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

Agenda
 Importance of classroom management
 3 specific strategies
 Planning time!

What & Why

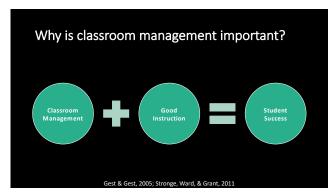
 Session Objective
 After this session, you should be able to (a) describe the three strategies and (b) begin implementing one of the strategies in your classroom.



3 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.



5 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 🕳 Group Contingencies increase appropriate behavior.
- 5. Establish a continuum of practices to Self-Monitoring decrease inappropriate behavior.

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

### 1. Group Contingencies

- Interdependent Group Contingency ("All for One")
   <u>Fach student's</u> behavior is required for the <u>whole group to</u> 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 aroup) results in earning the reinforcer for the whole aroup.

  "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 <u>all learners</u>, but reinforcers are delivered <u>individually</u>
     "When each student finishes their quiz, they may take a brief break to read or draw quietly."

9 10

### 1. Group Contingencies

- Procedure
  - Clearly define the target behavior
     Choose an effective reward

  - ${\bf 3.} \ \ {\bf Set\ appropriate\ performance\ criterion\ (i.e.,\ clearly\ identify\ goals)}$
  - 4. Select the most appropriate type of group contingency
  - 5. Monitor individual and group performance

### 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 closelyApply consistently and systematically

Lewis-Palmer & Sugai, 1999

## 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 14

# 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

## 2. Self-Monitoring

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

n to the state to a second to the telephone The control and

## 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

15 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

# 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)









18 19



