

**Filling Your Toolkit:  
Planning to Implement  
Effective Classroom  
Management Strategies**

Sarah Wilkinson,  
*University of Connecticut*

Nicolette Grasley-Boy,  
*University of Florida*

Ashley MacSuga-Gage,  
*University of Florida*

1

Introductions

2

What & Why

- Agenda
  - Importance of classroom management
  - 3 specific strategies
  - Planning time!
- Session Objective
  - After this session, you should be able to (a) describe the three strategies and (b) begin implementing one of the strategies in your classroom.

3

Classroom Management in Context

4

**The Big Picture**

- There is a high **turnover** rate for teachers.
  - 12% leave the field in 2 years.
  - 50% leave the field in 5 years.
- Challenging **student behavior** is one of the most consistently reported reasons for their leaving.
- In addition, teachers report:
  - Lack of **pre-service** training on classroom management.
  - Limited **in-service** support and/or training related to student behavior.

Freeman et al., 2014; Myers et al., 2017; Oliver & Reschly, 2007; Oliver & Reschly, 2010; Simonsen et al., 2014

5

**Why is classroom management important?**

Gest & Gest, 2005; Stronge, Ward, & Grant, 2011

6

Researchers know what good classroom management looks like.

1. Maximize classroom structure.
2. Post, teach, prompt, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students. ← Response Cards
4. Establish a continuum of practices to increase appropriate behavior. ← Group Contingencies
5. Establish a continuum of practices to decrease inappropriate behavior. ← Self-Monitoring

Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008

7

Three Strategies

8

### 1. Group Contingencies

- Basic premise: students earn reward based on group's behavior
- Target: class-wide behavior problems
- Benefits
  - increased engagement
  - decreased disruptions
  - efficient
  - evaluated in many contexts

Bowman-Perrott, Burke, Zaini, Zhang, & Vannest, 2016; Cooper, Heron, & Heward, 2007; Maggin, Pustejovsky, & Johnson, 2017

9

### 1. Group Contingencies

- Interdependent Group Contingency ("All for One")
  - **Each student's** behavior is required for the **whole group** to earn the reinforcer
  - "If the class has fewer than 3 call outs in Science, everyone earns extra free time."
- Dependent Group Contingency ("One for All")
  - Performance of an **individual (or a small group)** results in earning the reinforcer for the **whole group**.
  - "If everyone at Table 4 turns in their homework, we will not have homework tomorrow."
- Independent Group Contingency ("To each His/Her Own")
  - The same goal is set for **all learners**, but reinforcers are delivered **individually**.
  - "When each student finishes their quiz, they may take a brief break to read or draw quietly."

10

### 1. Group Contingencies

- Procedure
  1. Clearly define the target behavior
  2. Choose an effective reward
  3. Set appropriate performance criterion (i.e., clearly identify goals)
  4. Select the most appropriate type of group contingency
  5. Monitor individual and group performance

11

### 1. Group Contingencies

- Some important cautions
  - Dependent group contingencies must be designed carefully so they are no-fail
  - Without careful monitoring, potentially harmful situations can arise
    - Is peer pressure becoming ridicule?
    - Are students being stigmatized?
    - Is the contingency actually fair for all?
  - Monitor closely
  - Apply consistently and systematically

Lewis-Palmer & Sugai, 1999

12

## 2. Self-Monitoring

- Basic premise: students observe, monitor, and assess their own behavior
- Target: individual behavior problems
  - Social or academic
- Benefits
  - Increased engagement
  - Decreased disruptions

Briesch & Chafouleas, 2009; Lewis et al., 2004; Thompson, 2011

13

## 2. Self-Monitoring

- Procedure
  1. Explicitly teach and model elements of the strategy
  2. Provide prompts for when students should engage in the strategies
  3. Plan for a continuum of guided practice to independent practice
  4. Provide specific feedback to students throughout the process

14

## 2. Self-Monitoring

- Commonly uses
  - Checklists
  - Point sheets
  - Rating scales
- Can include self-regulation strategies
  - Self-instruction
  - Self-reinforcement

Briesch & Chafouleas, 2009; Lewis et al., 2004; Thompson, 2011

15

## 3. Response Cards

- Basic premise: multiple students answer questions at the same time
- Target: all students during academic instruction
- Benefits
  - Increases OTRs for all students
  - Increases active student engagement

Christle & Schuster, 2003; Godfrey, Grisham-Brown, & Schuster, 2003; Kern, George, & Weist, 2016; Lambert, Cartledge, Heward, & Lo, 2006; Simonsen et al., 2008; Thompson, 2011

17

## 3. Response Cards

- Procedure:
  1. Ask a question
  2. Allow wait time
  3. Prompt student response
  4. Students respond
  5. Scan for accuracy

Kern, George, & Weist, 2016

18

## 3. Response Cards

- Multiple formats
  - Each student is given a card or set of cards
  - Can be pre-printed (e.g., A,B,C,D; color-coded, true/false; yes/no; content-specific) OR blank (e.g., small white boards)

19

### 3. Response Cards

- Can also use technology-based response systems, if available
- Smart phones, tablets, computers
  - May be especially useful in one-to-one tech schools
- Examples (each has a basic plan that is free):
  - [www.poll.everywhere.com](http://www.poll.everywhere.com)
  - [www.nearpod.com](http://www.nearpod.com)
  - [www.kahoot.com](http://www.kahoot.com)

20

### 3. Response Cards

The image shows three examples of technology-based response systems. On the left is 'Poll Everywhere' showing a smartphone screen with a poll. In the middle is 'nearpod' showing a presentation slide with a question about punctuation. On the right is 'Kahoot!' showing a game interface with a question about the Eiffel Tower's location and a score of 17.

21

### Application Activity

The image shows a hand pointing to a clock face. The words 'TIME TO PLAN' are written on the clock face, with 'PLAN' in a larger, blue font.

- Move to the area of the room designated for the strategy you would most like to try first.
- Individually or with a partner, think about your own classroom context and the needs of your students.
- Use the handout to develop a plan for how you will plan for the selected strategy.

23

Skill: \_\_\_\_\_

Definition: \_\_\_\_\_

Key Features: \_\_\_\_\_

Pros: \_\_\_\_\_ Cons: \_\_\_\_\_

Implementing in My Classroom

Preparing to Implement: \_\_\_\_\_

How to Implement: \_\_\_\_\_

Planning Ahead: \_\_\_\_\_

24

### Resources

- [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#)
- [PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support](#)
- [Missouri SW-PBS Effective Classroom Practices](#)
- [Vanderbilt University IRIS Center](#)

25

[sarah.wilkinson@uconn.edu](mailto:sarah.wilkinson@uconn.edu)  
[ngh@ufl.edu](mailto:ngh@ufl.edu)  
[asma@coe.ufl.edu](mailto:asma@coe.ufl.edu)

## Questions?

26