.5	54.6-66.6	83.1	4.4	78.9-90.2	77.1	2.7	73.3-81.6	87.4	1.6	85.4-89.1

*Note.*

Values reflect classroom team average adherence and quality scores according to direct observation of CMS TI for each phase.

Ranges are reported separately for each phase. Teacher CMS TI averages are reported for classrooms where no paraprofessionals participated.

Table 9.  
*Paraprofessional Treatment Integrity: Adherence and Quality of CMS TI Implementation*

Para	Adherence						Quality					
	% of Total CMS TI Points											
	Baseline			CMS Training			Baseline			CMS Training		
	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range	Mean	SD	Range
Classroom A												
Para 1	60.0	8.1	50.0-71.9	88.4	5.5	80.0-96.7	76.9	3.0	75.0-81.8	85.7	4.8	79.2-94.4
Para 2	53.8	9.2	37.5-59.4	85.0	7.2	73.3-96.7	75.7	3.3	72.2-81.3	87.0	5.0	79.2-94.4
Classroom B												
Para 1	53.9	9.1	40.6-64.3	80.1	6.8	64.3-90.0	71.0	8.3	58.3-81.3	85.3	5.1	75.0-95.5
Para 2	55.9	7.6	40.6-63.3	80.1	7.5	70.0-92.9	68.8	10.4	50.0-83.3	83.7	3.2	79.2-88.9
Classroom C												
Classroom D												
Para 1	62.5	8.6	50.0-76.7	81.4	9.6	67.9-90.0	74.7	5.7	65.0-86.4	82.8	5.4	75.0-86.4
Para 2	63.1	8.4	53.3-80.0	72.5 <sup>a</sup>	11.7 <sup>a</sup>	64.3-80.8 <sup>a</sup>	75.9	6.9	65.0-86.4	86.1 <sup>a</sup>	11.8 <sup>a</sup>	77.8-94.4 <sup>a</sup>
Classroom E												
Para 1	63.2	9.3	50.0-80.0	79.1	2.3	76.7-81.3	73.0	9.7	50.0-85.0	86.9	3.8	83.3-90.9
Para 2	61.5	6.8	43.8-70.0	76.7 <sup>b</sup>	---	76.7 <sup>b</sup>	71.5	11.4	50.0-88.9	75.0 <sup>b</sup>	---	75.0 <sup>b</sup>
Classroom F												
Total	59.2	4.1	53.8-63.2	80.4	4.8	72.5-88.4	73.4	2.8	68.8-76.9	84.1	3.9	75.0-87.0

*Note.*

Values reflect average adherence and quality scores according to direct observation of CMS TI for each phase. Ranges are reported separately for each phase.

<sup>a</sup>Para2 in Classroom D was only present for 2 observations during the CMS Implementation Phase.

<sup>b</sup>Para2 in Classroom E was only present for 1 observation during the CMS Implementation Phase.

Table 10.  
*Effect Sizes for Teacher CMS TI*

Teacher	NAP		TAU-U	
	Value	p	Value	p
Teacher A	1.0**	0.0012	1.0*	0.0012
Teacher B	1.0**	0.0002	1.0*	0.0002
Teacher C	0.9740**	0.0009	0.9481*	0.0009
Teacher D	1.0**	0.0012	1.0*	0.0012
Teacher E	0.8778*	0.0440	0.7556*	0.0440
Teacher F	---	---	---	---
Total Weighted	---	---	0.9490*	<0.0001

*Note.*

For NAP:

\* Indicates medium effect at a significant level

\*\* Indicated large or strong effect at a significant level

For TAU-U:

\*Indicates a significant effect

Table 11.

*Percent Inter-Observer Agreement (IOA) on SDO*

Classroom	Academic Engagement			Disruptive Behavior		
	Baseline	CMS Training	Overall	Baseline	CMS Training	Overall
Classroom A	94.7	97.6	96.9	94.7	97.4	96.7
Classroom B	94.2	96.7	95.7	93.3	93.9	93.7
Classroom C	94.4	95.8	95.0	93.9	95.8	94.7
Classroom D	96.1	89.2	93.3	96.1	96.7	96.3
Classroom E	95.0	100	96.3	96.7	98.0	97.0
Classroom F	92.5	---	92.5	94.2	---	94.2
Overall	94.5	95.9	95.0	94.8	96.4	95.4

Table 12.  
*Percent Inter-Observer Agreement (IOA) on Direct Observation of CMS TI*

Team	Adherence			Quality		
	Baseline	CMS Training	Overall	Baseline	CMS Training	Overall
Teacher A	94.4	100	98.6	100	100	100
Para 1	94.4	100	98.6	100	100	100
Para 2	94.4	100	98.6	100	100	100
Teacher B	97.2	100	98.9	100	100	100
Para 1	97.2	100	98.9	100	100	100
Para 2	97.2	100	98.9	100	100	100
Teacher C	100	100	100	100	100	100
Teacher D	100	100	100	100	95.5	98.2
Para 1	100	100	100	100	100	100
Para 2	100	100	100	100	100	100
Teacher E	100	100	100	100	100	100
Para 1	100	94.4	98.6	100	90.9	97.7
Para 2	100	---	100	100	---	100
Teacher F	98.6	---	98.6	97.2	---	97.2
Overall	98.1	99.5	99.3	99.8	98.9	99.5



Table 13.  
*Mean Consultant Evaluation Form Scores*

Team	Consultant Rating	
	Mean	SD
Teacher A	6.83	0.39
Para 1	7.00	0.00
Para 2	---	---
Teacher B	5.33	1.15
Para 1	---	---
Para 2	---	---
Teacher C	6.75	0.45
Teacher D	5.42	1.00
Para 1	---	---
Para 2	---	---
Teacher E	6.58	0.67
Para 1	6.67	0.49
Para 2	---	---
Teacher F	---	---
Overall	6.37	0.59

Table 14.  
*Mean Usage Rating Profile-Intervention Revised (URP-IR) Scores*

Team	Acceptability		Understanding		Feasibility		System Climate		System Support		Overall	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teacher A	5.78	0.44	6.00	0.00	4.83	1.17	5.40	0.89	4.67	0.58	5.38	0.85
Para 1	5.89	0.33	4.67	2.31	5.33	1.63	6.00	0.00	4.33	1.15	5.46	1.21
Para 2	---	---	---	---	---	---	---	---	---	---	---	---
Teacher B	5.00	0.87	5.33	0.58	4.00	1.73	5.00	0.00	5.33	1.15	4.88	1.05
Para 1	---	---	---	---	---	---	---	---	---	---	---	---
Para 2	---	---	---	---	---	---	---	---	---	---	---	---
Teacher C	5.11	0.78	5.00	0.00	4.50	1.64	5.20	0.84	3.33	1.15	4.77	1.14
Teacher D	4.44	0.53	4.67	0.58	4.33	1.21	4.80	0.45	3.67	0.58	4.42	0.76
Para 1	---	---	---	---	---	---	---	---	---	---	---	---
Para 2	---	---	---	---	---	---	---	---	---	---	---	---
Teacher E	5.89	0.33	5.00	0.00	4.50	0.55	5.20	0.45	4.00	0.00	5.12	0.77
Para 1	5.78	0.44	5.00	0.00	5.00	0.63	5.00	0.00	2.67	0.58	5.00	1.02
Para 2	---	---	---	---	---	---	---	---	---	---	---	---
Teacher F	---	---	---	---	---	---	---	---	---	---	---	---
Overall	5.41	0.53	5.10	0.49	4.64	1.22	5.23	0.38	4.00	0.74	5.00	0.97

## Figures

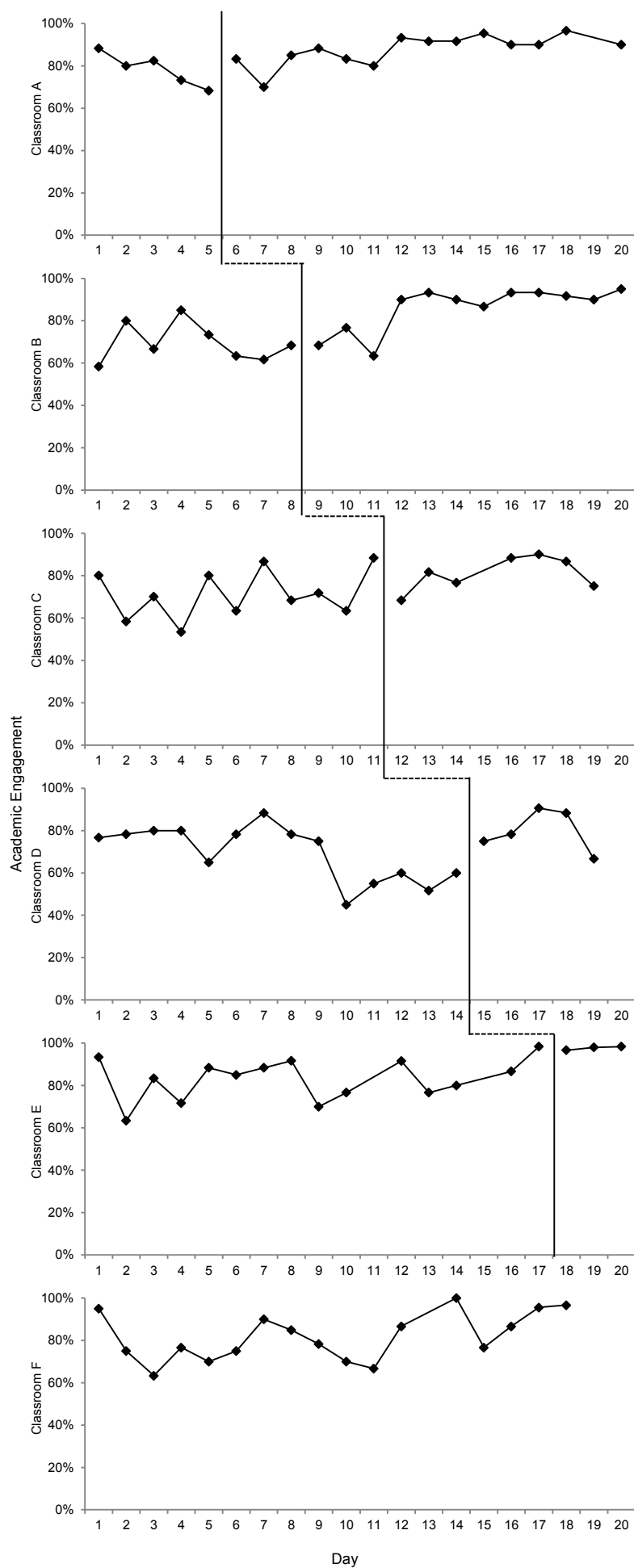


Figure 1. Percent of intervals students demonstrate academic engagement in classroom across sessions.

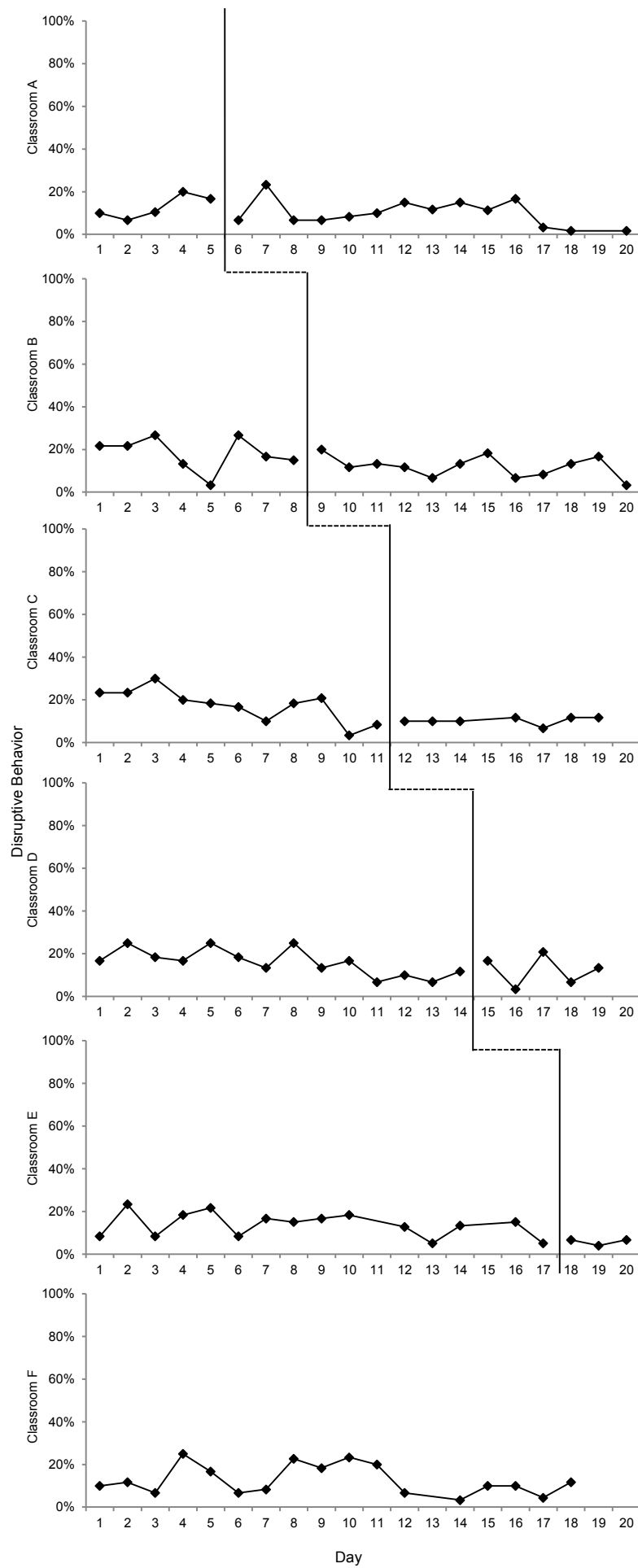


Figure 2. Percent of intervals students display disruptive behavior in classroom across sessions.

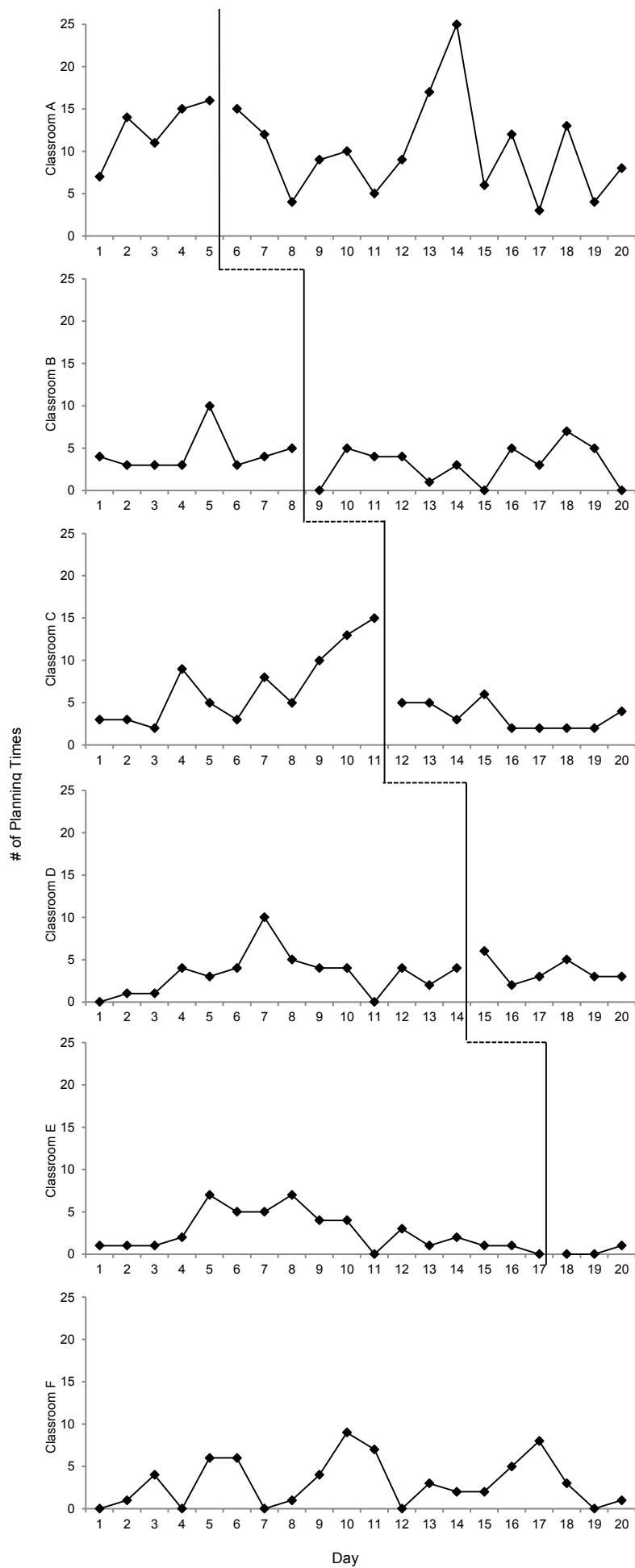


Figure 3. Total daily planning times per classroom over time.

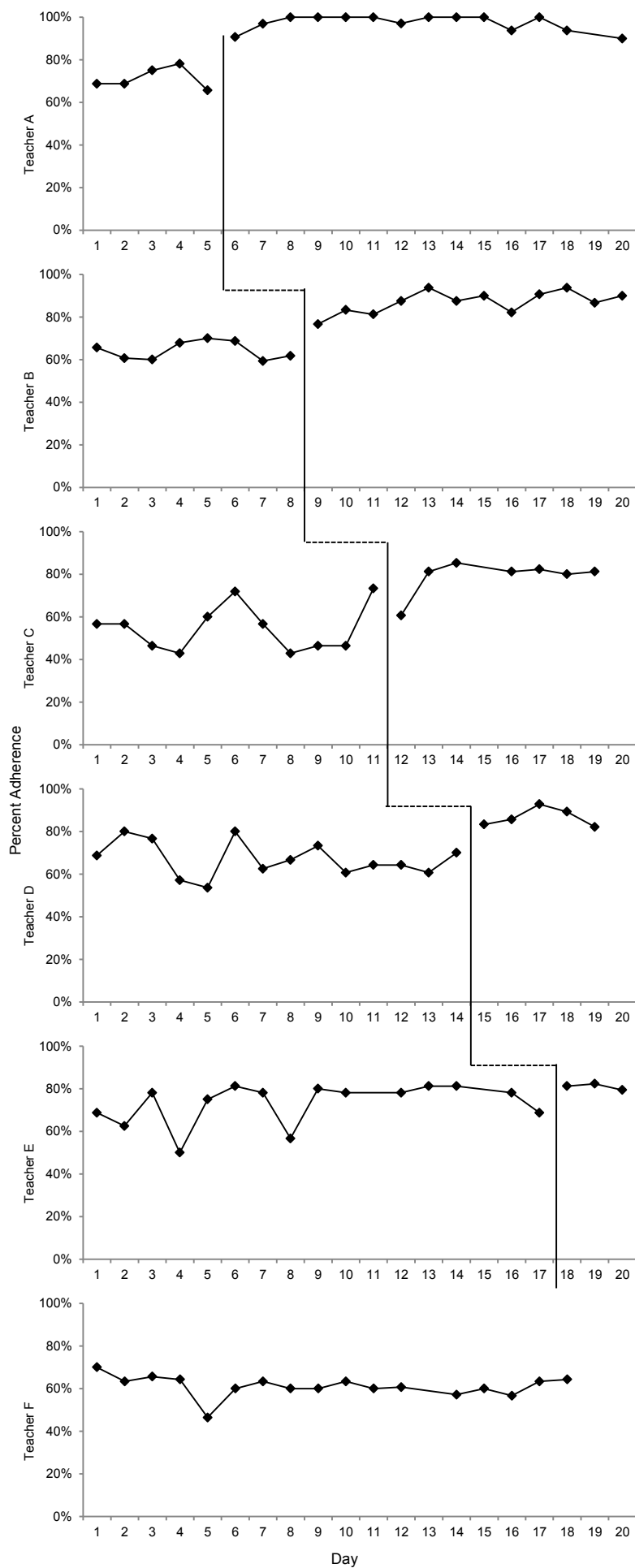


Figure 4. Teacher adherence to CMS components across sessions.

## **Appendices**





## Appendix B: Planning Center Log

## Daily Planning Center Log

Date: \_\_\_\_\_

Day of Week: \_\_\_\_\_

Week #: \_\_\_\_\_

## Weekly Planning Time Chart

Week #: \_\_\_\_\_

Student Name	Student ID #	Planning Time	Extension	Hearing	Temporary Removal
Ms. XXXX WS1					
	0001				
	0002				
	0003				
WS 1 Totals Today: <i>(transfer total to weekly tracking chart on last page)</i>					
Mr. XXXX WS2					
	0010				
	0011				
	0012				
WS2 Totals Today: <i>(transfer total to weekly tracking chart on last page)</i>					

Class	Monday	Tuesday	Wednesday	Thursday	Weekly Total
WS1					
WS2					
WS3					
WS4					
WS5					
WS6					
Daily Totals					

## Appendix C: Systematic Direct Observation Form

Teacher ID: \_\_\_\_\_ Rater ID: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject: \_\_\_\_\_ Activity: \_\_\_\_\_

## Behaviors

<b>AE</b>	Student: Academic engagement
<b>Ant.</b>	Teacher: Antecedent strategies to promote appropriate behavior expectations, referencing routines or
<b>OTR</b>	Teacher: Opportunity to respond
<b>Gen. Praise</b>	Teacher: General praise
<b>Syst. Rein.</b>	Teacher: Delivery of systematic reinforcement
<b>Remind</b>	Teacher: Brief error correction or reminder

DB	Student: Disruptive behavior
Act. Sup.	Teacher: Active supervision

<b>CAR</b>	Student: Correct academic response
<b>Spec. Praise</b>	Teacher: Specific praise
<b>Low Intense</b>	Teacher: Use of low intensity strategies to respond to inappropriate behavior (e.g. increasing proximity, use of non-verbal gesture, planned ignoring)

**Reprimand** Teacher: Brief error correction or reprimand

## TEACHER CODE:

*See reverse side for operational behavior definitions*

**PARA 1 CODE:****PARA 2 CODE:**[illegible][illegible][illegible][illegible]

Rater Totals									IOA Calculations			
	# Intervals Present			# of Intervals Total			% of Total Intervals			# Intervals Agree	# Intervals Total	% Agreement
AE												
DB												
Act. Sup.												
	Frequency			# of Minutes Total			Rate per Minute					
Ant.												
OTR												
CAR												
Gen. Praise												
Spec. Praise												
Syst. Rein.												
Low Intense												
Reprimand												

Behavior Definitions	
<b>Academic Engagement</b>	Active or passive participation in classroom activity (Examples: Raising hand, conversing with group about activity, reading assigned material, completing independent seatwork. Non-Examples: Staring out window, talking to peers about non-academic topics, talking to peers during inappropriate times.)
<b>Disruptive Behavior</b>	Any behavior that disrupts or could disrupt regular school or classroom activity (Examples: talking out of turn, fidgeting, out of seat behavior. Non-Examples: talking during group work, out of seat during transitions in the room.)
<b>Ant.</b>	Any proactive statements or behaviors to encourage appropriate behavior (Examples: references to schedule or routines, reference to behavior expectations, prompts for appropriate behavior. Non-Examples: reactions to inappropriate behavior, reprimands, praise.)
<b>Act. Sup.</b>	Any instance of the teacher actively supervising students in the classroom. This can be through movement, visual glancing, or verbal engagement. (Examples: Moving from one side of the room to another, looking up from a conference or small group to scan the room, turning from the blackboard to scan the room, verbally engaging with student(s) to ensure focus. Non examples: glancing across room from one set location, increasing proximity to students who are disruptive or off task, moving over to student after he/she has solicited teacher's attention)
<b>OTR</b>	Any instance that the teacher provides an instructional question, statement, or gesture to a student or group of students that seeks an academic response from the student(s). (Examples: teacher points to a student for a response, asks an instructional question, or makes the statement, "Raise your hand if you think the answer is 5." Non-examples: teacher asks non-academic or instructional question, teacher asks rhetorical question without asking student(s) to answer.)
<b>CAR</b>	Any instance an OTR is directed toward a student or group of students and the correct response is given. Even if the response is delayed, record a correct response. If you are unsure (including can't hear the answer), but the teacher does not correct the student, score as CAR.
<b>Gen. Praise</b>	Any verbal statement or gesture that indicates the teacher's approval of a desired academic or social behavior. This praise is general in that it does not refer to or define a specific behavior (Examples: thumbs up, "Great job!" "Thank you, Lucy." Non-examples: anything that qualifies as specific praise, teacher saying "thank you" to student when he/she is not referring to a behavior.)
<b>Spec. Praise</b>	Any verbal statement or gesture that indicates the teacher's approval of a desired academic or social behavior. This praise is behavior-specific (Examples: detailed/specific feedback about the behavior is provided such as, "Thank you for raising your hand." "Everyone has their eyes on me. Good." "Everyone is working hard on their project." Non-examples: any praise that qualifies as general praise above).
<b>Syst. Rein.</b>	Any instance of teacher delivering (or not delivering) reinforcement based on classwide reinforcement system (Examples: marble in a jar, ticket, points, movement up or down on scale, purposeful lack of positive reinforcement with explanation of how to earn in future. Non-examples: mention of reinforcement without delivery, praise without reinforcement.)
<b>Low Intense</b>	Any low intensity strategy used to respond to and discourage inappropriate behavior (Examples: increasing proximity to student(s) engaging in inappropriate behavior, use of non-verbal gesture to discourage inappropriate behavior, planned ignoring of inappropriate behavior paired with specific praise for students engaging in appropriate behavior. Non-examples: brief error corrections or harsh, overly critical reprimands.)
<b>Reprimand</b>	Any response to behavior that indicates disapproval (Examples: brief error corrections, intense reprimands. Non-Examples: nonverbal gestures indicating disapproval, systematic reinforcement.)

## Appendix D: Observation of Classroom Management System Treatment Integrity

Classroom Management Plan: Treatment Integrity Observation Sheet (Adapted from Sanetti, Kratochwill, Long, & Collier-Meek, 2013b)										
Date: _____ Time: _____ Teaching Team ID: _____ Consultant ID: _____ Session #: _____										
Subject: _____ Activity: _____										
Step			Adherence			Oppor.t o obs.?	Quality			Applicable?
			Fully Imp.	Imp. w/ Deviation	Not Imp.		Good	Fair	Poor	
1	Schedule posted	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
2	3-5 Expectations posted	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
3	Visual reminders routines and procedures	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
4	Classroom behavior matrix posted	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
5	Appropriate physical arrangement	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
6	Location of materials clear	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
7	Reviewed schedule and expectations in morning	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
8	Provide prompts	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
9	Provide praise	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
10	Active supervision	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		Average Adherence					Average Quality			
11	Non-contingent positive interaction	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N

		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>12</b>	Provided OTR's	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>13</b>	Students demonstrate knowledge of expectations	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>14</b>	Students demonstrate knowledge of routines and procedures	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>15</b>	Students demonstrate knowledge of reinforcement system	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>16</b>	Systematic Reinforcement provided	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>17</b>	Allowed for exchange of backup reinforcer	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>18</b>	Systematically used least intensive strategy to respond to inappropriate behavior	Teacher	2	1	0	N/A	2	1	0	Y N
		Para 1	2	1	0	N/A	2	1	0	Y N
		Para 2	2	1	0	N/A	2	1	0	Y N
		<b>Average Adherence</b>				<b>Average Quality</b>				Y N
<b>Sum Adherence</b>		Teacher	<b>Sum Quality</b>			Teacher	<b># Steps Applic.</b>			
		Para 1								
		Para 2								
		<b>Team Average</b>								
Notes:										

**Ratings Key****Adherence**

**Implemented as planned**=exactly as indicated on CMS

**Implemented with deviation**=implemented, but different from plan

**Not Implemented**=there was an opportunity for implementation, but step wasn't implemented

**Not observed**=no opportunity for implementation during observation

**Quality**

**Excellent:** CMS step was implemented skillfully as indicated by:

- Appropriate interaction (e.g., appropriate tone [e.g., neutral, positive, expressive/enthusiastic], specificity [e.g., specific directions, praise], non-verbal behavior [e.g., eye contact, physical interaction] per CMS)
- Step smooth/natural-looking (e.g., teacher responds automatically/ has materials immediately accessible),
- Appropriately timed (e.g., review of behavior expectations right before new activity), and
- Competently implemented (e.g., clearly responsive to student's unique needs)

**Good:** CMS step implemented adequately, but in a less skillful manner; step somewhat flawed in at least 1 of the indicators under "excellent"

**Fair:** CMS step implemented poorly in a manner that is inadequate or seriously flawed in at least 1 OR somewhat flawed in at least 2 of the indicators under "excellent".

**Poor:** CMS step implemented poorly, with none of the indicators under "excellent."

**Applicable per Plan**

(Completed AFTER observation)

**Y** : circle Y for each intervention step that, per the written CMS, the teacher could have been expected to implement during the observation.

**N**: circle N for each intervention step that, per the written CMS, the teacher would not have been expected to implement during the observation. (e.g., The intervention step is: "Provide reward on Friday afternoon if child meets goal" and you are observing on Thursday morning. You would circle N for this step, as you would not expect the teacher to provide reward.)

## Appendix E: Classroom Management Assessment Adapted

**Classroom Management: Self-Assessment<sup>1</sup>**

Teaching Team: _____	Date: _____
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Classroom Management Practice	Rating
1. I have arranged my classroom to <b>minimize crowding and distraction</b>	Yes   No
2. I have <b>maximized structure and predictability</b> in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes   No
3. I have posted, taught, reviewed, and reinforced 3-5 <b>positively stated expectations</b> (or rules).	Yes   No
4. I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).	Yes   No
5. I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.	Yes   No
6. My instruction <b>actively engaged</b> students in observable ways (e.g., writing, verbalizing)	Yes   No
7. I <b>actively supervised</b> my classroom (e.g., moving, scanning) during instruction.	Yes   No
8. I <b>ignored</b> or provided <b>quick, direct, explicit reprimands/redirections</b> in response to inappropriate behavior.	Yes   No
9. I have <b>multiple strategies/systems</b> in place to <b>acknowledge</b> appropriate behavior (e.g., class point systems, praise, etc.).	Yes   No
10. In general, I have provided <b>specific feedback</b> in response to social and academic behavior errors and correct responses.	Yes   No
<p>Overall classroom management score:</p> <p>10-8 "yes" = "<b>Super</b>"</p> <p>7-5 "yes" = "<b>So-So</b>"</p> <p>&lt;5 "yes" = "<b>Improvement Needed</b>"</p> <p style="text-align: right;"># Yes _____</p>	

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<sup>1</sup> Revised from Sugai & Colvin



# **ESY Consultation Guide**

**Summer 2014**

Problem Identification Interview (PII)

**Consultant Name/ID:** \_\_\_\_\_

**Teaching Team ID:** \_\_\_\_\_

	Year	Month	Day
<b>Date:</b>	_____	_____	_____

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

**Duration:** \_\_\_\_:\_\_\_\_:\_\_\_\_

(based on audio recording)

**Notes:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Problem Identification Interview (PII)**

**Consultant Note:** The purposes of the PII are to:

- ◆ Define the classroom management challenges and/or anticipated class behavior challenge(s) in behavioral terms.
- ◆ Provide a tentative identification of anticipated class behavior in terms of potential antecedent, situation, and consequent conditions.
- ◆ Establish a procedure for collection of data.

***The consultant should question and/or comment in the following areas:***

### **OPENING SALUTATION**

#### **GENERAL STATEMENT TO INTRODUCE DISCUSSION**

*“Today, I will ask a few questions that will help me to get to know you and what you expect from your classroom this summer. I will also ask some questions to give me an idea about your current classroom management style. In doing so, please share any classroom difficulties for which you would like support and will discuss any past consultation experiences.”*

- *To start, tell me a little bit about what you expect from your classroom this summer.*

**Record responses:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### **BEHAVIOR SPECIFICATION**

**Important:** Ask for as many examples of previous problems that teachers have experienced with ESY classrooms or students on their class roster. Be sure to keep the teacher primarily focused on behaviors that most problematic classwide, as opposed to those that are problematic for individual students who may need additional support beyond a comprehensive universal classroom management plan.

- *What are the specific specific behavioral challenges you expect to see in your classroom? What exactly might it look like when students are being [problem behavior]? Are there times when it looks different from this?*

**Specify examples:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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***Important:*** After eliciting all the examples the teacher can give, ask which behaviors have caused the most difficulty for the teacher(s) in the past and establish a priority.

- *Of the behaviors you have described, which are the most problematic?*
- *To help prioritize problems, you can ask “On a scale of 0 to 10 (where 0=no problem; 10=severe problem), how severe is the problem for you (the class)?”*

***Specify priorities:*** \_\_\_\_\_

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### **IDENTIFY ANTECEDENTS (for each behavior)**

- *What typically happens right before these types of problem behaviors occurs? For example, is a particular type of instruction, type of work, or organizational format going on? Is it a time when you are unable to monitor or provide feedback to the classroom as much as usual?*
  - Type of instruction – format (e.g., computer assisted instruction, independent seatwork, pairs/group work, whole class instruction, guided notes, direct instruction, response cards, choral responding, etc.) and pace
  - Organization/structure of activity – less clearly defined directions, expectations or rules; amount of interaction allowed/opportunities for students to respond
  - Given work – what type of work (e.g., paper & pencil, group work, independent seat work), academic area (e.g., reading, math, etc.), difficulty level (e.g., easy, hard)
  - Decreased monitoring/feedback – adult attention

***Record responses:*** \_\_\_\_\_

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### **IDENTIFY CONSEQUENCES (for each behavior)**

- *What happens after these types of problem behavior occur?*
- *What do the other students do when a student(s) does \_\_\_\_\_?*
- *What do you do when a student(s) does \_\_\_\_\_?*

***Record responses:*** \_\_\_\_\_

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### SUMMARIZE AND VALIDATE PROBLEM BEHAVIOR(S)

**Important:** Summarize and validate antecedent, consequent, and, if applicable sequential conditions.

- *E.g., You've said that students likely do \_\_\_\_\_ after \_\_\_\_\_. Is that correct? Then you would typically do \_\_\_\_\_ and expect that the students do \_\_\_\_\_. Then \_\_\_\_\_ occurs. Is that how it typically how you think it might go?*

**Record responses:** \_\_\_\_\_

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### BEHAVIOR STRENGTH (for each behavior)

- Frequency: *How often might you expect these behaviors to occur?*

**Record responses:** \_\_\_\_\_

- 
- 
- Duration: *How long do you expect these behaviors to last?*

**Record responses:** \_\_\_\_\_

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### SUMMARIZE AND VALIDATE BEHAVIOR AND BEHAVIOR STRENGTH

- *E.g., You've said that students might \_\_\_\_\_. They are likely to engage in this behavior [frequency] and each instance may occur for [duration]. Is that correct?*

**Record responses:** \_\_\_\_\_

**TENTATIVE DEFINITION OF GOAL-QUESTIONS (includes CCU V., #1)**

*"We have been discussing some specific problem behaviors you anticipate to see in your classroom this summer. In this next section I would like you to picture your ideal classroom."*

- *What would you like this classroom to look like? How frequently could students' demonstrate this [problem behavior] without causing problems?*

**Record responses:** \_\_\_\_\_

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**ASSETS QUESTION/IDEAL CLASSROOM**

- Determine what the teacher would like students to be good at.
- Ask about what students' assets might be that will help them reach the goal.
- *What are some of the important qualities that you want children to take home from your classroom?*
- *What do you hope the students from your classroom remember about you as their teacher at the end of the year? What about the future?*

**Record responses:** \_\_\_\_\_

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**APPROACH TO TEACHING / EXISTING CLASSROOM MANAGEMENT STYLE (includes CCU III., #1-4)**

*"Now that I have an understanding about the behavior you expect to see in your classroom and goals for consultation, I want to learn about your current strategies. The next few questions will be about how you manage behavior in your classroom."*

- *Do you have classroom rules? If so, what are they? Are they posted in the room?*

**Record responses:** \_\_\_\_\_

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- *Do you have a classroom schedule yet? If so, could I have a copy of it?*

**Record responses:** \_\_\_\_\_

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- *I would like to learn if you have thought about establishing routines or procedures. I'll read the list below, if you have thought about a set routine, then please describe it. If you have other routines, could you list and describe them for me?*

<u>Name of Routine</u>	<u>Description/Notes</u>
Entering the room	
Lining up	
Leaving the room	
Beginning of the day	
Ending the day	
Taking out/putting away supplies	
Participating in group lessons	
Obtaining help	
Handing in finished work/homework	
When and how to use restroom	
When and how to use drinking fountain	
When and how to use a pencil sharpener	
Preparing for lunch	
Getting a tissue	
Signals for attention	
What to do during free time	

- *Are there specific strategies you typically use to acknowledge appropriate behavior? Do you usually use a reinforcement system (e.g., marble jar, point chart) to acknowledge appropriate behavior? Did you plan to use one this summer? If so, can you describe the system for me?*

**Record responses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- *How do you typically handle inappropriate behavior in your classroom? When students engage in serious inappropriate behavior, what school-wide policies, if any, are supposed to be followed?*

**Record responses:** \_\_\_\_\_

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- *Of the classroom management strategies you've described, which do you find to be most effective? Why?*

**Record responses:** \_\_\_\_\_

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- *What strategies have you found to be ineffective in your classroom? Why do you believe these are ineffective?*

**Record responses:** \_\_\_\_\_

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- *Of the classroom management strategies you've described or even other strategies, are there some specific things you feel you would like assistance with in particular?*

**Record responses:** \_\_\_\_\_

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### **SUMMARIZATION STATEMENT OF CLASSROOM MANAGEMENT STYLE**

- Briefly summarize to check accuracy before moving on. Note primary strategies used and what the teacher stated as their overall effectiveness.

**Record responses:** \_\_\_\_\_

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### **PAST CONSULTATION/COACHING EXPERIENCES (includes CCU VI., #1)**

- *What has been your past experience with consultation? What did you find helpful/not helpful?*



**Record responses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **DIRECTIONAL STATEMENT TO PROVIDE RATIONAL FOR ASSESSMENT**

- *We need to collect some more information about the challenging behaviors in your classroom. This information will help us determine how frequently the behaviors are occurring, and it may give us some clues to the nature of the problem. Also, the information will help inform the development or refinement of any classroom management plan.*
- *Have you developed a written classroom management plan that we can reference?*
  - **If yes:** *Do you have a copy of the plan?*
    - **If yes:** *Could you share a copy of it with us?*
    - **If no:** *Could you write it down quickly or shoot me an email that summarizes what it is?*
  - **If no:** *Okay, that is fine we can work together to develop one.*

**Record responses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **DISCUSS DATA COLLECTION PROCEDURES**

*We will need to collect quite a bit of information that will (a) inform development or refinement of a classroom management plan that will be most effective for your students, and (b) provide some baseline data so we can see where your students are prior to intervention.*

- **Consultant completed data collection:**
  - *During the assessment period, when I am getting a sense of your classroom, I will need to conduct several 30-minute observations of your class every day for the summer. We can look at your schedule to determine an appropriate time for me to observe.*

### **VALIDATE RECORDING PROCEDURES**

- *Do you have any questions or concerns regarding the observations or data collection?*

**Record responses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ESTABLISH DATE(S) FOR DATA COLLECTION**

- What time would work best for your schedule? (Might need to be modified based on other classrooms' schedules.)

*Observations scheduled for:*

**FIRST DATE OF COLLECTION:** \_\_\_\_\_

**ESTABLISH DATE OF NEXT APPOINTMENTS**

*Once the first phase of data collection is complete, I will draft a classroom management plan and we will meet again to discuss the plan, make any necessary adjustments, and complete training.*

***PAI meeting:*** DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

PLACE: \_\_\_\_\_

**CLOSING SALUTATION**

## Problem Analysis Interview (PAI)

**Consultant Name/ID:** \_\_\_\_\_

**Teaching Team ID:** \_\_\_\_\_

	Year	Month	Day
<b>Date:</b>	_____	_____	_____

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

**Duration:** \_\_\_\_:\_\_\_\_:\_\_\_\_

(based on audio recording)

**Notes:**

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### **Problem Analysis Interview (PAI)**

**Consultant Note:** The purposes of the PAI are to:

- ◆ Evaluate and obtain agreement on the sufficiency and the adequacy of the baseline data.
- ◆ Conduct a classroom assessment
- ◆ Discuss and reach agreement on the behavior change goal for the class
- ◆ Design a classroom management plan and the who, what, and where regarding the change.
- ◆ Reaffirm the record-keeping procedure

***The consultant should question and/or comment in the following areas:***

#### **OPENING SALUTATION**

- Engage in brief social conversation.

#### **ORAL SUMMARY OF CLASSROOM ASSESSMENT RESULTS & BEHAVIORS**

**Important:** Provide an oral summary of the assessment data. Answer any questions that the teacher may have regarding data. Following a summary of student data, this oral summary should (a) start with positives, (b) start with the beginning of the teacher section of the report and move on from there, (c) create dialogue, and (d) summarize and validate what the teacher communicates.

*“Thanks for meeting with me. I have compiled all the data from the classroom observations I conducted over the past week (or more). It was really helpful to observe the classroom, and I think I got some good information. To start, I would like to quickly summarize all of the information for you.”*

- *E.g., Let me begin by describing what I observed students doing in the classroom. The data we collected indicates that ...*
  - Summarize student observation data (e.g., *The class demonstrated [behavior category] during % of intervals*).
    - *Do you feel the data I just reviewed is typical for your classroom? If not, what would you say is more typical?*
    - Review data table/graphs with teacher.
    - *Summarize and validate teacher’s thoughts about the observation data (e.g., What you communicated before was spot on..., So you are saying that what I observed is similar/different in the following ways...)*
- *E.g., Now I would like to highlight all the great things I noticed about your classroom (e.g., make some general statements about the things you enjoyed observing; “The atmosphere was very positive. It’s clear that you really care about your students and enjoy helping them be successful. You have a great interpersonal style. The other*

*thing that stood out to me is how much time you must put into planning each day to be successful.”)*

- Summarize teacher observation data (e.g., *Your ratio of positive statements to corrections/reprimands was...*). Start from top of teacher section and move down. Remember to engage the teacher in a dialogue about topics that may be difficult to discuss or that he or she had not really thought about previously.
  - Review data table/graphs with teacher.
  - Summarize and validate teacher’s thoughts about the observation data

**Record responses:** \_\_\_\_\_

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### REVIEW INTERVENTION PLAN

- Describe classroom management plan. Be sure to highlight how the plan includes all critical components of an effective classroom management system.
- Go over each part of the classroom management plan with the teacher.
- Refer to Direct Training Protocol to see what is covered later on.

**Record responses:** \_\_\_\_\_

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### SUMMARIZE AND VALIDATE THE INTERVENTION PLAN

- We’ll try this...[briefly summarize plan].
- Are there any concerns or questions you have with the plan?

**Record responses:** \_\_\_\_\_

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### PROVIDE DIRECT TRAINING ON THE CLASSROOM MANAGEMENT PLAN OR SCHEDULE TIME FOR TRAINING

- Let’s go over how you’ll implement this plan...(didactic instruction, modeling, role play). Utilize Direct Training protocol.

**Record responses:** \_\_\_\_\_

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**SUMMARIZE AND VALIDATE THE TRAINING**

- *Ok, so we will try this plan...do you have any additional questions?*

**Record responses:** \_\_\_\_\_

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**DISCUSS DATA COLLECTION PROCEDURES**

- **Consultant completed data collection:**
  - *Just as I did over this past week (or more), I will need to conduct additional 30-minute observations every day. I will continue to bring another person with me about once per week.*

**Record responses:** \_\_\_\_\_

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**CLOSING SALUTATION**

Treatment Evaluation Interview (TEI)

**Consultant ID:** \_\_\_\_\_

**Teacher ID:** \_\_\_\_\_

	Year	Month	Day
<b>Date:</b>	_____	_____	_____

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

**Duration:**     \_\_\_\_ : \_\_\_\_ : \_\_\_\_

(based on audio recording)

**Notes:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Treatment Evaluation Interview (TEI)**

**Consultant Note:** The purposes of the TEI are to:

- ◆ Determine if the goals of consultation have been obtained.
- ◆ Evaluate the effectiveness of the treatment plan.
- ◆ Discuss strategies and tactics regarding the continuation or modification of the treatment plan.
- ◆ Terminate consultation.

***The consultant should question and/or comment in the following areas:***

#### **OPENING SALUTATION**

#### **EVALUATE GOAL ATTAINMENT**

- *You have implemented the classroom management plan for \_\_ weeks. How are things going?*

**Record responses:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### **QUESTIONS ABOUT GOAL ATTAINMENT**

- *Is the class better behaved during the class period/activities now? The same?*
- *Can we say that the goal of decreasing the class's problem behavior(s) or the goal of the class maintaining a manageable level of behavior has been attained now?*

**Record responses:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### **EVALUATE PLAN EFFECTIVENESS**

- *Would you say that the classroom management plan was responsible for improving or maintaining the class's behavior?*



**Record responses:** \_\_\_\_\_

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### **EVALUATE EXTERNAL VALIDITY OF PLAN**

- *Do you think this classroom management plan would have worked with another class?*

**Record responses:** \_\_\_\_\_

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### **CONDUCT POSTIMPLEMENTATION PLANNING/ PLAN CONTINUATION**

- *If you had more time this summer, would you want to leave the classroom management plan in place?*

**Record responses:** \_\_\_\_\_

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### **QUESTIONS/STATEMENTS ABOUT PLAN MODIFICATION**

- *Are there any ways in which we could change the procedures or strategies to make our plan more effective?*

**Record responses:** \_\_\_\_\_

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### **DESIGN PROCEDURES TO FACILITATE GENERALIZATION AND MAINTENANCE**

- *Are there any additional procedures or strategies that can or should be implemented to be sure that you could successfully use these strategies with future classes over time? Are you worried that any of the strategies might stop being effective over time?*

**Record responses:** \_\_\_\_\_

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## DISCUSS DATA COLLECTION PROCEDURES

- **Provide teacher with the social validity scales**
  - *There are two measures we'd like you to complete so that you can give us feedback on different parts of this project. Let's go through them briefly...*
    - **Consultant Evaluation Form** – This form is for you to provide feedback about the support I have provided to you.
    - **Usage Rating Profile-Intervention** – This form is designed for you to let us know what you thought about the classroom management plan designed for you class.
- **Review the student observation data with the teacher.**
  - *The data we collected indicates ...*
    - Summarize observation (e.g., *The class demonstrated [behavior category] during % of intervals*).
- **Review the teacher observation data with the teacher.**
  - Summarize classroom management observation data (e.g., *You achieved % implementation of the CMP...*).
- **Review data table/graph with teacher.**

**Record responses:** \_\_\_\_\_

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## ARRANGE FOR COLLECTION OF SCALES AND MEASURES

*Date/time to collect social validity scales and classroom ecology measures:*

\_\_\_\_\_

## STATEMENTS REGARDING TERMINATION OF CONSULTATION

- *Thank you for participating in this project. As our goals for the project have been met, this will be the last time we need to meet formally.*

**Record responses:** \_\_\_\_\_

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**CLOSING SALUTATION**

## Appendix G: Consultation TI Checklists

**Problem Identification Interview Data Sheet**

Adapted from (Bergan &amp; Kratochwill, 1990)

Date: \_\_\_\_\_

Consultant: \_\_\_\_\_

Consultee: \_\_\_\_\_

<b>Interview objective</b>	<b>Occurrence</b>	<b>Non-occurrence</b>
1. Opening salutation	_____	_____
2. General statement	_____	_____
3. Behavior specification		
a. Specify examples	_____	_____
b. Specify priorities	_____	_____
4. Identify antecedents	_____	_____
5. Identify consequences	_____	_____
6. Summarize and validate	_____	_____
7. Behavior strength		
a. Frequency	_____	_____
b. Duration	_____	_____
8. Summarize and validate	_____	_____
9. Tentative definition of goal	_____	_____
10. Assets question/Ideal classroom	_____	_____
11. Approach to teaching/Existing classroom management style		
a. Rules	_____	_____
b. Schedule	_____	_____
c. Routines and behavior checklist	_____	_____
d. Strategies for acknowledging appropriate behavior	_____	_____
e. Strategies for handling inappropriate behavior	_____	_____
f. Effective strategies	_____	_____
g. Ineffective strategies	_____	_____
h. Specific requests for assistance	_____	_____
12. Summarize classroom management style	_____	_____
13. Past consultation/coaching experience	_____	_____
14. Directional statement about data recording	_____	_____
15. Review data collection procedures	_____	_____
16. Validate recording procedures	_____	_____
17. Establish dates for data collection	_____	_____
18. Establish date of next appt. (tentative)	_____	_____
19. Closing salutation	_____	_____

### Problem Analysis Interview Data Sheet

Adapted from (Bergan & Kratochwill, 1990)

Date: \_\_\_\_\_

Consultant: \_\_\_\_\_

Consultee: \_\_\_\_\_

Interview objective	Occurrence	Non-occurrence
1. Opening salutation	_____	_____
2. Summary of assessments		
a. Summarized student data	_____	_____
b. Summarized teacher data	_____	_____
3. Review intervention plan	_____	_____
4. Summarize and validate the intervention plan	_____	_____
5. Train teacher (See Direct Training TI to rate specific DT steps)	_____	_____
6. Summarize and validate	_____	_____
7. Continuing data collection	_____	_____
8. Establish date of next appt. (tentative)	_____	_____
9. Closing salutation	_____	_____

### Treatment Evaluation Interview Data Sheet

Adapted from (Bergan & Kratochwill, 1990)

Date: \_\_\_\_\_

Consultant: \_\_\_\_\_

Consultee: \_\_\_\_\_

Interview objective	Occurrence	Non-occurrence
1. Opening salutation	_____	_____
2. Evaluate goal attainment	_____	_____
3. Goal attainment questions	_____	_____
4. Evaluate plan effectiveness	_____	_____
5. External validity	_____	_____
6. Post-implementation planning	_____	_____
7. Plan modification	_____	_____
8. Design generalization and maintenance procedures	_____	_____
9. Data-collection procedures	_____	_____
10. Arrange for collection of scales	_____	_____
11. Schedule dates of follow-ups	N/A	N/A
12. Termination of consultation	_____	_____
13. Closing salutation	_____	_____

## Appendix H: Direct Training Protocol &amp; TI Rating Form

**DIRECT TRAINING**

Direct Training aims to increase implementer's implementation self-efficacy by teaching her/him foundational intervention implementation skills. Through detailed training, modeling, practice, and feedback, the implementer will build knowledge and positive experiences with the intervention. Completion of Direct Training should improve the implementer's positive expectations about intervention effectiveness and implementation success.

**Preparing for Direct Training**

- ✓ Review general guidelines for preparing for an Implementation Support Strategy meeting and complete necessary planning steps.
- ✓ Break down the intervention into teachable intervention steps.
- ✓ Decide how to proceed through the Direct Training steps based on the specific intervention and treatment integrity data (if available). You may go through the didactic training, modeling, practice, and feedback (steps 2 to 10) for the entire intervention or only for individual or chunked intervention components and then go back through this sequence for the next intervention component(s). You may also find that it is not appropriate to model and practice specific intervention components (e.g., posting a sign). Making the decision among these options may depend on the number and complexity of intervention components, or the theoretical links between intervention steps (e.g., if several components are based on one principle, if intervention components build on one another). Also consider how the intervention is implemented (e.g., all steps delivered at once, different steps provided at separate times) or if the teacher struggles with particular intervention components (based on treatment integrity data).

**MATERIALS:**

- ✓ A written list of intervention steps.
- ✓ Any items needed to practice the intervention (e.g., forms, training manual).

Steps	Talking Points
<b>I. Preview the objectives for the session</b>	<ul style="list-style-type: none"> <li>• Provide an overview of Direct Training by briefly describing steps including review of the intervention, modeling, practice and feedback.</li> <li>• Discuss goals for the Direct Training session. These might include increasing the implementers'</li> </ul>

## 2. Didactic intervention training

- implementation skills and confidence.
- Highlight how the steps of Direct Training will help meet the session goals.
- Provide an overview of the intervention, its purpose in supporting student outcomes and a rationale for its effectiveness.
- Review each skill/step needed to implement the intervention, providing detailed instructions on how to carry out each skill/step, including any intervention materials needed. Make sure to emphasize (a) *why* each step is important and *what* it accomplishes, and (b) any relevant research support, as appropriate.
- Throughout, encourage the implementers' active involvement by asking questions about implementation, use of the step, and answering any questions.

## 3. Answer implementer's questions

- Ask the implementer if he/she has any questions or concerns about the intervention or its implementation.
- Address these questions and concerns the best as you can based on intervention research and your experience.

## 4. Demonstrate intervention

- Demonstrate intervention components. During your demonstration, you may simply demonstrate delivering the intervention as planned or you may describe what you are doing. If you describe your actions, be sure to note aspects of implementation related to adherence (i.e., delivering the intervention as planned) and quality (i.e., *how* you are delivering intervention components).

## 5. Engage the implementer in guided practice

- Have the implementer practice the intervention and provide supportive guidance as needed. Guidance may include additional explanations of intervention steps, prompts, hints, guiding questions, answering implementer questions, and encouragement.

## 6. Provide feedback about

- Provide feedback about the guided practice. Give specific (e.g., detailed) feedback in a positive and



**the practice**

- 7. Repeat guided practice and feedback, if necessary**
  - If needed, repeat steps 5 and 6 until the implementer successfully and confidently implements each component of the intervention.
- 8. Implementer engages in independent practice**
  - Have the implementer independently practice of the intervention or grouped intervention steps.
  - Do not provide any guidance during the independent practice, but note areas of strength during implementation as well as areas for improvement.
- 9. Provide feedback about the practice**
  - Ask the implementer to self-evaluate their independent practice.
  - Provide constructive feedback regarding the implementer's independent practice. Be sure to reinforce successes and correct any implementation errors.
- 10. Repeat independent practice and feedback, if necessary**
  - If needed, repeat steps 8 and 9 until the implementer successfully and confidently implements each component of the intervention independently.
- 11. Close Direct Training**
  - Revisit the consultation goals and evaluate if those goals have been met through Direct Training.
  - Ask if the implementer has any questions.
  - Provide positive feedback to the implementer about her/his participation in Direct Training.

## DIRECT TRAINING: Treatment Integrity Data Sheet

Consultee \_\_\_\_\_ Consultant \_\_\_\_\_ Date \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Strategy Steps		Adherence					Quality*			
		Complete	Substantial	Limited	None	NA	Excellent	Good	Fair	Poor
1.	Preview the objectives for the session	3	2	1	0	NA	3	2	1	0
2.	Didactic intervention training	3	2	1	0	NA	3	2	1	0
3.	Answer consultee’s questions	3	2	1	0	NA	3	2	1	0
4.	Demonstrate intervention	3	2	1	0	NA	3	2	1	0
5.	Engage the consultee in guided practice	3	2	1	0	NA	3	2	1	0
6.	Provide feedback about the practice	3	2	1	0	NA	3	2	1	0
7.	Repeat guided practice, providing feedback, if necessary	3	2	1	0	NA	3	2	1	0
8.	Consultee engages in independent practice	3	2	1	0	NA	3	2	1	0
9.	Provide feedback about the practice	3	2	1	0	NA	3	2	1	0
10.	Repeat independent practice and feedback, if necessary	3	2	1	0	NA	3	2	1	0
11.	Close Direct Training	3	2	1	0	NA	3	2	1	0
Sum Columns										
Sum Adherence Columns							Sum Quality columns			
Number of Applicable Steps x 3		A					Number of Rated Quality Steps x 3		A	
Divide A / B							Divide A / B			
Adherence %							Quality %			

\*Only complete if adherence step is rated complete, substantial, or limited

Consultee Responsiveness				
	Always 100%	Mostly >50%	Rarely <50%	Never 0%
Consultee was <b>actively engaged</b> in the intervention.	3	2	1	0
Consultee <b>cooperated</b> with the intervention.	3	2	1	0

## Appendix I: Performance Feedback Protocol and TI Rating Form

### Performance Feedback

Performance Feedback aims to increase the implementer's implementation of all intervention steps through a discussion of implementation data and student outcomes, detailed review of difficult implementation steps, and collaborative problem-solving to address challenges to implementation. After the session, the implementer should have developed a new perspective of his or her implementation of the intervention and feel confident implementing the intervention steps moving forward, including steps that have previously been difficult to implement consistently.

### Preparing for Performance Feedback

- ✓ Review general guidelines for preparing for an Implementation Support Strategy meeting and complete necessary planning steps.
- ✓ Review the intervention implementation data and student outcomes data.
- ✓ Prepare the intervention implementation data (e.g., Treatment Integrity Across Sessions Graph and Treatment Integrity Across Intervention Steps Graph) and be prepared to share these figures, summarize the data, and answer questions on a constructive and supportive manner.
- ✓ Prepare the student outcomes data (e.g., Progress Monitoring Graph) and be prepared to share and summarize the data.
- ✓ Review and re-familiarize yourself with the intervention and be prepared to explain the intervention steps as related to student outcomes and implementation data.

### MATERIALS:

- ✓ Intervention implementation data (e.g., Treatment Integrity Across Sessions Graph and Treatment Integrity Across Intervention Steps Graph).
- ✓ Student outcomes data (e.g., Progress Monitoring Graph).
- ✓ Written intervention plan.

Steps	Talking Points
<b>12. Elicit implementer feedback about the intervention process</b>	<ul style="list-style-type: none"> <li>• Ask implementer to evaluate the intervention process.</li> <li>• Address any questions or concerns the implementer has regarding the intervention or implementation.</li> </ul>

**13. Elicit implementer feedback about student responsiveness**

- Ask the implementer to about their impressions of the students progress and response the intervention, focusing on desired student outcomes.
- Address any questions or concerns the implementer has regarding student progress.

**14. Review implementation data**

- First, review the intervention implementation data by providing a summary of the Treatment Integrity Across Sessions Graph to the implementer.
- Next, review the Treatment Integrity Across Intervention Steps Graph with implementer. Explain the graph displays the percentage of days each intervention step was implemented according to the intervention plan.
- Highlight intervention steps that were completed consistently and praise the implementer.
- Review intervention steps that were consistently implemented .

**15. Review student outcomes data**

- Review the student progress monitoring data by describing the Progress Monitoring Graph to implementer.
- Discuss student progress monitoring data as they relate to the intervention implementation data, focusing on the relationship between the two graphs.

**16. Review intervention steps and confirm implementer understanding**

- Review the intervention steps that were not consistently implemented using the intervention plan for reference.
- For each step, describe (a) the procedures for implementation, (b) when it is to be implemented, and (c) any materials needed.
- Confirm that the implementer's understands the intervention steps reviewed.

**17. Problem-solve strategies for**

- Ask the implementer for feedback about the implementation of steps that have not been

## **implementation improvement**

### **18. Confirm implementer commitment to increasing implementation**

### **19. Review session content**

- consistently implemented.
- Based on implementer's feedback, work collaboratively to discuss strategies to address the challenges the implementer is experiencing implementing these steps.
- Confirm that the implementer feels prepared and committed to increase his or her implementation of the intervention.
- Summarize the objectives of the session and highlight the link between progress monitoring data and treatment integrity as well as the intervention steps review and problem-solving.
- Ask the implementer if he or she has questions.
- Close the meeting by reiterating your support and the implementer's commitment to implementation.

## PERFORMANCE FEEDBACK: Treatment Integrity Data Sheet

Consultee \_\_\_\_\_ Consultant \_\_\_\_\_ Date \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Strategy Steps		Adherence					Quality*			
		Complete	Substantial	Limited	None	NA	Excellent	Good	Fair	Poor
1.	Elicit consultee feedback about intervention process	3	2	1	0	NA	3	2	1	0
2.	Elicit consultee feedback about student responsiveness	3	2	1	0	NA	3	2	1	0
3.	Review implementation data	3	2	1	0	NA	3	2	1	0
4.	Review student outcomes data	3	2	1	0	NA	3	2	1	0
5.	Review intervention steps and confirm consultee understanding	3	2	1	0	NA	3	2	1	0
6.	Problem-solve strategies for implementation improvement	3	2	1	0	NA	3	2	1	0
7.	Confirm consultee commitment to increasing implementation	3	2	1	0	NA	3	2	1	0
8.	Review session content	3	2	1	0	NA	3	2	1	0
Sum Columns										
Sum Adherence Columns		A			Sum Quality columns					
Number of Applicable Steps x 3		B			Number of Rated Quality Steps x 3					
Divide A / B					Divide A / B					
Adherence %					Quality %					

Consultee Responsiveness				
	Always 100%	Mostly >50%	Rarely <50%	Never 0%
Consultee was <b>actively engaged</b> in the intervention.	3	2	1	0
Consultee <b>cooperated</b> with the intervention.	3	2	1	0

\*Only complete if adherence step is rated complete, substantial, or limited

## Appendix J: Classroom Management Plan

Standardized Classroom Management Plan  
Project PRIME

Maximize Structure and Predictability	
1) <u>Explicitly define and enforce classroom schedule, routines, and procedures</u>	<p><i>Rationale:</i> Appropriate academic and social behaviors are promoted through the creation of teacher- and student-directed structure in the classroom.</p> <p><b>Classroom Schedule</b></p> <ul style="list-style-type: none"> <li>▪ Post the classroom schedule each day, in a location visible to the students. Make sure the visual is developmentally appropriate, complete, and legible.</li> <li>▪ Review the day's schedule each morning and the goals/tasks to be accomplished that day.</li> </ul> <p><b>Classroom Routines and Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Explicitly teach classroom routines and procedures (e.g., homework submission each morning, distribution of materials for classroom activity, leaving the classroom to move to a specials class).</li> <li>▪ Maintain visual reminders of routines and procedures to promote mastery. Make sure the visual is developmentally appropriate, complete, and legible.</li> <li>▪ Promote continued adherence to and completion of these routines and procedures through the use of prompts/pre-corrects, specific and contingent praise, and periodic review of examples and nonexamples of behaviors related to the routines and procedures.</li> </ul>
2) <u>Arrange classroom in a manner that minimizes crowding and distraction</u>	<p><i>Rationale:</i> Crowding and distraction negatively impact school performance and behavior, and these characteristics of the classroom can be easily manipulated to promote student engagement.</p> <p><b>Classroom Seating and Spatial Arrangement</b></p> <ul style="list-style-type: none"> <li>▪ Arrange student desks and work spaces in a way that facilitates teacher-led instruction, independent seatwork, and small-group activities, and transitions between these types of activities.</li> <li>▪ Maximize the ease of traffic flow.</li> </ul>

- Promote the recognition of teacher and student interpersonal space.

#### **Locations for Materials**

- Designate locations for instructional support materials (e.g., workbooks, dry erase boards), supplementary materials (e.g., rulers, scissors), and teacher and student personal items (e.g., backpacks, lunchboxes). Make sure locations are clearly designated, accessible to students (as appropriate), and organized.
- Teach students how to access the materials and maintain their designated locations (e.g., role play, modeling).
- Reinforce the appropriate retrieval and return of materials with periodic review of material locations, pre-corrections, visual prompts, and specific praise.

#### **Post, Teach, Review, and Monitor a Small Number of Positively Stated Expectations**

##### **3) Post and explicitly teach a small number of positively stated classroom expectations**

*Rationale:* Posting, teaching, and reviewing expectations is likely to result in a decrease in off-task and disruptive behavior and an increase in academic engagement and conflict resolution.

#### **Classroom Expectations**

- Post 3-5 expectations that include examples of expected behavior. [If school employs PBIS, the classroom expectations should include observable examples of schoolwide expectations.]
- Present expectations in a developmentally expected manner (e.g., complexity of language, inclusion of representative graphics).
- Post visual reminders of the expectations to prompt students to demonstrate expected behavior. Make sure the visual is developmentally appropriate, positively stated, complete, and legible.

#### **Behavior Expectations Matrix**

- Create and post a Behavior Expectations Matrix, which provides specific examples of what following each classroom expectation looks like within the context of common classroom routines and procedures (see *Behavior Expectations Matrix*). This can be completed with student input and updated throughout the school year. Make sure the visual is developmentally appropriate, positively stated, complete, and legible.
- Teach the classroom expectations and corresponding Behavior Expectations Matrix content using a direct instruction approach: tell students what to do and how to do it, demonstrate it, provide an opportunity for practice (select role player and conduct role play), and give feedback (see *Sample Lesson Plan to Teach Classroom Expectations*).
- Reteach periodically, during typical routines or procedures (e.g., morning routine). One expectation or the expectations for a specific routine can be taught through a brief (approximately 5 minute) lesson.



<p>4) <u>Prompt/pre-correct students for expected behavior</u></p> <p><i>Rationale:</i> Prompts and pre-corrections serve as proactive reminders and adjustments made to increase the likelihood students will meet expectations.</p> <p><b>Prompt Expected Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Prior to each activity and transition, briefly and explicitly state what students are expected to do.</li> </ul> <p><i>Examples:</i> "Please sit criss-cross applesauce and fold your hands in your lap," "While you work on answering these questions, your group's volume should be at the 'quiet discussion' level on our noise chart," and "You have three minutes to put your reading journals away, get your math notebooks from the bookcase, and sit down at your desks. [Set kitchen timer for transition]."</p> <ul style="list-style-type: none"> <li>▪ Reference classroom expectations when providing prompts.</li> <li>▪ Acknowledge students (with specific verbal praise) who respond to prompts and display expected behavior</li> </ul> <p><b>Pre-correct for Expected Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Observe transitions and activities that are regularly difficult for students to complete without displaying undesired behaviors. Make adjustments to these activities to these activities that reduce or eliminate the potential for problems.</li> </ul> <p><i>Example:</i> If students are spending time with their friends in the hallway, rather than getting their materials from their lockers, have students go out in small groups or keep materials in the classroom.</p> <ul style="list-style-type: none"> <li>▪ Provide prompts that explain the new precorrection and acknowledge students who display expected behavior.</li> </ul>	<p>5) <u>Actively supervise and acknowledge student behavior</u></p> <p><i>Rationale:</i> Active supervision has been shown to decrease the number of minor behavioral incidents in the classroom.</p> <p><b>Actively Supervise</b></p> <ul style="list-style-type: none"> <li>▪ Actively supervise by scanning and monitoring student behavior throughout the classroom.</li> <li>▪ Regularly move around the classroom to interact with students and monitor their behavior.</li> <li>▪ Provide regular acknowledgement of appropriate student behavior to (a) increase the likelihood that appropriate behavior will be demonstrated in the future and (b) promote positive student-teacher social interactions.</li> </ul> <p><i>Example:</i> During reading centers, Mrs. Jones has the students in her reading group read independently, while she gets from the table, moves throughout the room to check in with other students, and provide acknowledgement to students engaging in expected behaviors. When Mrs. Jones is working directly when students in her reading group,</p>
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she regularly scans the entire room and provides feedback to students.

### Actively Engage Students in Observable Ways

#### 6) Increase rate and vary type of opportunities to respond

*Rationale:* Opportunities to respond allow a teacher to (a) ensure active engagement of students, (b) obtain a quick assessment of student understanding, and (c) provide corrective feedback.

##### Increase Opportunities to Respond

- Provide students frequent opportunities to respond (i.e., three per minute)
- Aim for 80% accuracy during instruction on new material and 90% accuracy during drill-and-practice
- Ask questions that can be answered with a brief response, allow a brief period for students to think about their answer, and provide immediate feedback to the students
- Keep a brisk pace

##### Vary Types of Opportunities to Respond

- Provide opportunities for teacher directed individual responding  
*Examples include:* (1) Break complex problems down into smaller chunks, then have students provide answers to each chunk of the problem. (2) Use drill-and-practice questions from a deck of questions made up on note cards, to which students provide individual responses, interspersed with unison responses. (3) Mix into every lesson a session of brief, fast-paced teacher-directed review of previous material, asking for both individual and group responses. (4) Ask a question, allowing think time, and then call on a random student without asking students raise their hands. If that student does not know the answer, allow the student to “phone a friend” for help. (5) Ask a question and then draw a stick with a student’s name out of a jar. Maintain a fast pace and ask all students a question.
- Provide opportunities for verbal choral responding. To do so, develop questions with (a) only one right answer and (b) that can be answered with short one- to three-word responses. Provide a thinking pause of at least three seconds between asking a question and initiate a clear signal or predictable phrase to cue students when to respond in unison.  
*Examples include:* “3 multiplied by 3 is?” “Who is author of *The Phantom Tollbooth*?” “The capital of Connecticut is?”
- Provide opportunities for non-verbal choral responding  
*Examples include:* (1) Use white boards: Students have personal white boards to write answers to teacher’s question with an erasable marker. Students can write words, numbers, or solve problems and then, when cued, hold up their boards to display their answers. (2) Develop response cards: pre-printed cards that have choice words on each side such as *Yes/No, True/False, Odd/Even*. (3) Have students use 1, 2, or 3 fingers: number multiple-choice answers to a

question on the board and ask students to hold up the number of fingers for the corresponding response they believe is correct.

### Use Strategies to Promote Appropriate Behavior

#### 7) Increase rate of specific and contingent praise

*Rationale:* Specific and contingent praise has been shown to increase academic engagement and appropriate behavior in disruptive students. Additionally, praise has been shown to increase intrinsic motivation and sense of competence.

##### **Specific and Contingent Praise**

- When student(s) display expected behaviors, immediately provide verbal praise that explicitly states what was done well
- Examples:* “[Student Name], I like the way you raised your hand and waited to be called on,” “Great job lining up quietly, [Student Name],” and “Thank you all for putting your homework in the inbox.”
- Provide more praise statements than reprimands/corrections throughout the day

#### 8) Systematically provide reinforcement for expected behavior

*Rationale:* The goal of a reinforcement system based on the delivery of secondary reinforcers is to bring about positive behavior change in students. This is accomplished when students are motivated, by the potential to earn a secondary reinforcer, to engage in appropriate behavior.

##### **Design the Reinforcement System**

- Identify student behaviors for which reinforcement will be provided. These behaviors should represent observable expressions of the classroom expectations, and potentially schoolwide expectations. The contents of the *Behavior Expectations Matrix* may be helpful in defining the system’s target behaviors.
- Identify the “tokens” that will be awarded to students when the target behaviors are displayed. Tokens may be tally marks, marbles, stickers, etc., and will be exchanged for reinforcers.
- Define when tokens are available to be earned (e.g., all day, between 8:30-11:30, during math class, etc.) and determine how they will be awarded (e.g., students put a marble in their own jars, the “tally marker” of the week writes all tallies on the side board, etc.).
- Develop a menu of reinforcers that are varied, can be feasibly delivered in the classroom, and are developmentally appropriate. Student input may be sought in the creation of the reinforcer menu and each item listed should have a specified token value (e.g., 5 extra minutes of recess [10 tokens]). See *Group Reinforcer Menu* and *Individual*

*Reinforcer Menu* for ideas.

- Develop procedures that specify when and how tokens will be exchanged for reinforcers. Consider feasibility given the classroom schedule, logistical concerns (e.g., the locations of the tokens and reinforcers), and potential issues with students who have not earned the reinforcer.

#### **Teach Students the Reinforcement System**

- Introduce the system through a discussion about appropriate classroom behavior.
- Review the behaviors for which reinforcement will be provided. Consider using direct instruction, modeling, and role-playing, as appropriate.
- Explain what the “tokens” are, when they can be earned, and what they are worth (reinforcement menu). Post this information in a place easily accessible to students may be helpful as the system is first implemented.
- Teach the system procedures for being awarded tokens and exchanging tokens using a direct instruction approach: tell students what to do and how to do it, demonstrate it, provide an opportunity for practice (select role player and conduct role play), and give feedback.

#### **Implement the Reinforcement System**

- At the beginning of each pre-determined rating period, provide a verbal or visual prompt to remind students about the opportunity to earn tokens.
- Actively monitor student behavior during the rating period and identify behaviors to be reinforced.
- Award tokens as outlined in the established procedures. At the same time, verbally acknowledge the student(s) and behavior(s) that earned a token and encourage all students to work to earn a token during the next rating period.
- When the system procedures specify, provide students with an opportunity to exchange their tokens for a reinforcer. Students who have not earned enough tokens will not participate in or receive the reinforcer.
- When delivering the reinforcer, provide verbal feedback to students about their behavior, highlighting appropriate behavior demonstrated and areas for improvement.

#### **Use Strategies to Discourage Inappropriate Behavior**

##### **9) Systematically use the least intensive strategy necessary to discourage inappropriate behavior**

*Rationale:* Research supports the use of a continuum of strategies to respond to inappropriate behavior, with the intensity of the response corresponding to the severity and intensity of the behavior.

#### **Least Intensive Techniques**

- Increase proximity to student engaging in inappropriate behavior.  
*Example:* During partner work, move around the classroom and pause near the pairs that appear to be off-task.
- Use a nonverbal action/gesture to redirect student(s) to engage in appropriate behavior.  
*Example:* When a student is off-task, make eye contact and point to the worksheet he/she is supposed to be completing.
- Implement planned ignoring (i.e., not providing attention, not allowing a student to escape their work or other activity) of inappropriate behaviors that discontinues reinforcement for the inappropriate behavior.  
*Example:* When a student leans over and whispers to another student, continue with instruction and do not reward his/her inappropriate behavior with attention.
- Provide specific praise to peer(s) engaging in an appropriate behavior to prompt and encourage others to engage in appropriate behaviors.  
*Example:* When a student does not return his/her ruler to the proper location, praise another student who returned the ruler correctly.

#### **Error Corrections (Moderately Intensive)**

- When a student displays an inappropriate behavior, immediately provide a correction that is *brief* (a few words or one sentence), *specific* (explicitly tell the student of the behavior he/she should be engaging) and *non-emotional* (stated at a volume appropriate for the setting and in a conversational tone of voice).  
*Example:* When a student calls out and interrupts another student, an error correction might be, "[Name of student who called out], remember that one way we show respect in this classroom is by listening to others when they are speaking." If appropriate, have the student state or role play appropriate behavior following the error correction and provide positive feedback.

#### **Schoolwide Policies (Most Intensive)**

- Adhere to schoolwide policies for managing serious behavior issues.  
*Examples:* conferences in the hallway, calling the school psychologist or principal, or sending the student to the office

## Appendix K: Lesson Plan for Teaching Behavior Expectations

**Sample Lesson Plan to Teach Classroom Expectations**

Classroom Expectation	
Be Respectful: Raise your hand and wait to be called on.	
<b>Location/Setting of Lesson:</b> Morning meeting, 2 <sup>nd</sup> grade general education classroom	
<b>Materials Needed (if applicable):</b> Red and green cards for each student.	
Teaching Objective	
<p><i>Clearly state a behavioral teaching objective:</i></p> <p>Students will show respect by appropriately raising their hand and waiting to be called on before speaking. Each student will be able to accurately identify behavior that meets this expectation vs. inappropriate behavior.</p>	
Teach	
<p><i>Provide a verbal description of the rule and why it is important:</i></p> <p><i>"We raise our hand and wait to be called on before talking. This is being respectful because it allows everyone to have a turn and to let me know when you need something."</i></p>	
Model	
<p><i>Indicate how you will demonstrate rule following behavior within indicated routine:</i></p> <p><i>"I am going to show you how we can be respectful in our classroom by raising our hands and waiting to be called on."</i></p>	
Positive Examples	Negative Examples
<p><i>Provide a positive example by showing students the appropriate behavior:</i></p> <p><i>"This is how we raise our hand to be called on to talk." Raise hand straight above head.</i></p>	<p><i>Provide a negative example by exhibiting the inappropriate behavior:</i></p> <p>Raise hand and show out, "I know, I know!" Then, ask the class, "Was that the responsible way to get the teacher's attention?"</p>
Lead/Practice	
<p><i>Provide guided practice by having students demonstrate positive examples:</i></p> <p><i>"Joanne, show us how we raise our hand and wait to be called on to talk."</i></p>	
Praise/Reinforce	
<p><i>Provide specific praise for students who demonstrated the rule:</i></p> <p><i>"Great job raising your hand, Joanne!"</i></p>	
Test	
<p><i>Check for understanding of each student:</i></p> <p><i>"Now, I am going to go through some more examples. Some of these examples are of ways that we respectfully raise our hands, and some are not. I want you to hold up a green card if you think that I am raising my hand and waiting to be called for respectfully and a red card if I am not."</i></p>	
Praise/Reinforce	
<p><i>Provide specific praise for students who demonstrated understanding of the rule:</i></p> <p><i>"Great job! Most of you held up your green card because you knew that I raised my hand and waited quietly for the teacher to call on me. You are doing a great job with this rule!"</i></p> <p><i>Devise a system for reinforcing students who follow the rule:</i></p> <p><i>"Raising your hand and waiting to be called on is a great way to be respectful in class and is a way that you can earn a marble for our class jar!"</i></p>	

## Appendix L: Examples of Classroom Visuals

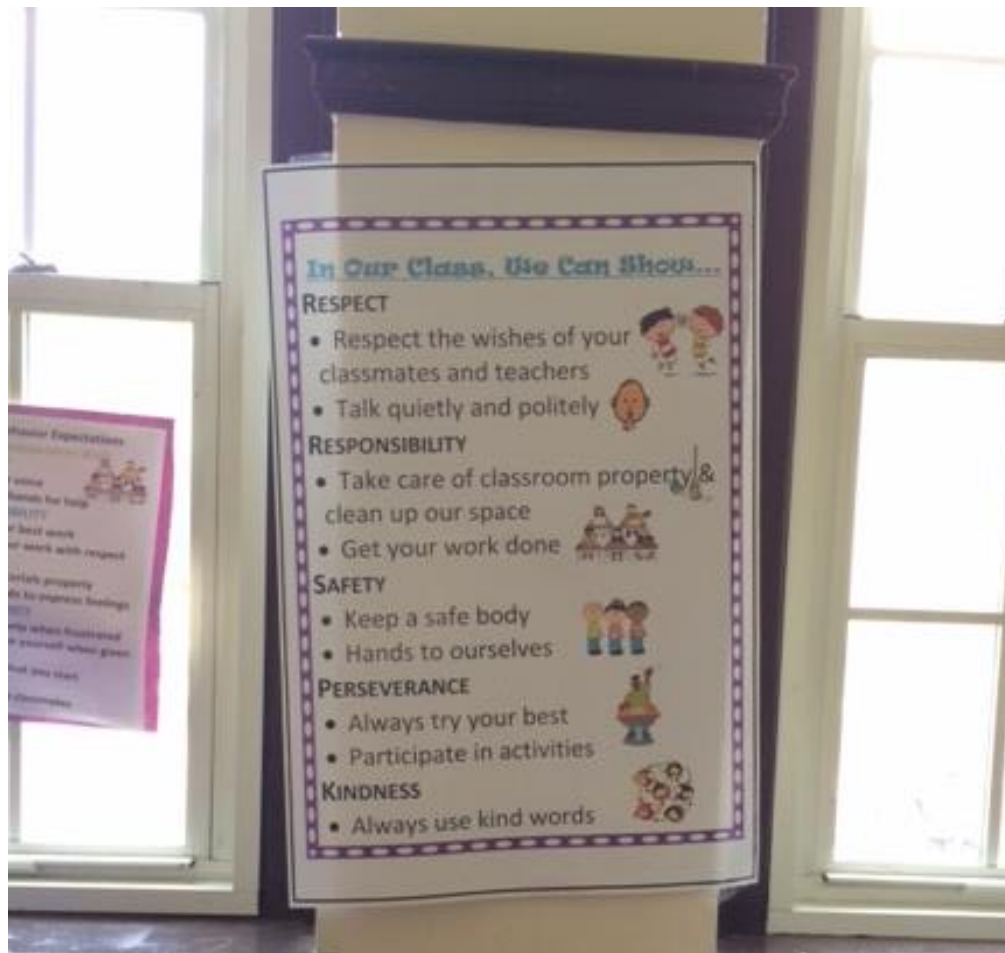
Thursday	July 12   4
7:50 <sup>a.m.</sup> - 8:00 <sup>a.m.</sup>	BREAKFAST
8:00 <sup>a.m.</sup> - 8:40 <sup>a.m.</sup>	SCIENCE
8:40 <sup>a.m.</sup> - 9:20 <sup>a.m.</sup>	MATH
9:20 <sup>a.m.</sup> - 10:00 <sup>a.m.</sup>	LITERACY
10:00 <sup>a.m.</sup> - 10:40 <sup>a.m.</sup>	SOCIAL STUDIES
10:40 <sup>a.m.</sup> - 11:20 <sup>a.m.</sup>	MOVEMENT
11:20 <sup>a.m.</sup> - 11:40 <sup>a.m.</sup>	LUNCH
11:40 <sup>a.m.</sup> - 12:20 <sup>p.m.</sup>	COMMUNITY PARTICIPATION
12:20 <sup>p.m.</sup> - 1:00 <sup>p.m.</sup>	INCENTIVE
DESMISSAL	











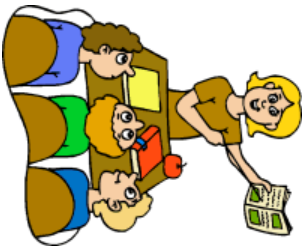
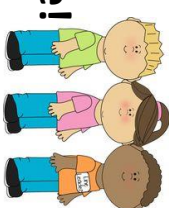


# Bathroom Breaks



Raise hand to use the bathroom!

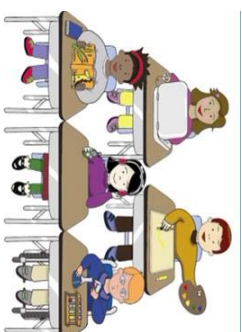
3 students at a time!



Is the teacher speaking?



Is it the end of a class or activity?



Is it independent work or incentive time?



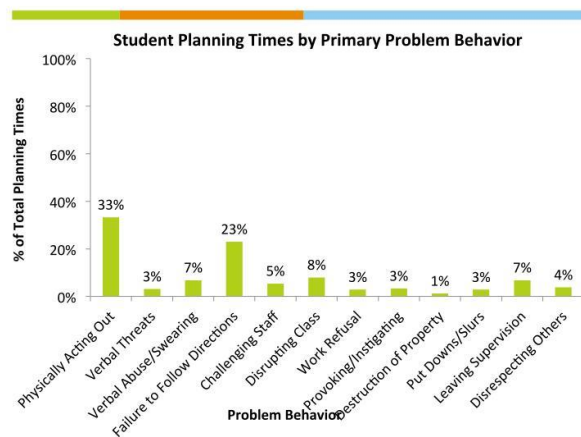
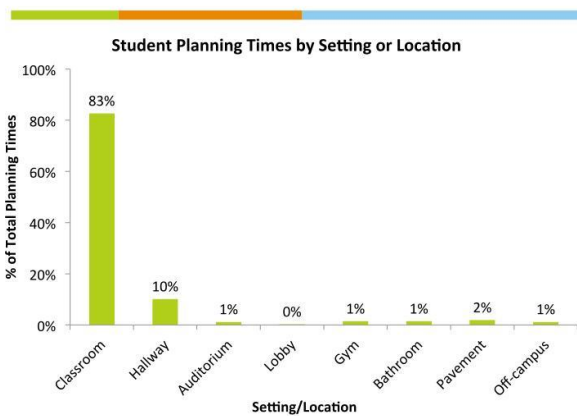
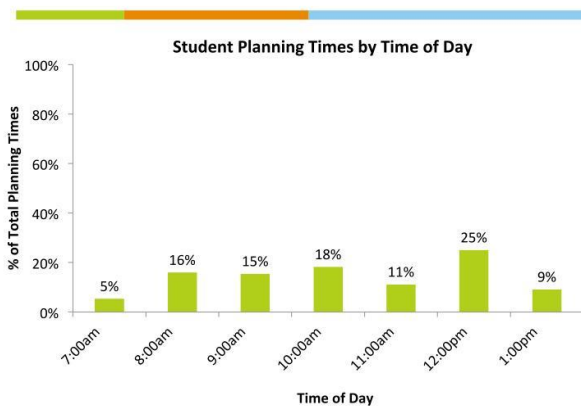
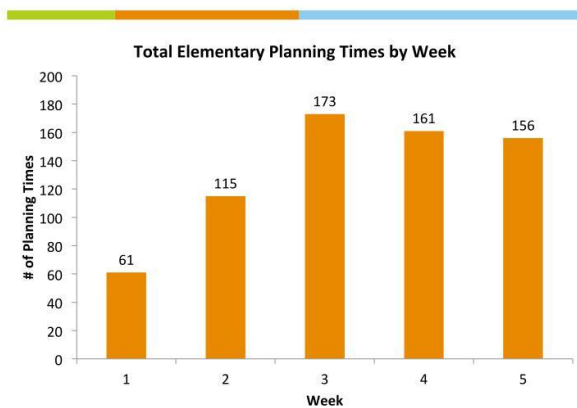
Is it an EMERGENCY?



## Appendix M: ESY Planning Slip

<b>Wediko ESY</b> <b>Self-Change Worksheet</b>		<input type="checkbox"/> Self-Change Workshop <input type="checkbox"/> Administrative Mediation <input type="checkbox"/> Hearing
Student Name: _____ Referring Staff: _____		
Class (circle one): _____ Date: _____ Day (circle): M T W R WS1 WS2 WS3 WS4 WS5 WS6 WS7 WS8 WS9 WS10 WS11 WS12 Time: _____ am pm		
<b>Setting/Location (check primary location only):</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Auditorium <input type="checkbox"/> Pavement <input type="checkbox"/> Lobby <input type="checkbox"/> Off-campus (Specify: _____)	<b>Subject/Activity:</b> <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Arrival <input type="checkbox"/> Language Arts <input type="checkbox"/> Gym <input type="checkbox"/> Dismissal <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Free Period <input type="checkbox"/> FLEX <input type="checkbox"/> Movement <input type="checkbox"/> Transition <input type="checkbox"/> Reading <input type="checkbox"/> Lunch	
<b>Major Problem Behavior (check <u>primary</u> offense only):</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Physically Acting Out (Safety)  <input type="checkbox"/> Verbal Threats (Safety)  <input type="checkbox"/> Verbal Abuse/ Swearing (Social Skills)  <input type="checkbox"/> Failure to Follow Directions (All)         </div> <div style="width: 33%;"> <input type="checkbox"/> Challenging Staff (Safety)  <input type="checkbox"/> Disrupting Class (Safety/Social Skills)  <input type="checkbox"/> Work Refusal (Acad. Resp.)  <input type="checkbox"/> Provoking/Instigating Others (Social Skills)         </div> <div style="width: 33%;"> <input type="checkbox"/> Destruction of Property (Safety/Social Skills)  <input type="checkbox"/> Put Downs/Slurs (Social Skills)  <input type="checkbox"/> Leaving Supervision (Safety/Indp. Resp.)  <input type="checkbox"/> Disrespecting Others (Social Skills)         </div> </div>		
<b>Secondary Behaviors of Concern (check <u>all</u> that apply):</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Physically Acting Out (Safety)  <input type="checkbox"/> Verbal Threats (Safety)  <input type="checkbox"/> Verbal Abuse/ Swearing (Social Skills)  <input type="checkbox"/> Failure to Follow Directions (All)         </div> <div style="width: 33%;"> <input type="checkbox"/> Challenging Staff (Safety)  <input type="checkbox"/> Disrupting Class (Safety/Social Skills)  <input type="checkbox"/> Work Refusal (Acad. Resp.)  <input type="checkbox"/> Provoking/Instigating Others (Social Skills)         </div> <div style="width: 33%;"> <input type="checkbox"/> Destruction of Property (Safety/Social Skills)  <input type="checkbox"/> Put Downs/Slurs (Social Skills)  <input type="checkbox"/> Leaving Supervision (Safety/Indp. Resp.)  <input type="checkbox"/> Disrespecting Others (Social Skills)         </div> </div>		
<b>Others Involved:</b> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Para <input type="checkbox"/> Other Staff <input type="checkbox"/> Other _____		
<b>Possible Motivation:</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 25%;"> <input type="checkbox"/> Obtain Peer Attention  <input type="checkbox"/> Obtain Adult Attention         </div> <div style="width: 25%;"> <input type="checkbox"/> Obtain Items/Activities  <input type="checkbox"/> Avoid Peer(s)         </div> <div style="width: 25%;"> <input type="checkbox"/> Avoid Adult(s)  <input type="checkbox"/> Avoid Task/Activities         </div> <div style="width: 25%;"> <input type="checkbox"/> Don't Know  <input type="checkbox"/> Other _____         </div> </div>		
<b>Description:</b> _____ _____ _____ _____		
<b>On Arrival to Self-Change Workshop, student was:</b> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> In Physical Control    <input type="checkbox"/> In Verbal Control    <input type="checkbox"/> Ready to Focus and Process         </div> Start Time: _____ Finish Time: _____ <b>Additional Comments:</b> _____ _____ _____ _____		

## Appendix N: ESY Summer 2013 Planning Slip Data



## Appendix O: Consultant Evaluation Form

### Consultant Evaluation Form

(Erchul, 1987)

Teacher name: \_\_\_\_\_

Date: \_\_\_\_\_

Consultant name: \_\_\_\_\_

	Strongly disagree						Strongly agree
1. The consultant was generally helpful.	1	2	3	4	5	6	7
2. The consultant offered useful information.	1	2	3	4	5	6	7
3. The consultant's ideas as to the primary goals of schools were similar to my own ideas.	1	2	3	4	5	6	7
4. The consultant helped me find alternative solutions to problems.	1	2	3	4	5	6	7
5. The consultant was a good listener.	1	2	3	4	5	6	7
6. The consultant helped me identify useful resources.	1	2	3	4	5	6	7
7. The consultant fit well into the school's environment.	1	2	3	4	5	6	7
8. The consultant encouraged me to consider a number of points of view.	1	2	3	4	5	6	7
9. The consultant viewed his or her role as a collaborator rather than as an expert.	1	2	3	4	5	6	7
10. The consultant helped me find ways to apply the content of our discussions to specific or classroom situations.	1	2	3	4	5	6	7
11. The consultant was able to offer assistance without completely "taking over" the management of the problem.	1	2	3	4	5	6	7
12. I would request services from this consultant again, assuming that other consultants were available.	1	2	3	4	5	6	7

## Appendix P: Usage Rating Profile-Intervention (Revised)

<b>Usage Rating Profile-Intervention Revised (URP-IR)</b>						
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This intervention is an effective choice for addressing a variety of problems.	1	2	3	4	5	6
2. I would need additional resources to carry out this intervention.	1	2	3	4	5	6
3. I would be able to allocate my time to implement this intervention.	1	2	3	4	5	6
4. I understand how to use this intervention.	1	2	3	4	5	6
5. A positive home-school relationship is needed to implement this intervention.	1	2	3	4	5	6
6. I am knowledgeable about the intervention procedures.	1	2	3	4	5	6
7. The intervention is a fair way to handle the child's behavior problem.	1	2	3	4	5	6
8. The total time required to implement the intervention procedures would be manageable.	1	2	3	4	5	6
9. I would not be interested in implementing this intervention.	1	2	3	4	5	6
10. My administrator would be supportive of my use of this intervention.	1	2	3	4	5	6
11. I would have positive attitudes about implementing this intervention.	1	2	3	4	5	6
12. This intervention is a good way to handle the child's behavior problem.	1	2	3	4	5	6
13. Preparation of materials needed for this intervention would be minimal.	1	2	3	4	5	6
14. Use of this intervention would be consistent with the mission of my school.	1	2	3	4	5	6
15. Parental collaboration is required in order to use this intervention.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
16. Implementation of this intervention is well matched to what is expected in my job.	1	2	3	4	5	6
17. Material resources needed for this intervention are reasonable.	1	2	3	4	5	6
18. I would implement this intervention with a good deal of enthusiasm.	1	2	3	4	5	6
19. This intervention is too complex to carry out accurately.	1	2	3	4	5	6
20. These intervention procedures are consistent with the way things are done in my system.	1	2	3	4	5	6
21. This intervention would not be disruptive to other students.	1	2	3	4	5	6
22. I would be committed to carrying out this intervention.	1	2	3	4	5	6
23. The intervention procedures easily fit in with my current practices.	1	2	3	4	5	6
24. I would need consultative support to implement this intervention.	1	2	3	4	5	6
25. I understand the procedures of this intervention.	1	2	3	4	5	6
26. My work environment is conducive to implementation of an intervention like this one.	1	2	3	4	5	6
27. The amount of time required for record keeping would be reasonable.	1	2	3	4	5	6
28. Regular home-school communication is needed to implement intervention procedures.	1	2	3	4	5	6
29. I would require additional professional development in order to implement this intervention.	1	2	3	4	5	6

<b>URP- I SCORING GUIDE</b>
-----------------------------

**Factor I: ACCEPTABILITY**

Items - 1, 7, 9\*, 11, 12, 18, 21, 22, 23

**Factor II: UNDERSTANDING**

Items – 4, 6, 25

**Factor III: HOME SCHOOL COLLABORATION**

Items – 5, 15, 28

**Factor IV: FEASIBILITY**

Items – 3, 8, 13, 17, 19\*, 27

**Factor V: SYSTEM CLIMATE**

Items – 10, 14, 16, 20, 26

**Factor VI: SYSTEM SUPPORT**

Items – 2, 24, 29

\* REVERSE CODE THESE ITEMS WHEN SCORING

Note: Use care when interpreting individual factors and in combination. For example, a LOW score for system support reflects greater ability to independently implement the intervention. Thus, if aggregating across all factors to find an overall mean indicative of more favorable responses, consider reverse coding all items in this factor.

Citation for the measure:

Chafouleas, S.M., Briesch, A.M., Neugebauer, S. R., & Riley-Tillman, T. C. (2011). *Usage Rating Profile – Intervention (Revised)*. Storrs, CT: University of Connecticut.

Suggested citation for the associated publication is as follows:

Briesch, A.M., Chafouleas, S. M., Neugebauer, S. R., & Riley-Tillman, T.C., (2011). Exploring the multi-dimensional influences on intervention usage: Revision of the Usage Rating Profile-Intervention (URP-IR).

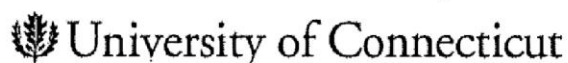


## Appendix Q: Multiple Baseline Data-Collection Schedule

[illegible]

## Appendix R: Teacher/Paraprofessional Consent Form

## Teacher/Paraprofessional Consent Form for Participation in a Research Study



**Student Investigator:** Deirdre C. Byrne, MA

**Supervising Investigator:** Lisa M. H. Sanetti, PhD

**Study Title:** Tier I Practices in a Tier III Setting: Using Research-based Classroom Management Practices to Reduce Problem Behaviors in an Extended School-Year Program

### Introduction

You are invited to participate in a research study of classroom management strategies to aid kindergarten through 8<sup>th</sup> grade teachers in supporting student behavior in Wediko's Extended School Year (ESY) program. This study is being conducted by Deirdre Byrne, MA and Lisa Sanetti, PhD, both from the University of Connecticut's Neag School of Education.

### Why is this study being done?

The purpose of this research study is to evaluate the effectiveness of classroom management strategies in managing challenging student behaviors in the ESY setting. To meet this purpose, we need teachers who believe they would benefit from additional assistance with classroom behavior management including design/revision, and implementation of a comprehensive classroom management system.

### What are the study procedures? What will I be asked to do?

If you agree to take part in this study, you will be asked to do the following:

If you consent to participate, we will collect some information about you and your classroom. First, we will ask you to complete a background information form. Second, we will meet with you and complete a classroom observation to gather information about your present classroom management practices and common problem behaviors you might expect to see in your classroom this summer. Third, we will work with you to develop, revise, or refine an evidence-based classroom management system that "fits" your classroom and the ESY setting. We will provide training on all parts of the classroom management system. Gathering background information and developing and receiving training on the classroom management system are estimated to require two meetings of 30-45 minutes in duration. Fourth, we will observe your classroom daily (4x/week) throughout the study, for 30-45 minutes per observation, and take data on classwide student behavior and implementation of the classroom management system.

Across the study, we will request you complete daily recordings on your implementation (estimated to take less than 5 minutes/day). If we determine from our observations that you may benefit from further support in implementing components of the classroom management system, we may ask that you meet again for a brief 15-20 minute meeting for additional practice. Throughout the study we may ask for your assistance in photocopying class-level attendance or office discipline-type referral forms so that student names may be de-identified to investigators.

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After implementing the classroom management system for at least 5 days, we will interview you about changes in your students' behavior, your implementation of the classroom management system, and your thoughts about the implementation support activities. Finally, we will ask you to complete measures about the acceptability of the implementation support activities and the classroom management system.

Throughout the study, all meetings and observations will be scheduled in advance at times of convenience to you. All meetings will be audiotaped so we can be sure all needed information was collected.

### What other options are there?

You may continue addressing classroom student behavior needs the way you have been or utilize school-based resources to obtain additional support in addressing classwide behavior needs.

### What are the risks or inconveniences of the study?

Although the risks associated with participation in the study are minimal, you may experience low levels of anxiety during your involvement in the study. However, you, and/or researchers may immediately terminate any activity at any time, without penalty. Inconveniences may include time to meet with the researcher and complete the intervention implementation-related tasks.

### What are the benefits of the study?

Benefits to participating in this study include potentially (a) decreasing problem behavior in your classroom as a result of the classroom management system, (b) increasing behavior expectations being met as a result of the classroom management system, and (c) increasing your ability to implement a classroom management system. Furthermore, this study will extend the literature on use of proactive strategies for managing challenging behavior in ESY settings.

### Will I receive payment for participation? Are there costs to participate?

There are no costs to participation. As an acknowledgement of your time and effort, you will be provided with a gift card valued at \$5 for each week of your participation at the completion of the study. If your participation in the study is terminated for a reason that is not your choice, you will be provided with a gift card valued at \$25 (\$5 for all 5 weeks of the program).

### How will my personal information be protected?

The following procedures will be used to protect the confidentiality of your data. Research records will be labeled with an assigned ID number. The ID number will be a two to four-digit number that reflects how many people have enrolled in the study. A master key that links names and codes will be maintained in a separate and secure location. Paper-based data will be stored inside a locked file cabinet and all electronic files (e.g., database, spreadsheet, etc.) containing identifiable information will be password protected. Electronic versions of the classroom management system for each teaching team participant will be saved with codes (i.e., "T" in place of teacher name)

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for all identifying information. Any computer hosting such files will also have password protection to prevent access by unauthorized users.

To protect your confidentiality, no information will be reported back to the ESY program or its administrators. Brief summary reports of class-level student outcome data and data regarding your implementation of classroom management strategies throughout the study can be provided upon your request. You may choose whether or not to share this summary report with program administrators at your discretion.

At the conclusion of this study, the researchers may publish their findings. Information will be presented in summary format and you will not be identified in any publications or presentations. We will refer to the school as a public or alternative school program setting located in the Northeast. All raw and electronic data will be maintained at least 3 years after the end of the project; data will be maintained longer if necessary to complete publication of results.

You should also know that the UConn Institutional Review Board (IRB) and the Office of Research Compliance may inspect study records as part of its auditing program, but these reviews will only focus on the researchers and not on your responses or involvement. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

### Can I stop being in the study and what are my rights?

You do not have to be in this study if you do not want to. If you agree to be in the study, but later change your mind, you may drop out at any time. There are no penalties or consequences of any kind if you decide that you do not want to participate. During meetings, you do not have to answer any question that you do not want to answer.

### Who do I contact if I have questions about the study?

Take as long as you would like before you make a decision. We will be happy to answer any questions you have about this study. If you have further questions about this study or if you have a research-related problem, you may contact the student investigator, Deirdre Byrne (617-980-7817) or the supervising investigator, Lisa Sanetti (860-486-2747). If you have any questions concerning your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802.

### **Documentation of Consent:**

I have read this form and have decided that I will participate in the project described above. Its general purposes, the particulars of involvement and possible risks and inconveniences have been explained to my satisfaction. I understand that I can withdraw at any time. My signature also indicates that I have received a copy of this consent form.

\_\_\_\_\_  
Participant Signature:

\_\_\_\_\_  
Print Name:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Person  
Obtaining Consent

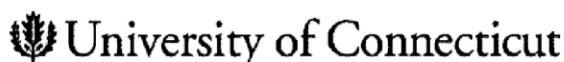
\_\_\_\_\_  
Print Name:

\_\_\_\_\_  
Date:

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Approved By	MEIKW

## Appendix S: Parental Notification Form

## Parent/Guardian Notification Form Regarding Participation in a Research Study

**Student Investigator:** Deirdre C. Byrne, MA**Supervising Investigator:** Lisa M. H. Sanetti, PhD**Study Title:** Tier I Practices in a Tier III Setting: Using Research-based Classroom Management Practices to Reduce Problem Behaviors in an Extended School-Year ProgramIntroduction/Why is this study being done?

Researchers from the University of Connecticut's Neag School of Education are conducting a research study at your child's school. This form will give you the information about what is being done. We encourage you to take some time to read about the study and ask questions now or at any time.

The purpose of this research is to study ways to help teachers implement best practices in classroom management. The focus of the study is your child's teacher, not your child. No identifiable data will be collected about your child and your child will not be asked to do anything as a part of this study.

What are the study procedures? What will my child be asked to do?

Deirdre Byrne, a graduate student supervised by Dr. Lisa Sanetti, will meet with your child's teachers to learn more about the classroom management approaches they currently use and what is going well and what could be improved. Then, she will observe the classroom to learn more about how your child's teachers run his or her class. Then Ms. Byrne and your child's teacher will develop a classroom management plan that is fully aligned with best practices. Ms. Byrne will provide training to your child's teachers as needed. Throughout the summer, Ms. Byrne will be observing the classroom for 30 minutes daily. Sometimes there may be two graduate students observing at the same time, to be sure the data we are collecting is reliable.

Your child will not be asked to do anything as part of this study.

What are the risks or inconveniences of the study?

We believe there are no known risks to your child because he or she is not being asked to do anything as part of this research study.

What are the benefits of the study?

The potential benefits of your child's teachers participating in this study include decreasing levels of problem behavior in your child's classroom as a result of the improved classroom management plan, and increasing behavior expectations being met as a result of the improved classroom management plan.

How will my child's information be protected?

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No identifiable data are being collected about your child. That is, no data that are being collected could ever be linked to your child.

You should also know that the UConn Institutional Review Board (IRB) and the Office of Research Compliance may inspect study records as part of its auditing program, but these reviews will only focus on the researchers. The IRB is a group of people who review research studies to protect the rights and welfare of research participants.

### Whom do I contact if I have questions about the study?

We will be happy to answer any question you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact the student investigator, Deirdre Byrne (617-980-7817) or the supervising investigator, Lisa Sanetti (860-486-2747). If you have any questions concerning your child's rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802.

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