

2015

# Classroom Management Strategies as a Cornerstone of Elementary Teachers' Self-Efficacy

Niamh Kathleen Conner  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Educational Administration and Supervision Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Niamh Conner

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Don Jones, Committee Chairperson, Education Faculty  
Dr. Katherine Norman, Committee Member, Education Faculty  
Dr. Wendy Edson, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University  
2015

Abstract

Classroom Management Strategies as a Cornerstone of Elementary Teachers'

Self-Efficacy

by

Niamh Conner

MA, Chico State University, 2002

BS, Dublin City University, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

Abstract

Classroom Management Strategies as a Cornerstone of Elementary Teachers'

Self-Efficacy

by

Niamh Conner

MA, Chico State University, 2002

BS, Dublin City University, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

## Abstract

In the local school district under study, there has been a lack of professional development (PD) in classroom management, and challenging student behaviors in the classroom are increasing, eroding teachers' self-efficacy. The purpose of this correlational study, guided by a constructivist theoretical framework, was to examine the relationship between teachers' self-efficacy in the classroom when addressing challenging student behaviors and the amount of PD that the teachers have had in classroom management. The convenience sample comprised 99 teachers from 8 elementary schools; this total was based upon a response rate of 45%. The instrument, the Teacher Sense of Efficacy Scale (TSES), was administered via SurveyMonkey<sup>®</sup>. Although the Pearson product-moment correlation showed that PD in classroom management and teachers' self-efficacy were not significantly related, the descriptive TSES results indicated that teachers needed specific guidance in addressing challenging students, as evidenced by the lowest score on the TSES for the question asking teachers how well they are able to educate the most difficult students. Instead of planning another series of broad PD sessions for teachers, a behavior management manual was designed to simultaneously help teachers manage challenging student behaviors and increase their self-efficacy in the classroom when addressing challenging student behaviors. The goal is to provide teachers with a manual that they can reference to find resources to address challenging student behaviors and allow them to focus on academic achievement. This behavior management manual for teachers has implications for positive social change in that it can educate teachers on how to manage challenging student behaviors and potentially improve academic performance.

Classroom Management Strategies as a Cornerstone of Elementary Teachers'

Self-Efficacy

by

Niamh Conner

MA, Chico State University, 2002

BS, Dublin City University, 2001

Doctoral Study Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2015

## Dedication

I would like to dedicate this doctoral study to my parents, who instilled the love and importance of learning in me throughout my life.

## Acknowledgments

I would like to thank my doctoral committee for all their help and support throughout this process, without which this doctoral project would not have been possible. I also would like to thank my family for making the numerous sacrifices that gave me the time to complete my studies.

## Table of Contents

List of Tables .....	v
List of Figures .....	vi
Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem .....	3
Rationale .....	4
Definitions of Terms .....	5
Significance of the Study .....	5
Research Questions and Hypotheses .....	7
Review of the Literature .....	9
History of Behavior Management.....	9
Behaviorism .....	10
Challenges Facing Teachers .....	12
Recent Developments and Research.....	15
Recent Studies.....	17
Strategies to Use With Challenging Students .....	17
Engagement and Instructional Strategies.....	19
Professional Development .....	22
Teachers' Efficacy Beliefs.....	24
Implications.....	25
Summary.....	26

Section 2: The Methodology.....	27
Introduction.....	27
Research Design.....	27
Setting and Sample .....	28
Instrumentation and Materials .....	30
Data Collection and Analysis.....	31
Results.....	34
Descriptive Analysis .....	34
Research Questions and Hypotheses .....	37
Research Question 1 .....	37
Research Question 2 .....	38
Research Question 3 .....	40
Summary of the Results .....	42
Assumptions, Limitations, Scope, and Delimitations.....	42
Assumptions.....	42
Limitations .....	43
Scope .....	43
Delimitations.....	43
Protection of Participants' Rights .....	43
Conclusion .....	44
Section 3: The Project.....	46
Rationale .....	46

Review of the Literature .....	48
Description and Goals.....	48
Professional Development .....	48
Contemporary Perspectives of Behavior Management.....	50
Teacher Efficacy.....	54
Project Description.....	55
Roles and Responsibilities of Students and Others.....	56
Implementation .....	57
Project Evaluation Plan.....	57
Project Implications .....	58
Conclusion .....	59
Section 4: Reflections and Conclusions.....	60
Project Strengths and Limitations.....	60
Recommendations for Alternative Approaches .....	61
Scholarship, Project Development, and Leadership and Change .....	61
Self as Scholar.....	62
Self as Practitioner .....	63
Self as Project Developer .....	64
Leadership and Change.....	65
Reflection on the Importance of the Work .....	65
Implications, Applications, and Directions for Future Research.....	66
Social Change .....	66

Recommendations for Future Research .....	67
Conclusion .....	68
References .....	70
Appendix A: Behavior Management Manual .....	87
Appendix B: TSES Questionnaire .....	133
Appendix C: Letter of Permission .....	136

List of Tables

Table 1. No. of Years of Teaching Experience..... 35

Table 2. Descriptive Statistics for No. of PD Sessions Attended on Classroom  
Management..... 35

Table 3. No. of PD Sessions Attended Provided by School District ..... 36

Table 4. No. of PD Sessions Attended on Engagement Strategies..... 36

Table 5. No. of PD Sessions on Engagement Strategies Provided by School District..... 36

Table 6. Pearson Correlations for Self-Efficacy in Classroom Management..... 37

Table 7. Pearson Product-Moment Correlation for Self-Efficacy in Instructional  
Strategies..... 39

Table 8. Pearson Product-Moment Correlation for Self-Efficacy in Engagement  
Strategies..... 41

## List of Figures

Figure 1. Scatterplot of relationship between self-efficacy scores and number of workshops attended on behavior management. ....	38
Figure 2. Scatterplot of relationship between self-efficacy scores and number of workshops attended in instructional strategies. ....	40
Figure 3. Scatterplot of relationship between self-efficacy scores and number of workshops attended in engagement strategies. ....	41

## Section 1: The Problem

### **Introduction**

Teachers in many elementary classrooms in the local school district are struggling with students who have challenging behavioral issues. This large urban district has approximately 27,000 students from a very diverse student population, a large percentage of socioeconomically disadvantaged students, and students who are second language learners. The teachers in this district currently have no uniform behavioral intervention plan to guide them. School administrators in the district are employing their own approaches to implement discipline and behavioral intervention policies. This inconsistency alone can cause difficult times in the classroom and promote instability across the district. Parents frequently complain that behavioral policies in the district are too strict, so they then move their children to schools in the hope that the policies will be more lenient. This practice has created disruption and transient issues.

Teachers are struggling with extreme amounts of stress as they try daily to manage difficult student behaviors (Anderson, 2012). They can feel defeated by disruptive students (Rappaport & Minahan, 2012), and teachers have frequently commented that such challenging students can also drain energy from the rest of the class (Anderson, 2012). New teachers have cited the lack of support from administration and parents with behavior management as the reason for leaving the profession (Boyd, 2012). Large numbers of classroom teachers have been confronted with difficult student behaviors that have impeded their capacity to teach in dynamic, safe environments (MacSuga & Simonsen, 2011). Simultaneously, high-stakes testing and increased

importance on research-based instruction have placed increased demands on teachers' resources and time (Sugai & Horner, 2009).

Teachers have voiced concerns about not having the tools and training to deal with difficult students and having to spend a large portion of instructional minutes attempting to deal with such behaviors (Boyd, 2012). Although ongoing professional development (PD) is prevalent in all states, only 27% of teachers who have participated in PD in behavior management have found it helpful (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). PD has two main challenges: One is ensuring that the teachers' time is well spent in meaningful training, and the other is whether teachers can transfer what they have been taught to their classroom practices for positive results (Mathur, Estes, & Johns, 2012).

Mahon, Bryant, Brown, and Kim (2010) described classroom management as one of the most vital skill sets that teachers should acquire and one that is consequently the most challenging to attain. Every school system is in need of teachers who have a deeper level of understanding of the ways in which classroom management strategies affect student achievement (Mahon et al., 2010). Challenging student behaviors are affecting schools across the country and preventing teachers from teaching and students from learning (Cassidy, Lower, Kintner, & Hestenes, 2009). The only manner in which many students can focus and learn in school today is by blocking out these disruptive behaviors (Borgonovi & Jakubowski, 2011). However, this task is particularly difficult for students with attention deficit disorders and other students with special needs.

### **Definition of the Problem**

I conducted this study to evaluate teacher efficacy when dealing with challenging student behaviors. This school district is struggling to address the problem of challenging student behaviors, which can negatively impact the entire student body. Teachers are spending a large amount of time dealing with negative behaviors rather than focusing on student achievement (Etheridge, 2010). The most common practice when dealing with disruptive students is to send them to the office with an office referral. They are either placed in another classroom for the day or are sent home. In both options, the students are losing valuable instructional time in their own classrooms, and the behaviors are not being addressed in meaningful ways.

In this particular school environment, the behavioral referrals to the office have doubled in 3 years, and the Academic Performance Index (API) score dropped 41 points in 1 year from 796 API to 755 API. Although the local school district invests generously in PD, the sessions are directed mainly toward curriculum and instruction, with only one behavior management training being held last year. There is a general misconception among administrators that teachers have all the tools they need to deal with challenging student behaviors. Massey (2009) remarked that student scores are classified as approaching grade-level standards, meeting grade-level standards, or exceeding grade-level standards. In order to reach the highest accountability ratings, teachers must provide a high quality education to all of their students.

## **Rationale**

This study was necessary because challenging behaviors are occurring in classrooms at high rates nationwide (National Center for Education Statistics [NCES], 2012). The rationale behind this study was to examine teachers' self-efficacy in the local school district in relation to the PD that the teachers have received in classroom management. I developed the project (see Appendix A) based upon the findings. Challenging behaviors in the school setting are a universal dilemma not only for teachers but also for other students. This issue is intensified when teachers lack the training to deal with these behaviors (Webster-Stratton, Reinke, Herman, & Newcomer, 2011). Although interventions for students with challenging behaviors can reduce or possibly eliminate problem behaviors, research on this topic from the perspectives of classroom teachers has been scarce (Webster-Stratton et al., 2011).

Although teachers have attended workshops addressing specific behavior management strategies and techniques to deal with challenging students' behaviors, these specific teachers have not been using these strategies consistently and have tended to return to old habits that have proven unsuccessful (Freiberg, Huzinec, & Templeton, 2009). Teachers who are lacking in behavior management strategies are more likely to write office referrals for inappropriate student behaviors rather than deal with student misbehaviors in the classroom (Rogers, 2009). The referrals can overburden the administration with unnecessary tasks when they should be focusing on student achievement and instructional leadership.

### **Definitions of Terms**

I used the following terms in this quantitative study:

*Challenging behaviors:* Behaviors that are incompatible with educational goals (Englander, 1987).

*Classroom management:* “All the things that a teacher does to organize students, space, time, and materials so that student learning can take place. It consists of a plan-a set of procedures that structure the classroom so that students know what to do, how to do it, and when to do it in a classroom” (Wong, Wong, Rogers, & Brooks, 2012, p. 67).

*Efficacy of classroom management:* Teachers’ belief that they can control disruptive behaviors in the classroom, as measured by the extent to which teachers deem that they can affect the behavior of students (Tschannen-Moran & Woolfolk Hoy, 2007).

*Engagement:* “The attention, interest, investment, and effort students expend in the work of school” (Marks, 2000, p. 155).

*Instructional strategies:* “Strategies teachers use to guide students as they acquire content knowledge and skill” (Marzano, 2003, p. 4).

*Teacher Sense of Efficacy Scale (TSES):* An instrument developed by Tschannen-Moran and Woolfolk Hoy (2001) to measure efficacy in three teaching dimensions: instructional strategies, classroom management, and student engagement; a questionnaire that I used in this study to determine the efficacy of classroom management only.

### **Significance of the Study**

This study is noteworthy because classroom management and student behavioral issues can impact teachers’ self-efficacy, student behaviors, and the quality of learning in

the classroom in general. There have been gaps in the literature and in practice that need to be addressed regarding what teachers already know about behaviors and intervention strategies, although these are one of the most important elements of their jobs (Tillery, Vargas, Meyers, & Collins, 2010). Teachers with effective classroom management skills can increase students' academic engagement and decrease challenging behaviors. However, many teachers are still ineffective in managing their classrooms and have not been trained adequately to deal with students' challenging behaviors (Guardino & Fullerton, 2010).

Englehart (2012) mentioned that few topics spark as much discussion among teachers as the topic of classroom management does. Englehart explained that teachers are inclined to form theories about the ways in which they should handle student behaviors depending on specific experiences that they themselves had in the past. Therefore, teachers' perceptions and beliefs are fundamentally important in regard to classroom management.

The term *classroom management* is one of the most frequently misinterpreted terms in education (Wong et al., 2012). Teachers often equate discipline with management, so discipline, not learning, becomes the focus. Wong et al. (2012) also clarified how effective teachers manage their classrooms as opposed to discipline their students. They explained that effective teachers look at classroom management as a constant method of organizing successful classroom activities to allow student learning. Effective and well-executed classroom management plans determine how efficiently students will learn (Wong et al., 2012).

Disruptive behaviors are becoming increasingly frustrating as teachers strive to help all students meet challenging academic expectations (Hulac & Benson, 2010). Teachers can feel defeated by challenging students, who often have difficulty controlling their emotions, become obstinate, and have tantrums; these disruptive behaviors can leave teachers feeling drained and inept (Rappaport & Minahan, 2012). Disruptive student behaviors in the classroom can negatively impact the learning environment (Etheridge, 2010). When discipline issues are allowed to continue because of inept classroom management skills, all students are impacted due to the time it takes for teachers to handle the disruptions (Etheridge, 2010).

### **Research Questions and Hypotheses**

The purpose of this quantitative study was to look for a relationship between teachers' self-efficacy in the classroom when dealing with challenging student behaviors, instructional strategies, and student engagement and the amount of PD that teachers have had in these areas. Three research questions (RQs) guided the study:

1. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to classroom management attended during the last 5 years, and their perceived self-efficacy in classroom management strategies, as measured by the TSES?

$H_{01}$ : There is no relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

$H_{a1}$ : There is a relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

2. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to instructional strategies attended during the last 5 years, and their perceived self-efficacy in instructional strategies, as measured by the TSES?

*H*<sub>02</sub>: There is no relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

*H*<sub>a2</sub>: There is a relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

3. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to engagement strategies attended during the last 5 years, and their perceived self-efficacy in engagement strategies, as measured by the TSES?

*H*<sub>03</sub>: There is no relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

*H*<sub>a3</sub>: There is a relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

The main goal of this study was to determine whether the teachers perceived that they were receiving adequate PD in the field to assist with classroom management and whether there was a relationship between the amount of PD on classroom management and the teachers' self-efficacy in regard to behavior management. I also wanted to examine whether there was a difference in the amount of PD that the teachers were receiving in other areas such as student engagement and instructional strategies and

whether the amount affected their perceived self-efficacy in those domains. The purpose of this study was to examine the self-efficacy of a sample of teachers in the local school district in relation to the PD received in classroom management. I developed the project based upon the findings. The literature review includes information about the theoretical background of behavior management, teachers' efficacy beliefs, and the implications for the project study.

## **Review of the Literature**

### **History of Behavior Management**

Bandura (1997), Canter and Canter (2001), Dreikurs and Cassel (1991), Ginott (1972), Glasser (1998), Kounin (1970), and B. F. Skinner (1974) researched classroom management, discipline, and the daily struggles that teachers face in the classroom. They devised specific theories and strategies to assist teachers in dealing with challenging student behaviors.

Marzano, Marzano, and Pickering (2003) agreed that classroom management has been an ongoing and long-term concern of teachers. They pointed out that the study of effective classroom management has been a recent development in the educational research world. Marzano et al. discussed the first high-profile studies in behavior management. The first study that they examined was that of Kounin (1970), who analyzed videotapes of 49 classrooms and then coded the behavior of teachers and students. Kounin's findings included critical dimensions of classroom management that included (a) "with-it-ness," (b) appropriate pacing during lessons, (c) making students aware of the behavior expectations, and (d) differentiation in the seatwork.

The next major study that Marzano et al. (2003) referenced was that of Brophy and Evertson (1976), whose research sample included 30 elementary school teachers whose students had performed higher than average in academic achievement. Their comparison group included 38 teachers whose academic performances were more standard. Even though the researchers focused on a large number of teaching behaviors, classroom management arose as one of the more important qualities of successful teaching. A large portion of the data gathered by Brophy and Evertson supported the earlier findings of Kounin (1970).

In addition to the curriculum being taught, the biggest concern facing teachers is controlling student behaviors. Teachers can lose significant instructional time having to deal with students' inappropriate behaviors (McCready & Soloway, 2010). Learning to employ classroom and discipline procedures more efficaciously results in better student behaviors and increases learning. Richter, Lewis, and Hager (2012) explained the many different disciplinary models available to teachers to meet their specific needs, such as school-wide positive behavioral interventions and supports (SW-PBIS).

### **Behaviorism**

Many behavioral theories fall under the term *behaviorism*, which was coined by (Watson, 1913). Behaviorism is essentially a theory of learning that is based upon the belief that every behavior is assimilated through training. Behaviorists believe that conditioning occurs through interactions with the environment (Watson, 1913). Within behaviorism theory are two types of conditioning: operant and classical (Herron, 2010). One of the most famous names associated with behaviorism is B. F. Skinner. Classical

conditioning theorists have contended that learning is reactive to environmental stimuli, whereas supporters of operant conditioning, which was pioneered by B. F. Skinner, have asserted that children also learn through the consequences of their behaviors (Cherry, 2009). Both forms of conditioning support the theory that learning is based upon environmental factors that can either be reinforcements or punishments.

According to B. F. Skinner's (1974) theory, participants learn to complete a simple behavior that will be rewarded with something of worth outside basic needs, such as a food treat. B. F. Skinner asserted that teachers teach student behavior in order to obtain preferred outcomes. B. F. Skinner also argued that the desired behavior should be rewarded and inappropriate behavior should either be ignored or addressed immediately (as cited in Dial, 2010). B. F. Skinner suggested that all behaviors have a purpose and that every action represents a specific purpose with a behavior attached. Many students use their behaviors to elicit responses from their teachers, which suggests that students behave for specific purposes or outcomes (E. A. Skinner & Belmont, 1993).

Another famous behaviorist is Glasser (1998), who stated that as individuals, all that human beings do is behave. Glasser maintained that all human behavior is chosen and driven by a number of basic needs that include love and belonging, survival, power, fun, and freedom. The Glasser model suggests that teachers should become the facilitators of children's behaviors. The specific idea is that because all behavior is a matter of choice, teachers should help their students to make good choices (Glasser, 1998).

Jones (1997), another important influence in the field of behavior management, focused on studying so-called natural teachers and the ways in which they can achieve results with skills rather than complex management systems that require record keeping, contracts, and tangible reinforcers. During his research, Jones began to understand how effective teachers run their rooms smoothly and that less successful teachers can be trained to use these skills.

### **Challenges Facing Teachers**

One of the most serious challenges facing teachers is establishing discipline in their classrooms because of the impact that it can have on instruction and learning (Etheridge, 2010). When discipline issues go unhandled because of either the lack of or the ineffectiveness of behavior management and discipline strategies, all students in the classroom are impacted (Etheridge, 2010). The problem facing many teachers is that disruptive behaviors from students are increasing in frequency, duration, and intensity (Etheridge, 2010). Teachers must constantly decide whether they should tackle disruptive behaviors in the form of disciplinary actions or choose to try to teach their students (Etheridge, 2010). However, when they do choose to address discipline concerns, they are forced to move from their instructional area of strength in the classroom to a less developed skill of classroom management (Etheridge, 2010). When teachers are unable to control their classrooms, little instruction occurs, and students are negatively impacted (Etheridge, 2010).

Because teachers receive very little formal PD in classroom management techniques, their reactions to classroom discipline are based upon their past experiences

and personal characteristics (Etheridge, 2010). As a result, some teachers resort to yelling at misbehaving students, and others stand back and let the students do whatever they want (Etheridge, 2010). Administrators are highly likely to find the majority of behavior referrals coming from classrooms where the teachers are unable to manage their students effectively. The process of writing referrals then becomes the easiest way to deal with discipline problems (Etheridge, 2010).

Marzano, Frontier, and Livingston (2011) explained that in badly managed classrooms, teachers have difficulty teaching, and students have difficulty learning. Marzano et al. discovered that in schools deemed to be successful with effective teachers, students had high success rates on standardized tests. However, students enrolled in ineffective schools but had effective teachers had the same high success rates on standardized tests. The influence of the teacher was more important than that of the school on individual student achievement (Marzano et al., 2011).

The challenging behaviors that some students manifest in the classroom have been proven to interfere with the teachers' delivery of instruction and students' learning process (Shumate & Howard, 2010). Students who display challenging behaviors interrupt the learning of all students in the classroom, not just themselves (Duvall, Jain, & Boone, 2010). The NCES (2012) found that in the 2009-2010 school year, 31% of primary school administrators reported disruptions in classrooms and in schools. In that same year, the NCES reported that 91% of schools in the United States were using some prevention curricula designed to address behavioral problems in the classroom. Challenging behaviors can be exhibited by very young children when they start school

but can be eliminated or reduced through carefully planned early intervention programs specifically designed with the students and the behaviors being taken into consideration (McGoey, Schnieder, Rezzetano, Pordan, & Tankersley, 2010).

An analysis of 5 decades of research on classroom management by the National Education Association (NEA) resulted in a review of approximately 228 variables that can influence student achievement. Towler (2004) found that no variable influenced student achievement more positively than effective classroom management. In addition, Marzano et al. (2003) found that “teachers’ actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement” (p. 99). It is clear that one of a classroom teacher’s most vital responsibilities is running the classroom effectively.

Researchers have indicated that teachers who have had PD in behavior management have the opportunity to reduce challenging behaviors in their classrooms (Olivares, Pino, & Herruzo, 2010). Teachers want classroom management skills to ensure that challenging behaviors are not a continuous disruption to learning (Webster-Stratton et al., 2011). Well-designed classroom management plans can help to reduce the number of challenging behaviors in the classroom (Jenson, 2010). Behavioral problems can quickly become embodied in students’ personalities, making early identification and plans of action imperative to have positive future outcomes (Tillery et al., 2010). Consequently, primary teachers are in an optimal position to intervene early, but only if they have the appropriate training to do so.

## **Recent Developments and Research**

A new trend in regard to discipline over the last number of years has moved from punitive discipline to relationship building with students. Sterrett (2012) discussed strategies that support effective relationships and student achievement. These strategies included such items as creating a positive vision, building classroom communities, building stable relationships, and recognizing success. Sterrett further noted the ways in which the shift from discipline to relationships has an impact on all stakeholders. The message was that all students belong and teachers will come to see that a strong classroom culture is the cornerstone of success.

Many new strategies have emerged in regard to working with challenging students. Thiers (2012) described particular strategies that can be useful when working with challenging students. As one example, Thiers explained the importance of recognizing student strengths before being able to reach them. Rappaport and Minahan (2012) outlined an approach to assist teachers with challenging students. They explained that student behaviors serve one of four purposes: enable students to escape something, gain tangible objects, involve themselves in sensory activities, or seek attention. Rappaport and Minahan discussed that ways that typical teacher responses to challenging behaviors can reinforce negative behaviors, that is, they can give students attention after the students have engaged in poor behavior.

There has been an increasing trend over the last decade for schools to implement school-wide discipline systems. Currently, 14,000 schools all over the United States have implemented SW-PBIS. This move toward the implementation of universal systems

across the school setting has proven effective in decreasing disruptive behaviors (Reinke, Herman, & Stormont, 2009). Research has proven the results of SW-PBIS in reducing challenging behaviors and therefore increasing academic performance. However, despite these renewed efforts, teachers continue to struggle with the management of challenging student behaviors (Reinke et al., 2009). This divide happens for teachers who are not proficient in behavior management at the classroom level. Poor classroom behavior management is directly associated with various destructive consequences for both students and teachers. Students in classrooms with ineffective behavioral practices receive less academic instruction, and as a result, they are more likely than students in effectively run classrooms to have long-term negative, social, and behavioral outcomes (Thompson & Webber, 2010).

The obstacles to implementing individualized positive behavioral interventions in schools have been researched, and conclusions have been drawn that general education teachers have different perspectives in regard to helping students with difficult behaviors in their classrooms (Bambara, Goh, Kern, & Caskie, 2012). Large classes, time restrictions, insufficient resources, and collaboration with students' families and school staff while determining and implementing individualized interventions were ranked by the participants in Bambara et al.'s (2012) study as among the most difficult factors. Teachers also rated factors linked to school framework such as resources and time and "shared values" (e.g., teamwork) as being much more challenging than the individual abilities that are necessary to apply the elements of individualized PBIS (IPBIS), such as conducting functional behavioral assessments (Bambara et al., 2012).

## **Recent Studies**

Benson (2012) explained that teachers who have challenging students need to understand that the road to success is paved with many useful failures. Benson discussed the concept of 100 useful repetitions, meaning that students need to fail a number of times before changing their behaviors. Benson explained that students cannot internalize new behaviors just because their teachers have told them or because they have practiced them a couple of times. For such challenging students, the ultimate goal is to rekindle a belief in the students that trying will be worth it. During the process of implementing 100 repetitions, teachers need to remember to preserve relationships; be genuine in their emotions; and help the students to understand accurately the consequences of their behavior by highlighting every bit of growth, listening to the students, and letting them feel their feelings (Benson, 2012).

To date, schools have relied on traditional punitive discipline such as suspension and detention as the main way to control students. Such techniques have been ineffective and possibly contributory to more disruptive behaviors by students (Olley, Cohn, & Cowan, 2010). A major concern about suspending students is the fact that they miss important learning time (Olley et al., 2010). Another issue with removing students from the educational setting is the fact that this form of discipline is not effective and might lead to increased disruptions (Noltemeyer & McLoughlin, 2010).

## **Strategies to Use With Challenging Students**

Teachers should always start the school year with the creation of effective discipline policies that they can follow consistently whenever there are problems, build

relationships with students, and decide on the individual needs of students (Guercio, 2011). The teachers who are proactive in setting up rules and procedures are far less likely to experience severe behavioral concerns in their classrooms (Partin, 2009). Crowe (2010) discussed some specific strategies that teachers can use to help children who manifest challenging behaviors. The first strategy is to have the teachers get to know their students prior to the school year starting, such as by talking to previous teachers and students' families. The former teachers might be able to share strategies that worked for students in the past. Crowe also suggested paying attention to the triggers that precede students' negative behaviors. Knowing students' triggers can help the teachers to prepare students for upcoming challenges.

Teachers also can ensure that they understand children's different developmental stages and respect students' individual learning styles. Crowe (2010) noted that teachers should look at students' relationship-building skills in an effort to help the students to improve their social skills and peer relationships. The last strategies include learning some specific details of students' daily lives and finding positive qualities in all students.

Tomlinson (2012) discussed some techniques that teachers can use to help students with challenging behaviors. Tomlinson advised teachers to ensure that their lessons are engaging and carefully planned so that all students have the opportunity to be successful. She also suggested showing respect for all students, finding students' redeeming characteristics, and trying to find out the reasons for the negative behaviors.

Rand (2012) outlined the importance of meeting the students' need for love and belonging. Rand explained that this need is particularly important when dealing with

students who have challenging behaviors and poor social skills. Such students can be easy for teachers and other students to push away and avoid. These students need as much positive attention as possible because such students are hungry for positive relationships with their teachers (Rand, 2012).

Schussler (2009) explored the ways in which classroom management can be used as a tool to engage students academically. Schussler concluded that when teachers give students choices and ensure that learning is accessible to everyone, student behavior improves. In addition, Schussler explained that teachers should never dilute the curriculum in an effort to prompt students to behave; instead, teachers must find strategies to control classroom behavior successfully in order for students to see success. Teachers must develop effective classroom management strategies to reduce frustrations and promote effective teaching and learning (Shawer, 2010).

### **Engagement and Instructional Strategies**

Marzano et al. (2003) identified nine effective instructional strategies commonly used by teachers: “identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advance organizers” (p. 54). These strategies have been identified as effective increasing student achievement (Marzano, 2003). Marzano et al. explained that the main component of an effective comparison is the pointing out of the essential characteristics, which are then used as the foundation to identify similarities and differences. Teachers can use scaffolds such as

Venn diagrams and comparison matrices to assist students in generating their own meaning about the similarities and differences in content. Marzano et al. described the second instructional strategy, summarizing and note taking, as two of the most important skills that students need to understand the most essential elements of what they are learning.

The third strategy is reinforcing effort and providing recognition. When teachers reinforce effort in the classroom, they can communicate to their students that hard work will be rewarded. In addition, when teachers give their students recognition for reaching their goals, it serves to increase achievement and enhance motivation. The fourth strategy, homework and practice, calls for clearly established purposes that are identified and articulated to students (Marzano et al., 2003). Parents should have a part to play in the practice, and teachers should address the homework in class the next day in order for it to affect student achievement. In regard to practice, students need a considerable amount of focused practice to enable them to master a skill. Homework and practice are methods of lengthening the school day and allowing students to further their knowledge. Marzano et al. (2003) regard homework and practice as very effective instructional tools.

The fifth strategy of nonlinguistic representations includes “graphic representations, physical models, and mental pictures; the drawing of pictures and pictographs; and engagement in kinesthetic activity” (Marzano et al., 2003, p. 24). Some of the main points in this section were the ideas that nonlinguistic representations should elaborate on knowledge and the fact that this strategy is the most underused instructional

strategy of the nine. Marzano et al. (2003) pointed out that this underused strategy allows students to interpret content in an entirely different manner.

The sixth strategy is cooperative learning, which refers to a specific number of students assigned to a group in order to complete a given learning assignment (Marzano, 2003). The groupings can be small or heterogeneous. Cooperative learning groups have positive outcomes for students that include the practice of appropriate social skills with their peers, the combination of individual and group accountability, and face-to-face interactions. This instructional strategy is the most effective when the groups are consistent, purposeful, and used systematically during instruction (Marzano, 2003).

The seventh strategy, setting goals and providing feedback, is meant to assist students in their own metacognition. Student-led feedback can be used in addition to traditional teacher-led feedback for greater engagement. The practice of setting objectives and providing feedback to students is commonly underused in today's classrooms. When giving students feedback, the more direct and well timed it is, the more powerful it can be. Marzano et al. (2003) also expressed that feedback should be corrective whenever possible and clearly explain to students exactly what they need to do to fix their work.

The strategy of generating and testing hypotheses happens when students use knowledge to solve specific problems (Marzano et al., 2003). This particular strategy allows students to analyze information cognitively through inductive and deductive reasoning. Marzano et al. (2003) noted that teachers should ensure that their students explain their hypotheses and conclusions clearly and that the process of generating and testing hypotheses is not exclusive to science and can be applied to other subject areas.

The last strategy involves the use of signals, questions, and advance organizers by teachers to enable students to activate prior knowledge about a subject. Marzano et al. (2003) emphasized that signals and questions should highlight what is significant, not what is out of the ordinary. They also explained that “higher level” questions can produce higher levels of learning than “lower level” questions and that questions asked before lessons can be effective.

Marzano (2003) discussed many student engagement strategies and the proven close relationship between student achievement and student engagement with high effect sizes. Marzano went on to describe some specific engagement strategies that teachers could use in their classrooms, one of which is high energy. Students need to maintain a certain energy level to stay focused on the lesson. Marzano also asserted that missing information can be a stimulus for engagement due to the fact that human beings are drawn to solving puzzles because they arouse the human sense of curiosity. Marzano suggested using mild pressure as a stimulus for engagement because it can have a positive impact on learning. Teachers can exert this mild pressure during the questioning phrase if students think that there is a reasonable chance that they might be called upon to answer questions. Mild controversy and competition as stimuli for engagement is another strategy that could include debates or games for prizes.

### **Professional Development**

There is a real concern that some teachers could feel highly inadequate in areas of classroom management because of lack of PD or no PD at all (Jolivet & Stette, 2010; Ruepert & Woodcock, 2010). The ultimate goal for PD should be to enhance teachers’

learning in order for them to directly impact the learning of their students. To rebuild teachers' morale, PD should be implemented to improve attitudes and increase the understanding of children with behavioral problems (Ruepert & Woodcock, 2010). If teachers are not given the appropriate training, they will spend an inordinate amount of time dealing with students who have challenging behaviors instead of teaching, a situation that directly impacts their morale (Allen, 2010). It is important to keep in mind that for PD to be effective, it must be specific to the needs of teachers (Timperley, 2009).

Mathur et al. (2012) discussed the challenges that teachers face when choosing what type of PD will best fit their needs. They are bombarded with many choices, including conferences, webinars, online classes, district-sponsored events, and professional learning communities (PLCs) within the school setting. The key is finding the appropriate PD that fits teachers' specific needs and enables them to transfer what they have learned into practice. McDonald (2010) explained the need for restorative practices when they deal with students who have challenging behaviors. McDonald stated that teachers need restorative and reflective practices when working with students who manifest difficult behaviors.

PD for challenging behaviors needs to be continuous. Jenson (2010) pointed out that a well-designed behavior management program can help to eliminate behavioral problems in the classroom. One of the main challenges facing school systems is the fact that many teachers are entering the profession from teacher training programs that have failed to prepare them with the skills to manage classrooms effectively (Monroe, Blackwell, & Pepper, 2010). Monroe et al. (2010) recommended forming strong

relationships with neighborhood schools to provide preservice teachers with the chance to experience what really happens in the classroom.

MacSuga and Simonsen (2011) explained that teachers need a wide variety of strategies to manage challenging behaviors in the classroom. This statement partly explains teachers' perceptions that they do not have enough training to address these challenging behaviors fully. Because teachers are the first line of defense in the classroom and are the ones to identify these challenging behaviors, they, not their administrators, should identify the areas that they need to focus on to improve their classroom practice (Chou, 2011; Opfer & Peddler, 2011). Continuous PD can assist teachers with changing school cultures and raise their level of self-efficacy simultaneously (Swackhamer, Koellner, Basile, & Kimbrough, 2009).

### **Teachers' Efficacy Beliefs**

Fives and Buehl (2009) investigated differences in the specific efficacy beliefs of preservice teachers and practicing teachers. Some major differences emerged. For example, the practicing teachers were found to hold the most solid efficacy beliefs in the area of behavior management and the lowest number of efficacy beliefs for student engagement tasks. Fives and Buehl also found that elementary teachers conveyed much higher efficacy beliefs than secondary school teachers for student engagement. According to these findings, it could be concluded that every teacher could take advantage of PD in the areas of classroom management and student engagement (Fives & Buehl, 2009).

Tschannen-Moran and Woolfolk Hoy (2001) explained the ways in which efficacy plays a key role in schooling and how efficacy and student achievement are

reciprocally linked. As a result, it makes sense to discover ways that efficacy might be improved. Bandura (1977) asserted that efficacy could be manipulated the most easily in the earlier stages of learning, which resulted in a number of researchers focusing on preservice teachers. Bandura explained the reason for this easy manipulation being that changing established efficacy viewpoints involves “compelling feedback that forcefully disputes the preexisting disbelief in one’s capabilities” (p. 82). Experienced teachers are very unlikely to change their core beliefs, even in the face of fresh evidence (Ludlow, 2010).

Another notable study about efficacy was conducted by Brown (2009), who concluded that teachers with just a bachelor’s degree scored lower on teacher efficacy, and teachers who held an advanced degree such as a master’s degree scored higher for teacher efficacy, which included classroom management. The 297 special education teachers in Brown’s study reported their sense of efficacy on the instruments that had been sent to them. One possible conclusion Brown suggested was that the teachers with advanced degrees could have gained more knowledge to help them with their classroom management. Hoy and Woolfolk (1993) also concluded that level of education was one of the biggest predictors of the efficacy of teachers.

### **Implications**

I examined the correlation between PD training in classroom management and teacher self-efficacy. Based upon the findings, I developed a project comprising PD modules designed to support teachers in addressing challenging student behavioral issues effectively. Training teachers in behavior management strategies will enable them to

impact student behaviors in their classrooms positively. The local setting will benefit because student achievement also will be impacted positively.

### **Summary**

In Section 1, I introduced the struggle that the teachers in my school district are facing in dealing with challenging student behaviors and how the behaviors can erode teachers' self-efficacy. The lack of consistency in behavior management was explained by the very few PD opportunities that the teachers are currently offered. I also provided a brief history of classroom management research and described the ways in which PD can impact behavior management and what various types of PD are available. I outlined the principles of teachers' self-efficacy beliefs and how these beliefs affect student achievement. In Section 2, I discuss the research methods and the specific data analysis tools that I employed in the study.

## Section 2: The Methodology

### **Introduction**

The focus of this section is on the research design, setting, and sample size. This section also addresses the methods of data analysis used in the study. In addition, there is an analysis of the results.

### **Research Design**

The research design for this study was correlational and followed quantitative methods. According to Creswell (2012), a characteristic of quantitative research is “the emphasis on the procedures of comparing groups or relating factors about individuals or groups in experiments, correlational studies, and surveys” (p. 41). A correlational research method is a statistical measure of a relationship between two or more variables (Creswell, 2012). In this form of research, a researcher identifies one or more variables and an outcome, or criterion variable (Creswell, 2009). The variables in this study were self-efficacy in classroom management, instructional strategies, and engagement strategies, and the PD that the teachers received on these topics. The criterion variable was PD.

I conducted a survey to see whether there was a relationship between the PD that the teachers received on behavior management, instructional strategies, and engagement strategies, and their perceived self-efficacy in those areas. The focus of this study was to measure whether there was a relationship between the number of PD workshops that the teachers have attended in classroom management and their self-efficacy when dealing with behavior management. The rationale for adding the other two variables was to allow

me to see whether there was a significant difference in the amount of training that the teachers received in the areas of student engagement and instructional strategies and whether or not this training, if extant, impacted their self-efficacy.

This correlational research involved quantifying the specific relationship between two or more variables, namely, PD workshops in classroom management, engagement strategies, instructional strategies, and teachers' self-efficacy. A survey design using a questionnaire with convenience sampling achieved this goal successfully. I considered other research designs, such as qualitative research interviewing the teachers, before I determined that quantitative research would be the most effective approach. Qualitative research would not allow me to obtain the statistical data needed to determine whether a PD module would be warranted according to the teachers' perceptions.

### **Setting and Sample**

I sent a survey link from SurveyMonkey<sup>®</sup> to all teachers of students in Kindergarten to Grade 6 from eight elementary schools in the local school district. The link first addressed consent from the participants; each one was able to indicate implied consent before taking the survey. This study was conducted using convenience sampling. A convenience sample holds participants because they are prepared to join the study and the surveys are available when needed (Creswell, 2012). Convenience sampling occurs when the groups are prearranged because of the structure of the organization, which then makes it convenient to collect the data. I used a GPower analysis to obtain the sample size for this correlational study, which showed the total sample size required in order to

obtain a power of 0.9 and alpha of 0.05, which was 92 participants (Erdfelder, Faul, & Buchner, 1996).

Even though randomization might have been more desirable (Creswell, 2012), I selected a convenience sample from eight elementary schools from the local district. I visited each school to explain the study before sending out the e-mail link. All of the elementary teachers from the eight schools were the target population, and all teachers who participated comprised the sample (Creswell, 2012). All teachers in the eight schools with district e-mail accounts had access to the survey. This criterion excluded part-time teachers. The response rate was 45%, with 99 of 220 teachers responding. Teachers from the eight elementary schools in the local school district were surveyed to obtain their perceived level of self-efficacy applicable to classroom management, instructional strategies, and engagement strategies in classroom management, efficacy in student engagement, and efficacy in instructional strategies. This survey was conducted on SurveyMonkey.

Gravetter and Wallnau (2005) explained that “although samples are generally representative of their population, a sample is not expected to give a perfectly accurate picture of the whole population” (p. 6). Fink (2006) described the general guideline with response rates on surveys as the higher, the better. Fink explained that a sample comprises participants who are representative of the whole target population. Standard error in this study was reduced through the sampling of a large group of teachers from the target population. These larger sample sizes produce results that are more accurate (Fink, 2006; Gravetter & Wallnau, 2005).

### **Instrumentation and Materials**

The TSES is a 24-item questionnaire that is rated using a 9-point Likert scale. The TSES contains three subsets of scores: efficacy in instructional strategies, efficacy in classroom engagement, and efficacy in classroom management (Tschannen-Moran & Woolfolk Hoy, 2007). According to Tschannen-Moran and Woolfolk Hoy (2007), previous research has established that reliability ranges from .92 to .95 for the overall instrument. In a comparison with other teacher efficacy instruments, Tschannen-Moran and Woolfolk Hoy (2001) found the TSES showed positive correlations and as a result, has construct validity. Raw data will be available by request from the researcher. I obtained permission (see Appendix B) to use this instrument (see Appendix C).

The values 2, 4, 6, and 8 allow the respondents to choose in-between values for these descriptions. Efficacy of student engagement is measured using Questions 1, 2, 4, 6, 9, 12, 14, and 22 (e.g., Question 1: How much can you do to get through to the most difficult students?), and efficacy of instructional strategies is measured using eight questions: 7, 10, 11, 17, 18, 20, 23, and 24 (e.g., Question 7: How well can you respond to difficult questions from your students?). To calculate scores, the scores for a subset were summed and then divided by the number of questions in that subset. Each subset has eight questions.

I used a cross-sectional survey design, meaning that I distributed the surveys to, “the participants at a particular point in time in order to gather their perceptions around a specific issue” (Lodico, Spaulding, & Voegtle, 2010, p. 226). To measure the teachers’ PD scores, I added a cover page to the TSES with a few short questions pertaining to

personal demographics and, more importantly, what PD the teachers had received in the last year that had focused on classroom management. The scores were determined on how many PD workshops the teachers had attended that had focused on behavior management. The demographic questions asked the participants how many years they had been teaching, gender, age, and educational level. The next set of questions asked how many behavior management PD trainings the teachers had attended in the last 5 years and how many hours they had attended particular workshops. Those two numbers were summed and divided by two for the PD scores. The teachers also were asked how many PD training sessions they had attended in the last 5 years that had focused on student engagement or instructional strategies.

### **Data Collection and Analysis**

After receiving permission from the site principals by e-mail, I visited all of them during their late-start Wednesdays to explain my study to the teachers. I notified them that they would be receiving an e-mail with a link connecting them to the online questionnaire using SurveyMonkey. I encouraged the participants to complete the questionnaire at the most convenient times for them. I used SurveyMonkey to conduct the questionnaire online and made it more convenient for the participants (Sue & Ritter, 2007). Names were not required on the survey, and no tracking accompanied the survey. No surveys could be matched with any names.

The instrument responses comprised nominal and ordinal data. The interval data included the PD scores, the number of PD workshops on behavior management, student engagement, and instructional practices that the teachers had attended over the last 5

years. The TSES contained ordinal data because it uses a Likert-Scale with values ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The variables in this descriptive, quantitative study were PD training in classroom management and teachers' self-efficacy in classroom management (Tschannen-Moran & Woolfolk Hoy, 2007).

Once I collected all of the data, I needed to verify them by looking through each survey to ensure that there was no missing or erroneous information. I then ran the statistical tests using SPSS. The statistical test was the Pearson product-moment correlation because the variables were continuous and ordinal and the sample was larger than 30 participants (Lodico et al., 2010). The Pearson product-moment correlation is the most stable test available with the least amount of error (Lodico et al., 2010). I plotted the scores on a scatterplot.

In this single-stage sampling design, I made the self-administered survey available via SurveyMonkey to the addresses of the participants acquired through the local school district's e-mail directory (Creswell, 2012). The study was a cross-sectional design that involved my gaining survey data at one point in time from a group of people within an organization for planning purposes (Creswell, 2009; Lodico et al., 2006). The descriptive statistics included simple summaries about the sample and responses to some of the survey questions (Fink, 2006). Other descriptive statistics included frequency distributions, measures of variation, and measures of central tendency. I used these descriptive statistics as well as simple graphic analysis such as pie charts and bar graphs.

Three RQs guided this study:

1. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to classroom management attended during the last 5 years, and their perceived self-efficacy in classroom management strategies, as measured by the TSES?

*H<sub>01</sub>*: There is no relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

*H<sub>a1</sub>*: There is a relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

2. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to instructional strategies attended during the last 5 years, and their perceived self-efficacy in instructional strategies, as measured by the TSES?

*H<sub>02</sub>*: There is no relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

*H<sub>a2</sub>*: There is a relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

3. What is the relationship among teachers' PD scores, the number of PD workshops pertaining to engagement strategies attended during the last 5 years, and their perceived self-efficacy in engagement strategies, as measured by the TSES?

$H_{03}$ : There is no relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

$H_{a3}$ : There is a relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

### **Results**

The purpose of this study was to determine whether there was a relationship between the amount of PD that the teachers has received in the areas of student engagement, instructional strategies, and behavior management and the teachers' sense of self-efficacy in those areas. The executive director of elementary education in the school district under study gave me approval to conduct the study after I had received earlier permission from Walden University's IRB. I sent the TSES (Tschannen-Moran & Woolfolk Hoy, 2001) via SurveyMonkey to 220 teachers in eight schools in my local school district. I received 99 responses, a response rate of 45%. There were no problems with the web-based link, and the teachers were able to complete the survey easily.

### **Descriptive Analysis**

In Part 1 of the survey, the teachers were asked demographic questions about gender, grade level, years of experience, and number of conferences attended pertaining to the three areas that I studied. Eighty-five (84.69%) participants were women, and 15 (15.31%) were men. With regard to the subscales in the TSES, the results showed that the efficacy scores of student engagement, as measured using Questions 1, 2, 4, 6, 9, 12, 14, and 22 in the TSES, resulted in scores of 6.32 (5.68 + 6.39 + 5.99 + 6.93 + 6.87 + 6.24 + 6.24 + 6.70 + 6.30 /8). The efficacy of instructional strategies, as measured using

Questions 7, 10, 11, 17, 18, 20, 23, and 24, resulted in a score of 6.99 ( $7.26 + 7.18 + 6.95 + 6.77 + 7.01 + 7.18 + 6.66 + 6.91/8$ ). The efficacy scores of behavior strategies, as measured using Questions 7, 10, 11, 17, 18, 20, 23, and 24, resulted in a score of 7.04 ( $6.85 + 7.91 + 7.77 + 7.39 + 6.43 + 7.28 + 6.39 + 6.32/8$ ). To calculate scores, the scores for a subset were summed and then divided by 8. Table 1 shows data relevant to their teaching experience.

Table 1

*No. of Years of Teaching Experience*

Demographic question on experience	No. of years teaching			
How long have you been teaching?	0-5 yrs	5-10 yrs	10-20 yrs	20+ yrs
Percentage of years teaching	19.19%	15.15%	34.34%	31.31
Rounded averages	19	15	34	31
No. of teachers	19	15	34	31

*Note.* The majority of teachers had been teaching 10 to 20 years. ( $N = 99$ )

Table 2 shows the descriptive statistics for the number of PD sessions on classroom management attended over the last 5 years. Thirty-four of the teachers had not attended a single training session.

Table 2

*Descriptive Statistics for No. of PD Sessions Attended on Classroom Management*

Demographic question on classroom management						
No. of PD sessions attended on classroom management	0	1	2	3	4	5
No. of teachers (%)	33 (26%)	15 (13%)	21 (21%)	19 (18%)	2 (2%)	19 (19%)

*Note.*  $N = 99$

Tables 3, 4, and 5 show descriptive statistics for opportunities to attend PD, the number of PD sessions attended on engagement strategies, and whether the sessions were provided by the school district. Table 3 shows descriptive statistics for opportunities to attend PD and whether the sessions were provided by the school district.

Table 3

*No. of PD Sessions Attended Provided by School District*

PD sessions provided by district	Answer		
	Yes	No	Some
Were the PD opportunities/workshops/conferences provided by the school district?			
No. of teachers (%)	52.53%	4.04%	43.43%
Outcome	52	4	43

*Note.* Participants stated that over 50% of the trainings had been provided by district. ( $N = 99$ )

Table 4 shows descriptive statistics for opportunities to attend PD, the number of PD sessions attended on engagement strategies, and whether the sessions were provided by the school district.

Table 4

*No. of PD Sessions Attended on Engagement Strategies*

Question	Answer					
	0	1	2	3	4	5
PD attended focusing on engagement strategies						
No. of teachers (%)	8.08%	17.1%	18.18%	16.16%	10.10%	30.30%
Outcome	8	17	18	16	10	30

*Note.* When asked how many PDs they had attended in the last 5 years that focused on engagement strategies, the majority of teachers, 30%, had attended more than five trainings. ( $N = 99$ )

Table 5 shows descriptive statistics for opportunities to attend PD and whether the sessions were provided by the school district.

Table 5

*No. of PD Sessions on Engagement Strategies Provided by School District*

Question	Answer		
	Yes	No	Some
Were the PD on engagement strategies provided by the school district?			
Percentage of teachers	52.53%	4.04%	43.43%
Outcome	52	4	43

*Note.* Participants stated that over 56% of training sessions had been provided by district. ( $N = 99$ )

## Research Questions and Hypotheses

I entered the survey data into SPSS. I ran three separate correlations using the Pearson product-correlation coefficient. For RQ1, I was investigating whether there was a relationship between the amount of PD in the area of behavior management and the level of self-efficacy in regard to managing student behaviors.

### Research Question 1

What is the relationship among teachers' PD scores, the number of PD workshops pertaining to classroom management attended during the last 5 years, and their perceived self-efficacy in classroom management strategies, as measured by the TSES?

$H_{01}$ : There is no relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

$H_{a1}$ : There is a relationship between teachers' PD scores and their perceived self-efficacy in classroom management strategies, as measured by the TSES.

The teachers' PD scores and their perceived self-efficacy in classroom management strategies were not associated. The correlation between PD in classroom management and self-efficacy scores was  $r = -.66$ ,  $p = .517$  (see Table 6). No significance was found; therefore, the test accepted Null Hypothesis 1 and rejected Alternative Hypothesis 1.

Table 6

#### *Pearson Correlations for Self-Efficacy in Classroom Management*

Variable	Sig. (2-tailed)	<i>N</i>	<i>r</i>
Behavior management	.517	99	-0.66

Figure 1 is a scatterplot showing the relationship between the teachers' self-efficacy scores in behavior management and the number of workshops attended in behavior management. The scatterplot shows no relationship between self-efficacy scores and the number of workshops attended.

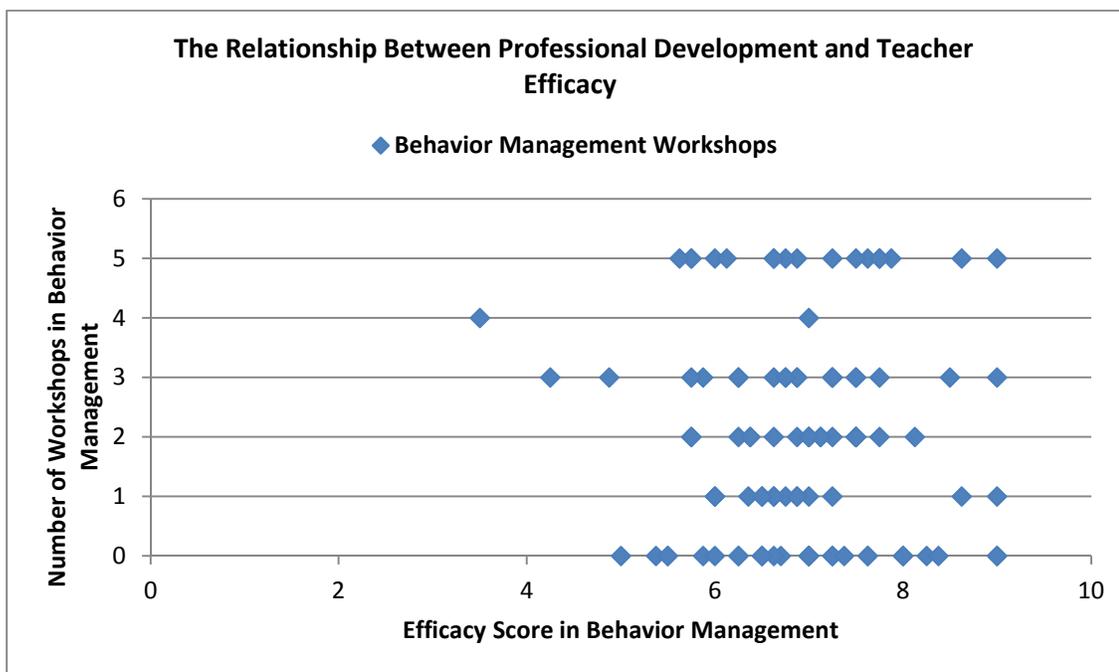


Figure 1. Scatterplot of relationship between self-efficacy scores and number of workshops attended on behavior management.

### Research Question 2

What is the relationship among teachers' PD scores, the number of PD workshops pertaining to instructional strategies attended during the last 5 years, and their perceived self-efficacy in instructional strategies, as measured by the TSES?

$H_{02}$ : There is no relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

$H_{a2}$ : There is a relationship between teachers' PD scores and their perceived self-efficacy in instructional strategies, as measured by the TSES.

The teachers' PD scores and their perceived self-efficacy in instructional strategies were not associated. The correlation between PD in instructional strategies and self-efficacy scores was  $r = .130$ ,  $p = .199$  (see Table 7). No significance was found; therefore, the test accepted Null Hypothesis 2 and rejected Alternative Hypothesis 2.

Table 7

*Pearson Product-Moment Correlation for Self-Efficacy in Instructional Strategies*

Variable	Sig. (2-tailed)	<i>N</i>	<i>r</i>
Instructional strategies	.199	99	.130

Figure 2 is a scatterplot showing the relationship between the teachers' self-efficacy scores in instructional strategies and the number of workshops attended in instructional strategies. The scatterplot shows a lack of relationship between self-efficacy scores in instructional strategies and the number of workshops attended in instructional strategies.



Figure 2. Scatterplot of relationship between self-efficacy scores and number of workshops attended in instructional strategies.

### Research Question 3

For RQ3, I was looking for a relationship between the amount of PD received in engagement strategies and the teachers' levels of self-efficacy in regards to engaging students in their classrooms. I found no relationship between these two variables. Is there a relationship among teachers' PD scores, the number of PD workshops pertaining to engagement strategies attended during the last 5 years and their perceived self-efficacy in engagement strategies, as measured by the TSES?

$H_{03}$ : There is no relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

$H_{a3}$ : There is a relationship between teachers' PD scores and their perceived self-efficacy in engagement strategies, as measured by the TSES.

The teachers' PD scores and their perceived self-efficacy in engagement strategies were associated. The correlation between PD in instructional strategies and self-efficacy scores were  $r = .133$ ,  $p = .190$ ; see Table 8. Significance was not found; therefore, the test accepted Null Hypothesis 3 and rejected Alternative Hypothesis 3.

Table 8

*Pearson Product-Moment Correlation for Self-Efficacy in Engagement Strategies*

Variable	Sig. (2-tailed)	<i>N</i>	<i>r</i>
Engagement strategies	.190	99	.133

Figure 3 is a scatterplot showing the relationship between the teachers' self-efficacy scores in engagement strategies and the number of workshops attended in engagement strategies. The scatterplot shows the lack of relationship between the self-efficacy scores in engagement strategies and the number of workshops attended.



Figure 3. Scatterplot of relationship between self-efficacy scores and number of workshops attended in engagement strategies.

## **Summary of the Results**

Analysis of the data showed that of the three RQs, none of the relationships between the variables were significant. RQ1 looked at whether there was a relationship between the amount of PD that teachers received in behavior management and their level of self-efficacy in the area of behavior management. RQ2 and RQ3 looked at whether there was a relationship between teachers' PD scores and the number of PD workshops pertaining to instructional strategies attended during the last 5 years, and their perceived self-efficacy in instructional strategies or engagement strategies, as measured by the TSES.

Analysis of the data showed high self-efficacy scores in classroom management. One reason could have been that the teachers who were struggling the most did not take the survey or did not rate themselves objectively. A number of teachers are unaware of the extent of the behavior management issues in their classrooms until such issues are fully brought to their attention. An example is teachers sending challenging students to the office or another classroom when they are being disruptive as a long-term solution. Those teachers need to meet with disruptive students and their parents to come up with a plan of action to keep them in the classroom learning crucial academic content.

## **Assumptions, Limitations, Scope, and Delimitations**

### **Assumptions**

I made the following assumptions for the purpose of the study:

1. Teachers will complete the survey in a timely manner.
2. Teachers will be honest in their responses on the survey.

3. Teachers are experiencing difficulty managing student behavior.
4. Teachers will be interested in participating in a learning opportunity to decrease challenging behaviors in their classrooms.

### **Limitations**

I made the following limitations:

1. The homogeneity of the sample might affect the generalizability of the findings to the target population.
2. The small study might not be generalized to the entire population.
3. The results of this survey might be generalizable only to other school districts with similar demographics.
4. The study was limited to elementary schools only.

### **Scope**

The scope of this study was to investigate a possible relationship between the number of PD workshops in the area of classroom management that the teachers had attended and the teachers' self-efficacy when dealing with challenging student behaviors.

### **Delimitations**

1. This survey was given only once during the last trimester of the school year.
2. The survey was given only to teachers at the eight selected elementary schools.

### **Protection of Participants' Rights**

Creswell (2009) stated that because ethical concerns arise during studies, researchers must follow guidelines and procedures when acquiring access to possible

participants and research sites. It is their duty to shield the participants, and the research sites, and ensure the nondisclosure of the participants' personal information (Creswell, 2009). Prior to sending my survey to the participants, I had to obtain permission from the district superintendent and the Institutional Review Board (IRB) at Walden University (IRB approval #10-24-14-0282516).

I also needed to gain consent from the participants before I would provide them with a link to SurveyMonkey to complete the survey. I informed the participants that clicking on the link implied their consent for me to use the data obtained from the survey. In addition to those requirements, I was required to obtain a certificate of the tutorial offered online by the National Institute of Health's Office of Extramural Research and required by Walden University to ensure that I was fully aware of the ethical constraints involved when conducting a study and the importance of protecting the rights of the participants.

According to Creswell (2012), participation in the study had to be completely voluntary, so I had to give the invited teachers the right to decline to participate or withdraw at any time once they had given consent. After collecting and analyzing the data, I stored them in numerous password-protected locations in my work and home offices. I kept the printed data in a locked file cabinet at work or in my home office. I will destroy all data 5 years after completion of the study.

### **Conclusion**

In this section, I explained the overall research methodology for this project study and discussed research on behavior management. The research design was correlational,

using a quantitative methodology. Other topics discussed in this section were the data collection and data analysis procedures and the results of the data analysis.

### Section 3: The Project

In contrast to the amount of PD that the teachers had received in engagement and instructional strategies, the teachers who were surveyed had attended only one PD in behavior management in the last 5 years. More PD or some type of other resource should be made available to teachers as they work with challenging students. I work with teachers, parents, and challenging students on a daily basis, so the question of what to do about children's disruptive behaviors comes up daily.

#### **Rationale**

Teachers need readily available resources to help them to make decisions about the behaviors of challenging students. Because the focus of this research was challenging student behaviors, I spent considerable time researching resources that might help educators to manage student behaviors. Teachers need to be able to access ideas about behavior management quickly and easily. This realization gave me the idea to develop a handbook for teachers that will save them and their school districts time and money, as well as increase the likelihood that the teachers will use new ideas if they do not have to spend an inordinate amount of time searching for them. I am thinking specifically of the PLCs at my school site. A manual of research-based classroom management strategies will help the teachers to address different types of behaviors.

The results of the data analysis resulted in my developing a manual that teachers can use to help them to meet classroom management needs. During this doctoral journey, I researched the subject of classroom management in depth, challenging student behaviors in particular, and feel that this research qualified me to design a manual that

was pedagogically sound. As an administrator, I listen to teachers' wants and needs daily regarding ways to deal with student behaviors and manage their classrooms. Teachers are always asking for ideas and strategies to use with students, and this manual can provide them with that resource.

My genre of choice, the manual, led me to available research that was similar to what I was proposing. I found a number of handbooks and study guides, most of which accompanied textbooks. The most noteworthy handbook was that of Marzano, Gaddy, Foseid, Foseid, and Marzano (2009). This handbook is divided into modules and has spaces for the teacher to write and plan. Another resource that I purchased and studied was Breaux and Whitaker's (2010) handbook, which has 50 minilessons for teachers and provides space for them to write notes.

According to Yilmaz (2009), teachers' classroom management skills and student achievement are directly correlated, making classroom management a crucial element for all teachers to master. Although countless programs have promised ways to solve all behavioral problems in the classroom, U.S. classrooms are filled with students who exhibit challenging behaviors. The reason is simple: Everyone is looking for an easy option without putting in the hard work required. There are no magical programs, and good behavior management simply comes down to hard work, planning, and effort. There are, of course, special challenges with certain students that bring additional questions, but the fundamentals of solid behavior management programs still need to be in place.

## **Review of the Literature**

### **Description and Goals**

The goal of the project is to supply teachers with a manual that they can refer to on a consistent basis to find resources or direction to deal with challenging student behaviors and allow them to focus on academic achievement. I want to remind teachers that behavior management comes back to basics, that is, teachers need plans before they ever stand in front of a group of students. My goal is to outline how to set up a solid behavior management plan for any classroom that is research based and can be tailored to fit teachers' individual needs and styles.

The purpose of this literature review is to provide evidence from the findings of the study to support the need for such a project. Teachers who take the time to map out behavior management plans can prevent classroom disruptions, suspensions, and office referrals (Marzano, 2003). During the research process, I searched many databases at the Walden library online, including ERIC, Education Research Complete, and SAGE Full-Text. I also used my subscription to *Educational Leadership* to search its archives for relevant articles. In addition, I purchased a large number of books from an online company that pertained to classroom management and challenging student behaviors. The terms that I used when searching that website pertained to *classroom management*, *challenging student behavior*, and *teacher professional development*.

### **Professional Development**

Teachers need adequate PD to enable them to teach students effectively (Gilpatrick, 2010). Teachers are graduating from credential programs feeling unprepared

to assume the daily challenges of the classroom and need targeted PD to rectify this concern (Sprick & Daniels, 2010). The main goal of PD is to give teachers the time to plan strategies that will enhance their instruction (Casteel & Ballantyne, 2010). However, researchers have found that teaching is based more upon what teachers know and believe than on what they learned in any PD (Palumbo, 1999; Palumbo & Sanacore, 2007; Theriot & Tice, 2009). Teachers are more likely to embrace only parts of what they learn in PDs and integrate those parts into their daily teaching routines. PD sessions give teachers who already have good classroom management skills in place additional strategies (Kennedy, 2011). In contrast, teachers without good classroom management skills have a more difficult time using the knowledge gained from PD sessions.

Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) discovered that one of the pitfalls of PD is the lack of follow-up support, such as training sessions that allow teachers to collaborate with peers and process the information gathered (Guskey & Yoon, 2009). Darling-Hammond et al. found that quality PDs were infrequent and did not offer many teachers follow-up support. One of the most telling results of their study was that 25% of the teachers chose not to implement the strategies that they had learned at the PDs and another 25% chose to implement particular strategies to a lesser degree.

Desimone (2010) explained that PD that is focused solely on attitude change or teacher satisfaction is not effective, whereas PD that focuses on methods and results is much more likely to produce reciprocal learning between students and teachers. The most transforming PD that teachers can engage in includes curriculum design, collaboration on

the school site plan, and peer coaching (MacSuga & Simonsen, 2011). In conclusion, PD dealing with ways to address challenging student behaviors needs to be ongoing. Opic and Mirosevic (2011) recommended that teachers be trained as reflective educators because reflective teachers are more likely to meet the needs of their students by identifying their specific learning and personality styles and understanding their cultural differences and educational needs.

### **Contemporary Perspectives of Behavior Management**

As discussed earlier, classroom management is a common concern expressed by student teachers and experienced teachers alike (Smart & Igo, 2010). Effective teaching and learning cannot happen if classrooms are poorly managed, and classroom management plans are not designed effectively for the class (MacSuga & Simonsen, 2011; Marzano et al., 2003). Teachers who take the time and effort to design a well-structured classroom carefully experience less frustration and stress from challenging student behaviors (Canter, 2010). Educators have found that power struggles are the cause of so many classroom disruptions. Glasser (1998) believed that all students have a fundamental need for control in the classroom and that 95% of discipline issues are the outcome of students attempting to meet this need. One way to meet this need is by giving students choices in the classroom, a technique that can lead to higher student engagement and achievement (Sparks, 2010).

Ferlazzo (2012) explained the impact of positive messages on student motivation, noting that even small shifts in language can make a big difference. Dean (2010) remarked that positively framed messages rather than threats of negative consequences

are more effective when working with students. Yong (2010) suggested that another successful strategy includes asking, not telling, students to complete specific tasks. The simple use of “please” and “thank you” can go a long way toward changing the dynamics in a positive manner between authority figures and students. Students who are thanked are more likely to cooperate with and feel valued by their teachers (Sutton, 2010).

Szalavitz (2012) discussed the value of giving students the opportunity to vent their frustrations. Students who are experiencing stress in their lives can benefit from teachers acknowledging their emotions and providing an avenue to release them. Bergen (2012) asserted that educators must give the invisible children in the classroom the opportunity to shine, with redefining success being one such way. Bergen explained that not all students fit into the traditional mold of what a “good student” is, so teachers need to show these students that there are alternative paths for them to be successful in life. Bergen claimed that the world needs builders, plumbers, and artists, in addition to lawyers and scientists.

Riegert and Recht (2012) discussed strategies that can assist challenging learners. The first strategy is the creation of bonds and the building of relationships, both of which can be difficult for such students. They discussed close proximity, which sends the message that teachers are not intimidated and are available to students. Another strategy is to take the time to talk to students, which might be unsuccessful at times, but each attempt is a worthy opportunity at relationship building. When dealing with difficult students, educators need to be flexible and able to differentiate instruction to fit the students’ specific needs (Tomlinson & Javius, 2012).

When dealing with challenging students, educators are faced with such issues as homelessness, hunger, low parental involvement, and school safety (McCoach, 2010). It is very difficult to teach students who are tired, are hungry, and do not know where they are going to sleep tonight. For so many students, passing the next math test pales in comparison to getting their next meal.

Aune, Burt, and Gennaro (2010) explained that teachers need to be flexible when working through children's challenging behaviors. Aune et al. stated that if teachers are open to modifying their current practices to meet students' needs, they have a higher chance of being successful when working with challenging student behaviors. Breaux and Whitaker (2010) identified 50 common misbehaviors that can take occur in the classroom and described appropriate ways to manage these behaviors.

Panico (2009) outlined a five-step plan to improve behaviors based upon three mind-sets: (a) Treat students how you would want to be treated; (b) if students can do it, they should do it; and (c) always empower students to achieve what they deem unattainable. Many students need encouragement to perform tasks that they perceive as difficult. Teachers used to be viewed as caring professionals who should be obeyed, but this culture of looking upon teachers as people to be respected is no longer the case. The ability of teachers to empower students, as outlined by Panico, comes from a degree of trust that must exist between teachers and students.

Sterrett (2012) discussed the importance of looking at data when having discussions about challenging behaviors. The data included suspension data, office referrals, and time-outs. It is important to see which students are missing instructional

time in the classroom because of their challenging behaviors (Sterrett & JohnBull, 2009). To move a school forward, school personnel must have plans with proven strategies to set their students up for success (Sterrett, 2012).

Sterrett (2012) also mentioned the importance of celebrating successes to build positive energy in the school setting. Another strategy is for teachers and principals to make positive phone calls early in the year to parents to introduce themselves and share something positive that they have noticed about the children. Teachers also could set time aside weekly to make positive parent phone calls to connect with families.

Morning meetings that include sharing time and morning messages can help significantly to build classroom communities (Kriete, 2002). These meetings can provide students with a safe setting to share with one another and their teachers. They also can provide teachers with the opportunity to find out student interests and connect them to the learning.

A major piece of the behavioral puzzle lies in the power of the home-school connection, or the possible lack thereof. Teachers can use many strategies to gain support from parents to help their challenging students. Henderson, Mapp, Johnson, and Davies (2007) stated that home visits can be used to assist parents in the trust-building process between home and school. Some of the advantages that they described included (a) allowing parents to stay in their homes to meet with school personnel, who can bring resources with them and model reading strategies for the parents to help them to raise their children's achievement; (b) making the visits informal, keeping the focus on the relationship-building aspect and talking with family members; (c) sharing stories about

the families' specific cultures and traditions; and (d) allowing the children to show their teachers what their rooms look like and what toys they like to play with, both of which can mean a great deal to students who feel disconnected from the school setting.

Yan, Evans, and Harvey (2011) asserted that when teachers take the time to build relationships with their students and deal with students' emotional turmoil, the results can be increased student achievement and more positive emotional development. Well-designed behavior management programs that allow teachers to work on relationship building with students can help to reduce and even avoid challenging student behaviors in the school (Jenson, Dieterich, Bender, & Powell, 2010).

Albert (1989) explained the three basic concepts of behavior: (a) Students ultimately choose their behaviors; (b) the end goal of student behaviors is to satisfy the students' need to belong; and (c) students act out to accomplish one of four objectives: attention, control, retaliation, and avoidance of failure. Albert offered five steps to help teachers to identify the underlying reasons for students' misbehaviors: (a) pinpointing and describing students' behaviors, (b) identifying the goals of the misbehaviors, (c) choosing immediate intervention techniques for the misbehaviors, (d) outlining ways to select encouragement techniques to build self-esteem, and (e) involving parents as partners.

### **Teacher Efficacy**

Thompson and Webber (2010) asserted that teachers' low self-efficacy can cause them to react inappropriately to students who are displaying challenging behaviors; as a result, they use harsh consequences rather than proactive discipline with disruptive

students. Andreou and Rapti (2010) studied 249 elementary teachers to investigate the predictive nature of student behavioral problems on perceived teacher efficacy for classroom management. They found that as teachers' self-efficacy increased, the likelihood that they would hold the school accountable for the behaviors decreased (Andreou & Rapti, 2010).

Andreou and Rapti (2010) also found that the less experienced teachers in the study were more likely than the more experienced teachers to try interventions to reduce the incidence of challenging student behaviors. This practice raised the level of self-efficacy among the less experienced teachers. Furthermore, Andreou and Rapti noted that the teachers who had more experience had elevated levels of efficacy and less effective behavior management techniques.

### **Project Description**

I designed a behavior management manual for teachers that condensed the richest research and resources that I have found as a doctoral student and as an educator. I discussed earlier how educators are in need of “go to” resources to help them as they make decisions regarding challenging students. The manual will address the most pertinent topics that will assist teachers as they address their classroom management needs and challenging student behavior in particular. The manual is teacher centered and can be personalized simply by the individual teachers choosing the areas that they themselves have identified as ones that they need to work on.

The needed resources for the manual consisted of a variety of behavior management materials. I had many existing supports, meaning that I already had many

books on behavior management and challenging student behavior in my possession and at my school site for use. In addition to those materials, I purchased additional resources (e.g., books and manuals) on the topic of behavior management and challenging student behavior.

A potential barrier moving forward will be financial constraints related to publishing costs. I am currently not in a financial position to incur these costs. One way to avoid these constraints might be to send my manual to the district print shop instead of a publishing company, which was my initial suggestion if I do not professionally publish this manual. Another approach might be to design an online edition that the teachers could access and print on their own. One other option is that the cost of the manual could be budgeted into the PD plan for the school year.

### **Roles and Responsibilities of Students and Others**

Students did not hold any roles or responsibilities in this project. The roles and responsibilities of the teachers included most importantly taking the survey, providing regular feedback on their needs when it comes to behavior management in the classroom, and offering advice regarding the direction to move with the manual. I also have an expectation as a site administrator and the project developer that the teachers will not only try some of the strategies that are outlined in the manual but also be prepared to discuss the effectiveness of the particular strategy during PLC time on Wednesday mornings. As a member of the administrative team, I have expectations of myself that include supporting teachers' efforts as they try to implement some of the strategies in the manual.

## **Implementation**

In regard to implementation, I plan to print the manual over the summer vacation and start using them with my staff during the new academic school year. I will send them to our school district's print shop using money from the school site's PD budget. This expenditure has already been approved by my school's school site council. During our monthly PLC meetings, I will model use of the manual and show teachers how they can use the manual on a daily basis to help them to address disciplinary challenges in their classrooms.

## **Project Evaluation Plan**

Projects take careful planning and constant evaluation all throughout the planning process (Dittler, 2011). The goal of the project is to empower teachers by making research-based strategies available to them for immediate use in their own classrooms. Using these strategies will allow educators to regain lost instructional time and increase student achievement. Local stakeholders such as parents, district officials, and board members are interested in increasing student achievement. Other key stakeholders include the teachers who will use the manual, their students, the principal and other school personnel, the students' parents, and the community at large. When students are suspended from school, they very often are unsupervised during the day, a situation that becomes a community problem (Reglin, Akpo-Sanni, & Loskie-Sedimo, 2012). Schools that strive to reduce school suspensions also can help to reduce this problem in the community (Mallams, 2012).

My goal for the evaluation of the manual will be to use SurveyMonkey to ask the teachers for specific feedback on ways in which the manual can be improved, for example, what content could be added or deleted. I will do this every 6 months until the final edition of the manual is ready for publication and dissemination. I will use the teachers' online survey responses as a form of evaluation because it the method that the teachers use the most frequently and are comfortable with.

### **Project Implications**

Walden University is committed to social change, and that also is the goal at my school site and the local district. I see challenging student behaviors derail learning on a daily basis and teachers suffering from intense levels of stress. As stated earlier, the goal of the project is to empower local teachers by making available to them research-based strategies for immediate use in their own classrooms. Using these strategies will allow educators to regain lost instructional time and increase student achievement. Local stakeholders, such as parents, district officials, and board members, are interested in increasing student achievement at the school level.

In regard to local and far-reaching change, the topic of suspension comes to mind immediately. Students with challenging behaviors are being suspended daily, and there is intense pressure from the administrative leadership to stop this trend because minority students are being suspended at disproportionately high rates. Educators want to keep students in the classroom, but teachers must have the appropriate strategies to handle these problems. The manual will equip these teachers with such strategies that will help them to address the challenging behaviors in their classrooms.

### **Conclusion**

The goal of Section 3 was to provide the rationale for and goals of the project as well as review literature to support the study's findings. Section 3 also covered the plan for implementation of the project and the implications for social change. The project that was decided upon for this study was a behavior management manual that will help teachers to manage challenging student behaviors in the classroom.

#### Section 4: Reflections and Conclusions

This section gives me the opportunity to analyze myself as a scholar, a practitioner, and a project developer. I also review the strengths and limitations of this study and present a brief analysis about the importance of the work. This will include directions for future research.

##### **Project Strengths and Limitations**

The strengths of this project lie in the fact that it is ready to use immediately. Teachers can pick up the manual and turn to the particular section that they need. I have listed numerous resources at the back of the manual that teachers can refer to and then adapt to suit their particular needs. The research-based strategies and suggestions are in a compact and easy-to-follow format (Williamson & Blackburn, 2010). Teachers have complained that the district-provided PD sessions on behavior management take a universal approach that has been perceived as a waste of time because the sessions do not meet the teachers' specific needs. This manual will allow the teachers to pinpoint exactly the specific areas that they need support in and flip to those sections. Very often, teachers are embarrassed to admit that they are having classroom management problems (Wang, 2012). This manual will allow them to work on their concerns in private before they have the confidence to collaborate with peers.

A limitation of the project will be financial constraints related to publishing costs. I am currently not in a financial position to incur these costs. One way to avoid these constraints would be to send my manual to the district print shop instead of a publishing company, which was my initial suggestion if I do not professionally publish this manual.

Another approach would be to design an online edition that the teachers could access and print on their own. One other option is that the cost of the manual could be budgeted into the PD plan for the school year.

### **Recommendations for Alternative Approaches**

Teachers have numerous options to access research-based strategies to improve behavior management and address challenging student behaviors. These options include webinars, books, college courses, seminars, and workshops. Another approach involves peer observations and mentoring. These choices would be effective only if a culture of trust and respect were established at the school prior to establishing them (Bradshaw, Mitchell, & Leaf, 2010). In such a system, teachers would observe peers and gather ideas and strategies for classroom management. In contrast, teachers could ask peers to observe them and ask for advice on what they could improve upon.

### **Scholarship, Project Development, and Leadership and Change**

For as long as I can remember, I wanted to be a teacher, and that desire did not waver as I moved into college. As a child growing up in Ireland, I did not envision myself starting my career in a special day class at a Title 1 school in Northern California. The experiences with my students over the next 3 years ignited a passion in me to assist students who were manifesting challenging behaviors and the teachers who were trying to teach them. It became clear to me that my peers were not prepared to deal with students who displayed challenging behaviors. The results were extreme stress for them and lost instructional time for other students in the classroom.

Over the past 13 years, I have seen challenging students being sent out of the room for long periods of time as the main intervention. The intervention has exacerbated the original problem, with students missing large chunks of instruction and falling behind in their class work. Teachers need an array of strategies and resources to manage students with challenging behaviors. They also need to receive support from the administrative level down to the classroom level.

My research and the development of the project directly address these issues. As a leader at a school site, I strive to put others' needs before my own; I encourage the personal development of staff; and most importantly, I empower them to lead (Greenleaf, 1996). What I have just described is servant leadership, a leadership style that supports the sharing of leadership goals in the school setting. Under this leadership style, the principal is not the only expert on campus.

### **Self as Scholar**

While completing this study, I learned many things about myself as a scholar and confirmed other characteristics that I was aware of. I have always been a student who needed to be on a time line. I tried as much as reasonably possible to stay focused on the original time line, even after the birth of my son during this doctoral journey. I refused to take a semester off because I looked upon that as a sign of defeat.

I have always considered myself a highly motivated student who achieved at high levels because I worked hard and was determined. I completed high school at age 17, graduated with my bachelor of education degree at 20, and completed my master's degree in special education before my 21<sup>st</sup> birthday. I then started my career in teaching, and

over the next 10 years, I continued to gain college credits to ensure that I was keeping my teaching skills up to date.

The research and development of this project allowed me to investigate research available on behavior management. As an educator who has always taught in areas with a high population of sociodisadvantaged students with challenging behaviors, behavior management has played a huge role in my development as an educator. I learned early on in my career that without strong classroom management skills and the ability to build relationships with students, my job would be an uphill battle daily. The development of this manual gave me the opportunity to sit back and think about what skills other teachers need to have in order to be successful.

### **Self as Practitioner**

As a practicing educator, I have always taken an active role in working with challenging students. As a special education teacher, I worked with students with various disabilities. Behavioral challenges were common in my classroom, and in order to be successful, I needed to build my repertoire of behavior management skills. I attended college courses on behavior management, read books on the subject, and attended day and weekend seminars on love and logic. This extra study gave me the tools to work with students with challenging behaviors.

After 3 years, I moved back to the general education setting and brought those new skills with me. I found out immediately that I also would need these skills in this educational setting. I used a variety of strategies with each child until I found the correct

combination for that particular student. I shared my knowledge with my peers and brainstormed the best strategies for them to use with their challenging students.

As an administrator, I influence teaching practices and student experiences in the classroom daily. Teachers ask for advice on ways in which they can deal with challenging behaviors, and I interact with these students because they are sent to my office. As I conducted the research for this study, I became acutely aware that as a practitioner, I needed specific knowledge in order to change my surroundings (Johansson, Sandberg, & Vuorinen 2010).

### **Self as Project Developer**

As a project developer, I kept the end goal in mind, namely, the teachers at my site and throughout my district who would be using the manual to assist them to manage challenging student behaviors in their schools. I also thought about how I would use the manual as I worked with my most challenging students and what strategies I would assist with these students. For me, it is very important that this manual be a useful tool that will make a difference for the teachers and students at my school site and in the school district.

Amwar, Ahmed, and Ameen (2012) stated that it is essential for project developers to have assessment systems in place as they develop the different elements of their projects. I compiled copious research-based material pertaining to behavior management and challenging student behaviors. Most of the materials were resources that I have used during my years in the classroom. I had to purchase only a small number of

extra books to supplement these materials. I then searched through each resource to find the most valuable items and then incorporate them into the content of the manual.

### **Leadership and Change**

I took the leap into the world of school administration this year by working as a vice principal at a K-8 school with a disadvantaged student population. I work with students daily who have severe behavioral challenges. I believe in leading by example at my site. It is my responsibility to show the teachers at my site that I am willing to do all the things that I am expecting of them. I will not walk by a piece of trash without picking it up or allow a student to curse without addressing it.

It is my belief that to be an effective leader and effect change, I must be visible at the school site. I cannot be accessible by appointment only. Staff and parents need to see me as an administrator who is approachable and willing to ensure that all areas of the school are running smoothly. It is especially important for me to be visible at high-traffic times such as drop-off, pick up, recess, lunch, and assemblies. I believe that leaders need to address the needs of their staff and equip them with the tools and skills that are necessary. My experiences as an educator to date led me to the research and project development on the topic of behavior management.

### **Reflection on the Importance of the Work**

It is extremely important that teachers rectify behavioral problems in students at a young age. My daughter is in Kindergarten, and she arrives home daily with stories about one particular student who has behavioral problems. Last year in preschool, a different student was talked about by parents and children. Students are labeled as “bad kids” at a

very young age, and nobody wants to invite these students to play dates or birthday parties. These children are socially isolated early, and the problem is exacerbated when the children try to get attention, sometimes negative, from their peers.

The behavior interferes not only with the students' ability to make academic progress but also very often interferes with the learning of other students. The longer that challenging behaviors are tolerated, the more difficult they become to change. Educators need to identify these students early and work hard to remediate their challenging behaviors.

### **Implications, Applications, and Directions for Future Research**

The potential for social impact lies in the fact that poorly managed classrooms can impact student achievement in negative ways. Teachers who are empowered to improve their classroom management skills through the strategies introduced in this manual have the potential to impact their classroom environments in positive ways (Martin et al., 2010). The ultimate goal of this manual is equip teachers with research-based behavior management strategies that will allow them to calm the chaos and increase student achievement. As classroom management improves, teachers' efficacy also has the opportunity to increase.

### **Social Change**

Levy and Brennan (2006) pointed out that change is dependent on proving the impact of a certain body of work on others. In the case of this project, others needed to view it as having the potential to make a difference and as being achievable (Levy & Brennan, 2006). When thinking about the implications of this project to social change, it

might mean a gradual process of helping one student, one teacher, and one classroom at a time to ultimately move a school forward. Authentic social change is not an immediate process, especially when it comes to changing student and teacher behaviors. Teachers might need to try different strategies with challenging students before they find the right fit for those students. The other issue is changing teachers' mind-set from a traditional discipline approach of rules and consequences to relationship building and the preparation of individual behavioral plans for students.

The people who will be affected are the teachers who will have access to this manual and the training that will accompany the manual. The students of these teachers will be affected by having teachers with new skills and resources. As the teachers gain new skills and knowledge, they will be better equipped to manage the challenging behaviors of students.

### **Recommendations for Future Research**

New ideas for future research emerged from this work. A future researcher could study whether all teachers should use the same strategies throughout the school when students are displaying challenging behaviors. Another idea could be for a researcher to conduct a qualitative study on the home lives of the most challenging students and analyze whether their backgrounds influence their challenging behaviors at school. This qualitative study would include interviews with the students who were displaying the challenging behaviors. A case study could be conducted at a school site to determine whether home visits had a positive or a negative effect on student behaviors. I would include interviews with parents, teachers, and students pre- and post-home visits.

## Conclusion

The main objective of this project was to minimize the disruptive influence of challenging student behaviors on student learning and increase teachers' self-efficacy in the classroom. When students are taken out of the classroom setting because they are manifesting challenging behaviors, they miss core instruction and reduce their chances of academic success. When students are suspended, other problems can arise, including parents having to take work off to leaving the children unsupervised to roam the neighborhood or play video games all day. Teachers who take the extra time to plan their classrooms can prevent or reduce challenging student behaviors and the number of office referrals and out-of-school suspensions (Mallams, 2012).

I plan to use this manual immediately not only for myself but also as a resource for my staff. I designed the manual initially with all the challenging students whom we are currently dealing with in mind. I am thinking about the questions from teachers that I hear on a daily basis and the ways in which my manual can help to address those questions. I am constantly e-mailing attachments with behavioral resources to my teachers but I want to have all of these resources in one easy and accessible place for staff to use. There is a much higher probability of teachers using new strategies if those resources are easily accessible to them. The major stakeholders in this study are the teachers, the students, the parents, the school district, and the immediate school community. Student behaviors impact all of these stakeholders, so everyone has a part to play to address them so that the entire school community can benefit.

It is time to acknowledge the importance of effective classroom management by putting resources in that area. Colleges need to be preparing future teachers by designing classes that focus solely on classroom management. Before teachers enter the classroom, they need to have plans for managing the classroom and deciding what specific routines and procedures they will establish. School districts need to put equal amounts of resources into training teachers to be effective classroom managers as they would into any other curriculum areas.

## References

- Ahmed, N. (2012). An outcome-based assessment and improvement system for measuring student performance and course effectiveness. *Contemporary Issues in Education Research*, 4(5), 279-293. Retrieved from <http://www.cluteinstitute.com/journals/contemporary-issues-in-education-research-cier/>
- Albert, L. (1989). *A teacher's guide to cooperative discipline: How to manage your classroom self-esteem*. Circle Pines, MN: American Guidance Service.
- Allen, K. P. (2010). Classroom management, bullying, and teaching practices. *Professional Educator*, 1(34), 1-15. Retrieved from [http://www.theprofessionaleducator.org/articles/Allen\\_final.pdf](http://www.theprofessionaleducator.org/articles/Allen_final.pdf)
- Anderson, M. (2012). Another one of those days. *Educational Leadership*, 70. Retrieved from <http://www.ascd.org/>
- Andreou, E., & Rapti, A. (2010). Teachers' causal attributions for behaviour problems and perceived efficacy for class management in relation to selected interventions. *Behaviour Change*, 27(1), 53-67. doi:10.1375/behc.27.1.53
- Aricak, T. (2005, July 13-17). *A systematic approach model in diagnosing and solving discipline problems in classroom*. Paper presented at 27<sup>th</sup> ISPA colloquium, Athens, Greece.
- Aune, B., Burt, G., & Gennaro, P. (2010). *Behavior solutions for the inclusive classroom*. Arlington, TX: Future Horizons.
- Bambara, L. M., Goh, A., Kern, L., & Caskie, G. (2012). Perceived barriers to

implementing individualized positive behavior interventions and supports in school settings. *Journal of Positive Interventions*, 14(2), 77-79. <http://dx.doi.org/10.1177/1098300712437219>

Bandura, A. (1977). *Social learning theory*. New York, NY: General Learning Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.

Benson, J. (2012). 100 repetitions. *Educational Leadership*, 70, 76-78. Retrieved from <http://www.ascd.org/>

Bergen, A. (2012). They are in every school - students whose strengths remain invisible to others. *Educational Leadership*, 70, 35-39. Retrieved from <http://www.ascd.org/>

Borgonovi, F., & Jakubowski, M. (2011). *Has discipline in school deteriorated? PISA in Focus 2*. Retrieved from <http://www.pisa.oecd.org/dataoecd/18/63/47944912.pdf>

Boyd, L. (2012). Five myths about student discipline. *Educational Leadership*, 70, 62. Retrieved from <http://www.ascd.org/>

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary school. *Journal of Positive Behavior Interventions*, 12(3), 133-148, doi:10.1177/1098300709334798.

Breaux, A., & Whitaker, T. (2010). *50 ways to improve student behavior: Simple solutions to complex challenges*. San Antonio, TX: Eye on Education.

- Brophy, J. E., & Evertson, C. M. (1976). *Learning from teaching: A developmental perspective*. Boston, MA: Allyn & Bacon.
- Brown, B. (2009). *Alabama high school special education teachers' efficacy beliefs in student engagement, instructional practices, and classroom management* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (AAT 3362647)
- Canter, L. (2010). *Assertive discipline: Positive behavior management for today's classroom* (4<sup>th</sup> ed.). Bloomington, IN: Solution Tree Press.
- Canter, L., & Canter, M. (2001). *Assertive discipline positive behavior management for today's classroom* (3<sup>rd</sup> ed.). Los Angeles, CA: Canter & Associates.
- Cassidy, D. J., Lower, J. K., Kintner, V. L., & Hestenes, L. L. (2009). Teacher ethnicity and variation in context: The implications for classroom quality. *Early Education & Development, 20*(2), 305-320. doi:10.1080/10409280802581268
- Casteel, C. J., & Ballantyne, K. G. (Eds.). (2010). Professional development in action: Improving teaching for English learners. Retrieved from <http://www.ncela.gwu.edu/>
- Cherry, K. (2009). What is behaviorism? Retrieved from <http://psychology.about.com/>
- Chou, C. (2011). Teachers' professional development: Investigating teachers' learning to do action research in professional learning community. *Asia-Pacific Education Researcher, 3*(20), 421-437. Retrieved from [http://ejournals.ph/index.php?journal=TAPER&page=article&op=view&path\[\]=3](http://ejournals.ph/index.php?journal=TAPER&page=article&op=view&path[]=3)

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research. planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.). Boston, MA: Pearson.
- Crowe, C. (2010). Teaching children with challenging behavior. *Educational Leadership*, 67, 65-67.
- Daly, T. (2005). *How to turn any disruptive child into your best student* (2<sup>nd</sup> ed.). La Jolla, CA: Smarty Pants.
- Darling-Hammond, L., Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad*. Retrieved from [http://www.srnleads.org/resources/publications/pdf/nsdc\\_profdev\\_tech\\_report.pdf](http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_tech_report.pdf)
- Dean, J. (2010, December 1). The influence of positive framing [blog post]. Retrieved from [www.spring.org.uk/](http://www.spring.org.uk/)
- Desimone, L. M. (2010). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. doi:10.3102/0013189X08331140
- Dial, B. (2010). Theories on classroom discipline & management. Retrieved from <http://www.ehow.com/>
- Dittler, M. (2011). Evalguide. *Eldgenossishche Technische Hachschnle Zurich*. Retrieved from <http://www.evalguide.ethz.ch/>
- Dreikurs, R., & Cassel, P. (1991). *Discipline without tears* (2<sup>nd</sup> ed.). New York, NY:

Penguin.

Duvall, S. F., Jain, S., & Boone, D. (2010). An observational case study of four second grade general education students' academic responding and inappropriate behavior in the presence of a disruptive student with disabilities. *Journal of Instructional Psychology*, 4(37), 308-316. Retrieved from <http://www.readperiodicals.com/201012/2277059541.html>

readperiodicals.com/201012/2277059541.html

Englander, M. (1987). *Strategies for classroom discipline*. New York, NY: Praeger.

Englehart, J. (2012). Five half- truths about classroom management. *Clearing House*, 85, 70-73. doi:10.1080/00098665.2011.616919

Erdfelder, E., Faul, F., & Buchner, A. (1996). GPOWER: A general power analysis program. *Behavior Research Methods, Instruments, & Computers*, 28, 1-11.

doi:10.3758/BF03203630

Etheridge, T. (2010). *Assertive discipline and its impact on disruptive behavior* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (AAT 3409180)

Ferlazzo, L. (2012). Eight things skilled teachers think, say, and do. *Educational Leadership*, 70, 62-65. Retrieved from <http://www.ascd.org/>

Fink, A. (2006). *How to conduct surveys*. Thousand Oaks, CA: Sage.

Fives, H., & Buehl, M. (2009). Examining the factor structure of the teachers' Sense of Efficacy Scale. *Journal of Experimental Education*, 78(1), 118-134.

doi:10.1080/002209 70903224461

- Freiberg, H. J., Huzinec, C. A., & Templeton, S. M. (2009). Classroom management: A pathway to student achievement: A study of fourteen inner-city elementary schools. *Elementary School Journal, 110*(1), 63-80. doi:10.1086/598843
- Gilpatrick, R. (2010). *Classroom management strategies and behavioral interventions to support academic achievement* (Doctoral study). Available from ProQuest Dissertations & Theses database. (AAT 3398229)
- Ginott, H. G. (1972). *Teacher and child: A book for parents and teachers*. New York, NY: Macmillan.
- Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York, NY: Collins.
- Gravetter, F. J., & Wallnau, L. B. (2005). *Essentials of statistics for the behavioral sciences* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Greenleaf, R. K. (1996). On becoming a servant leader. In L. C. Spears (Ed.), *The power of servant leadership* (pp. 17-25). San Francisco, CA: Berrett-Koehler.
- Guardino, C. A., & Fullerton, E. (2010). Changing behaviors by changing the classroom environment. *Teaching Exceptional Children, 6*(42), 8-13.
- Guercio, R. (2011). Back to the basics of classroom management. *Education Digest, 76*(5), 39-43. Retrieved from <http://www.edsc658-458.community.uaf.edu/2011/09/04/the-need-for-effective-classroom-management/>
- Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta Kappan, 84*, 74-75.

- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York, NY: New Press.
- Herron, R. (2010). Behavioral vs. social learning theories. Retrieved from <http://www.ehow.com/>
- Hoy, W., & Woolfolk, A. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal*, 93(4), 344-372. Retrieved from <http://www.jstor.org/>
- Hulac, D. M., & Benson, N. (2010). The use of group contingencies for preventing and managing disruptive behaviors. Retrieved from <http://isc.sagepub.com/>
- Jenson, J. (2010). Preventing childhood bullying: Findings and lessons from the Denver Public Schools trial. *Research on Social Work Practice*, 5(20), 509-517. doi:10.1177/1049731509359186
- Jenson, J., Dieterich, W. A., Bender, K. A., & Powell, A. (2010). Preventing childhood bullying: Findings and lessons from the Denver public schools trial. *Research on Social Work Practice*, 5(20), 509-517. doi:10.1177/1049731509359186
- Johansson, I., Sandberg, A., & Vuorinen, T. (2007). Practitioner-oriented research as a tool for professional development. *European Early Childhood Education Research Journal*, 2(15), 151-166. doi:10.1080/13502930701321782
- Jolivet, K., & Stette, E. (2010). Classroom management strategies for young children with challenging behavior within early childhood settings. *NHSA Dialog*, 13(3), 198-213. doi:10.1080/15240754.2010.492358

- Jones, F. H. (1997). *Positive classroom discipline*. New York, NY: McGraw Hill.
- Kennedy, B. (2011). Teaching disaffected middle school students: How classroom dynamics shape students' experiences. *Middle School Journal*, 42(4), 32-42.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York, NY: Holt, Rinehart, and Winston.
- Kriete, R. (2002). *The morning meeting book: Strategies for Teachers Series*. Turner Falls, MA: Northeast Foundation for Children.
- Levy, D., & Brennan, K. (2006). Measuring social impact. Retrieved from <http://www.socialedge.org/>
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey-Bass.
- Ludlow, C. (2010). *A study of efficacy and professional development among alternatively-certified teachers in Arizona* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3412336)
- MacSuga, A. S., & Simonsen, B. (2011). Increasing teachers' use of evidence-based Classroom management strategies through consultation: Overview and case studies. *Beyond Behavior*, 4(20), 4-12. Retrieved from <http://www.edsc658-458.community.uaf.edu/2011/09/04/the-need-for-effective-classroom-management/>
- Mahon, J., Bryant, B., Brown, B., & Kim, M. (2010). Using Second Life to enhance classroom management practice in teacher education. *Educational Media International*, 47(2), 121-134. doi:10.1080/09523987.2010.492677

- Mallams, M. (2012). Good classroom management: Suspension prevention. Retrieved from <http://newsletter@edweek.org>
- Marks, H. M. (2000). Student engagement in instructional activity: Patterns in elementary, middle, and high school year. *American Research Journal*, 37(1), 153-184.
- Martin, P., Daley, D., Hutchings, J., Jones, K., Eames, C., & Whitaker, C. (2010). The Teacher-Pupil Observation Tool (Y-POT). *School Psychology International*, 31(3), 229-249, doi:10.1177/0143034310362040
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.
- Marzano, R., Gaddy, B., Foseid, M., Foseid, M., & Marzano, J. (2009). *A handbook for classroom management that works*. Alexandria, VA: ASCD.
- Marzano, R., Marzano, J., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Massey, J. (2009). State accountability model. Retrieved from <http://www.mde.k12.ms.us/>
- Mathur, S. R., Estes, M. B., & Johns, B. H. (2012). Professional development in behavior management: Translating knowledge gained into action. *Beyond Behavior*, 69, 15-21.

- McCoach, D. (2012). Teacher attitudes toward subject-specific acceleration: Instrument development and validation. *Journal for the Education of the Gifted*, 35, 129-152.
- McCready, L. T., & Soloway, G. B. (2010). Teachers' perceptions of challenging student behaviors in model inner city schools. *Emotional and Behavioral Difficulties*, 15(2), 111-123.
- McDonald, D. (2010). *Handbook for K-8 arts integration: Purposeful planning across the curriculum*. Upper Saddle River, NJ: Allyn & Bacon.
- McGoey, K. E., Schneider, D. L., Rezzetano, K. M., Pordan, T., & Tankersley, M. (2010). Classwide intervention to manage disruptive behavior in the kindergarten classroom. *Journal of Applied School Psychology*, 26, 247-261. doi:10.1080/15377903.2010.495916
- Monroe, A. E., Blackwell, S. E., & Pepper, S. K. (2010). Strengthening professional development partnerships while bridging classroom management instruction and practice. *Professional Educator*, 34(2), 66-69.
- National Center for Education Statistics. (2012). School survey on crime and safety. Retrieved from <http://nces.ed.gov/>
- Noltemeyer, A., & Mcloughlin, C. S. (2010). Patterns of exclusionary discipline by school typology, ethnicity, and their interaction. *Penn GSE Perspectives on Urban Education*, 7(1), 27-40. Retrieved from <http://www.urbanedjournal.org/.../PUE-Summer 2010-V7I1-pp27-40.pdf>

- Olivares, R., Pino, J., & Herruzo J. (2010). The good behavior game: A classroom-behavior intervention effective across cultures. *School Psychology International*, 28(2), 189-199. doi:143034312471473
- Olley, R. I., Cohn, A., & Cowan, K. C. (2010). Promoting safe schools and academic success: Moving your school from punitive discipline to effective discipline. *Communique*, 39(1), 7-8. Retrieved from <http://www.nasponline.org/publications/cq/39/8/role-of-the-school-psychologist.aspx>
- Opfer, V. D., & Peddler, D. (2011). The loss of teacher professional development in England. *European Journal of Teacher Education*, 1(34), 3-24. doi:10.1080/02619768.2010.534131
- Opic, S., & Mirosevic, J. K. (2011). Handling students with ADHD syndrome in regular elementary schools. *Napredak*, 1(152), 75-92. Retrieved from <http://www.academia.edu/3342866>
- Palumbo, A. (1999). *Notes from the trenches* (Doctoral dissertation). Available from ProQuest database.
- Palumbo, A., & Sanacore, J. (2007): Classroom management: Help for the beginning secondary school teacher. *Clearing House: A Journal of Educational Strategies*, 81(2), 67-70.
- Panico, A. (2009). *Behave yourself! Helping students plan to do better*. Bloomington, IN: Solution Tree.

- Partin, R. (2009). *The classroom teacher's survival guide: Practical strategies management techniques, and reproducible for new and experienced teachers* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Rappaport, N., & Minahan, J. (2012). Cracking the behavior code. *Educational Leadership, 70*, 18-25.
- Reglin, G., Akpo-Sanni, J., & Loskie-Sedimo, N. (2012). The effect of a professional development classroom management model on at-risk elementary students' misbehaviors. *Education, 1*(133), 3-18. Retrieved from <http://www.eric.ed.gov/?id=EJ996967>
- Reinke, W. M., Herman, K. C., & Stormont, M. (2009). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. Retrieved from <http://jpbi.sagepub.com>
- Richter, M. M., Lewis, T. J., & Hager, J. (2012). The relationship between principal leadership skills and school-wide positive behavior support: An exploratory study. *Journal of Positive Behavior Interventions, 14*(2), 69-77.
- Riegert, J., & Recht, D. (2012). Teachers of at-risk students recommend five student-centered strategies. *Educational Leadership, 70*(5), 55-59.
- Rogers, S. (2009). *Teaching for excellence*. Evergreen, CO: Peak Learning Systems.
- Ruepert, A., & Woodcock, S. (2010). Success and near misses: Pre-service teachers' use, confidence and success in various classroom management strategies. *Teaching & Teacher Education, 26*(6), 1261-1268. doi:10.1016/j.tate.2010.03.003

- Schussler, D. (2009). Beyond content: How teachers manage classrooms to facilitate intellectual engagement for disengaged students. *Theory Into Practice, 48*(2), 114-121. doi:10.1080/00405840902776376
- Shawer, S. (2010). The influence of assertive classroom management strategy used on student-teacher pedagogical skills. *Academic Leadership, 8*(2), 1-11. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/2331186X.2015.1012899>
- Shumate, E. D., & Howard, P. W. (2010). Classroom-based function analysis and intervention for disruptive off-task behaviors. *Education and Treatment of Children, 1*(33), 23-48. Retrieved from [http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/education\\_and\\_treatment\\_of\\_children/v033/33.4.index.pdf](http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/education_and_treatment_of_children/v033/33.4.index.pdf)
- Skinner, B. F. (1963). Operant behavior. *American Psychologist, 18*(8), 503-515. doi:10.1037/h0045185
- Skinner, B. F. (1974). *About behaviorism*. New York, NY: Alfred A. Knopf.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85*(4), 571-581.
- Sparks, S. D. (2010, December 21). Giving students a say may spur engagement and achievement [blog post]. Retrieved from <http://blogs.edweek.org/>
- Sprick, R., & Daniels, K. (2010). Managing student behavior. *Principal Leadership, 11*(1), 18-21. Retrieved from

[http://www.safeandcivilschools.com/research/scs\\_in\\_print.php](http://www.safeandcivilschools.com/research/scs_in_print.php)

Sterrett, W. (2012). From discipline to relationships. *Educational Leadership*, 70, 71-74.

Sterrett, W., & JohnBull, R. (2009). Empowering misbehaving students. An effective schoolwide discipline plan must consistently support learning and instruction.

*Principal*, 88(4). Retrieved from <http://www.naesp.org/resources/2/Principal/2009/M-Aweb3.pdf>

Sue, V. M., & Ritter, L. A. (2007). *Conducting online surveys*. Thousand Oaks, CA:

Sage.

Sugai, G., & Horner, R. H. (2009). Responsiveness to intervention and school-wide positive behavior supports: Integration of multi-tiered approaches. *Exceptionality*, 17, 223-237.

Sutton, B. (2010, August 28). It isn't just a myth: A little thanks goes a long way [blog post]. Retrieved from <http://bobsutton.typepad.com/>

Swackhamer, L., Koellner, K., Basile, C., & Kimbrough, D. (2009). Increasing the self-efficacy of inservice teachers through content knowledge. *Teacher Education Quarterly*, 36(2), 63-78. Retrieved from <http://vnweb.hwwilsonweb.com>.

Szalavitz, M. (2012). Decision making under stress: The brain remembers rewards, forgets punishments. Retrieved from <http://healthland.time.com/>

Theriot, S., & Tice, K. C. (2009). Teachers' knowledge development and change: Untangling beliefs and practices. *Literacy Research and Instruction*, 48, 65-75.  
doi:10.1080/19388070802226287

- Thiers, N. (2012). EL study guide. *Educational Leadership, 70*. Retrieved from <http://dx.doi.org/>
- Thompson, A. M., & Webber, K. C (2010). Realigning student and teacher perceptions of school rules: A behavior management strategy for students with challenging behaviors. *Children and Schools, 2*(32), 71-79. Retrieved from <http://www.ncfy.acf.hhs.gov/library/2010/realiging-student-and-teacher-perceptions-school-rules-behavior-management-strategy>
- Tillery, A. D., Vargas, K., Meyers, J., & Collins, A. S. (2010). General education teachers' perceptions of behavior management and intervention strategies. *Journal of Positive Behavior Interventions, 12*, 177-180. <http://dx.doi.org/10.1177/1098300708330879>
- Timperley, H. (2009). Teacher professional learning and development. Retrieved from <http://www.ibe.unesco.org>
- Tomlinson, C. A. (2012). Rising to the challenge of challenging behavior. *Educational Leadership, 70*, 88-89.
- Tomlinson, C. A., & Javius, E. L. (2012). Teach up for excellence. *Educational Leadership, 66*, 28-33.
- Towler, T. (2004). More teachers adopting restorative discipline practices. *NEA Today, 22*(4), 24-29.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(6), 944-956. doi:10.1016/j.tate.2006.05.003
- Wang, Z. (2012). From discipline to indoctrination: A trend in classroom management. *Engineering Education & Management*, 112, 155-160. doi:1007/978-3-642-24820-7\_26
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177.
- Webster-Stratton, C., Reinke, W. M., Herman, K. C., & Newcomer, L. L. (2011). The incredible years: Teacher classroom management training: The methods and principles that support fidelity of training delivery. *School Psychology Review*, 40(4), 509-529. Retrieved from <http://incredibleyears.com/>
- Wei, R., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Retrieved from <http://www.srnleads.org/>
- Williamson, R., & Blackburn, B. R. (2010). Dealing with resistance to change. *Principal Leadership*, 10(7), 73-75.
- Wong, H., & Wong, R. (2005). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong.

- Wong, H., Wong, R., Rogers, K., & Brooks, A. (2012). Managing the classroom for success. *Science for Children, 49*(9), 60-64.
- Yan, E. M., Evans, I. M., & Harvey, S. T. (2011). Observing emotional interactions between teachers and students in elementary school classrooms. *Journal of Research in Childhood Education, 25*(1), 82-97. doi:10.1080/02568543.2011.533115
- Yilmaz, K. (2009). Primary school teachers' views about pupil control ideologies and classroom management styles. *Cypriot Journal of Educational Sciences, 4*(3), 157-167. Retrieved from <http://www.academicjournals.org/journal/ERR/article-abstract/2DE3C135805>
- Yong, E. (2010, March 19). Requests work better than orders, even when we're asking or ordering ourselves [blog post]. Retrieved from *Science Blogs: Not Exactly Rocket Science*.

Appendix A: Behavior Management Manual



**Table of Contents**

Introduction.....	90
How to Use This Manual .....	91
Module One: Why Misbehavior Occurs.....	92
Module Two: Behavior Management 101 .....	99
Module Three: Rules, Routines, and Procedures.....	108
Module Four: Student-Teacher Relationships .....	116
Online Resources .....	129

### A Child Who Can't Behave

“If a child doesn't know how to read  
we teach”

“If a child doesn't know how to swim  
we teach”

“If a child doesn't know how to multiply  
we teach”

“If a child doesn't know how to drive  
we teach”

If a child doesn't know how to behave  
We teach? Or punish?”



## **Introduction**

The reason for writing this manual is due to the fact that I see and work with teachers who are frustrated on a daily basis due to the behaviors that their students are exhibiting in their classrooms. Many of these students are sent to my office to be “fixed” and then returned to the classroom. Teachers need to be empowered with more classroom management tools to enable them to take control of their environments. Very few teachers had any college classes in classroom management and have attended very few professional developments in the area of classroom management. Even when teachers have a good general management plan, a challenging student can derail that plan very quickly. Teachers need more tools to help with challenging students. I am asked daily, “What should I do with \_\_\_\_\_?”. Teachers need to know what steps to take when they have a challenging student in their classroom.

This is my thirteenth year in education and during my time, I have had a broad spectrum of experiences. I started my career teaching a Special Day Class teaching students who had a broad range of disabilities and more often than not with these disabilities came behavioral concerns. I then moved back into the general education setting and found those same behavioral issues waiting for me there. Educators need to be equipped to deal with challenging students in all educational settings and can only do so with the proper training and support. During my years in the classroom, I came across many valuable resources and I blended them together to make them work for my personality and my population of students. As teachers, no one packaged behavior management program will work. There is no “one size fits all” when you are dealing with

students. We as professionals must be willing to adapt the best elements from the best research and adapt that to your classroom situation. This manual will assist you in doing so.

### **How to Use This Manual**

I laid the manual out to allow teachers to think through certain steps in the behavior management puzzle. Some teachers may not need every step, for example some teachers may already have a very solid classroom management plan in place and they may just need to go straight to Why Misbehavior Occurs in relation to a specific student. As we know, even in the best managed classrooms with the best taught lessons and teachers who are working hard at building relationships, challenging behaviors can exist and be disruptive. The next step is to ask yourself what to do next. Throughout the manual I will outline the goals and desired learning outcomes. The target audience for this audience is teachers. I will outline the components, time line, and activities of each module. Each module will give suggestions for professional development, an implementation plan and an evaluation plan. I also added a PowerPoint presentation to accompany the manual. The PowerPoint covers the same material as the manual but in a manner that is conducive to a professional development environment. I have added ideas for activities and notes for the presenter. With regard to a time line for implementation it will truly depend on the teacher and where they are in their professional journey with regard to classroom management. Some teachers may wish to begin working on tightening their classroom procedures and routines while others will want to address improving relationships with students.

## Module One: Why Misbehavior Occurs

### Learning Targets

The objective of this module is

- to support teachers uncover the reason behind the student's misbehavior and find ways to remedy that problem behavior.
- to allow teachers examine the differences between different types of challenging behaviors and the intent of the differing behaviors

As educators we need to realize that all behavior is based in need (Daly, 2005).

When students perceive their needs are not being met at school or at home, the desire to have those needs met can be manifested in undesirable attention seeking behaviors.

Here are some possibilities (Albert, 1989)-

- The student is unsure of the teachers expectations
- The student is unable to practice the desired behavior
- The student is not aware that they are exhibiting the undesired behavior
- The student is experiencing some degree of payoff from displaying the misbehavior (there is always a payoff for the student)
- The student is trying to avoid an unpleasant outcome through the display of the misbehavior (e.g. they are avoiding the assigned work)

After teachers determine the “why” behind the misbehavior the teacher can then put **specific actions** in place to reduce the likelihood the behavior would reoccur. Example of this include-

**1. Modifying conditions (organization, schedule, physical structure) to encourage more responsible behavior**

- Give the student a high status job in the classroom that is performed daily. This will increase his sense of power and purpose in the school.
- Teaching students social skills lessons (Second Step, Character Counts)
- Modifying work for students to reduce difficulty levels (Pick your favorite 5 out of ten math problems)
- Pacing lessons quickly to reduce the risk that students will get off task
- Providing something for students to do when they are done with their work- Students should always know what to do when they are done and have a range of things to choose from- reading, finish uncompleted work, journal writing)

**2. Implement procedures designed to encourage responsible behavior-Ideas**

- Ignoring misbehavior that was designed to get attention (pencil tapping)
- Responding calmly to a student who enjoys to push adults button (You must never allow the student to see that they are “getting to you”)
- Making contacts with parents
- Using a classroom points system
- Remind staff to privately praise student
- Ask all staff members to make an effort to give the student frequent, unconditional, positive adult attention
- Remind staff to not argue with the student (no power struggles)

**Other reasons students misbehave-**

- The student does not know what the teacher expects.
- The student is unable to engage in the responsible behavior
- The student is not aware that they are displaying the undesired behavior
- The student is getting some positive outcome from displaying the misbehavior (e.g., he or she enjoys the attention they get from other students).
- The student is trying to avoid some undesirable consequence by displaying the misbehavior (e.g., avoiding a certain task)

**How to Avoid Misbehaviors from Occurring by Promoting Positive Behaviors-**

- Ensure the students understand what the behavioral expectations are
- Ensure the students are able to meet the behavioral expectations.
- Arranging the physical space so that it is more conducive to responsible behavior.
- Designing a fast-paced schedule and providing interesting lessons;
- Running efficient transitions between activities (you may want to make a game of it and time the students and see if they can beat their time, they could then earn class or table points)
- Interacting respectfully and positively with all students at all times especially when they are not being respectful toward you or other adults
- Showing an interest in student work (Tell me more about your writing, picture)
- Giving verbal praise in private if more appropriate depending on student
- Writing positive notes and placing them on their desks
- Contacting parents regarding responsible behavior

- Avoid embarrassing students with praise especially important when dealing with older students
- **Step 1- Pinpoint and describe the student's behavior**
- Some key points to remember here is to be accurate as you gather and state facts. Avoid subjective terms such as impossible, scattered, and uncooperative. Fact gathering could include statements such as Jack kicks other students in line daily or Jane rocks back and forth in her chair during math and throws pencils across the room. The frequency of the behavior needs to be documents in terms of what, when, and how often. A quick way to determine if your description is objective is to decide whether or not the words you use would be seen on a video camera
- **Step 2- Identify the overall goal of the behavior**
- **Step 3- Chose what intervention strategies to use when the misbehavior occurs**
- **Step 4- Select strategies to help build the student's self-esteem**
- **Step 5- Involve parents in the process**
- **The Framework: Concepts of Behavior**
- Concept 1: Students chose their Behavior.
- Concept 2: The overall goal of student misbehavior is to satisfy a need to belong
- Concept 3: Students misbehave in order to accomplish one of four goals.

## **NEEDS BASIC TO ALL STUDENTS=CONNECTION**

Geddes (2001) explained that that when two or more people come together in a school setting or at home, they look to fulfill the following needs, usually in this order:

1. **INCLUSION** (to be one of the group)

### **Question**

What does it take to be one of the “in” group?

### **Explanation**

Students have the need to be in, to be one of the group. It does not take them long to determine if they are in or not.

2. **CONTROL** (to make some decisions but not all)

### **Question**

How much control will I have in this place?

### **Explanation**

Students have the need for some control over their lives but not too much. Either extreme is detrimental.

3. **AFFECTION** (to like and be liked)

### **Question**

No matter what I do, do the teachers and other students like me?

### **Explanation**

Students have the need for love and be loved. They want to be accepted today no matter how bad their behavior was yesterday.

4. **COMPETENCY** (ability to do the work)

**Question**

Do my teachers and friends see me as competent?

**Explanation**

Students need to be able to do the assigned tasks successfully at least 70 to 80% of the time of they try.

When the above needs are met in a classroom, students can focus on their classroom. If those needs are not met the more passive students will begin to withdraw and the aggressive students will begin to act out.

**More on the Why****List Some Positive/Productive Behaviors Displayed By the Student.**

1. What are some of the positive effects realized by the student when s/he performs the above behaviors?
2. What modifications have been made to encourage these behaviors?
3. What impact does teacher behavior and demands of the lesson have on these behaviors?

**Common Setting/Events Associated With Problem Behavior****Environmental**

Noise level

Time of day

Independent seatwork

Crowded conditions

Transitions

**Social**

Major life changes

Fights with peers

Losing a game

Loss of a loved one

Fight on the bus or playground

Being late for school

Family divorce

Moving to new school/home

Certain individuals

**Physiological**

Not enough exercise

Sleep disturbances

Illness

Pain

Hunger/Thirst

Medication changes

Medication side effects

Allergies

## **Module Two: Behavior Management 101**

**Purpose-**The purpose of this module is to review the fundamentals regarding student discipline. These fundamentals include the different approaches schools have towards discipline.

### **Learning Targets**

- To enable teachers to identify the different approaches to school discipline and resulting outcome from each
- To enable students to identify which common effective strategies do teachers already have in place in their classroom
- To enable teachers to outline which strategies they use to connect with families

## **OUR APPROACHES TO SCHOOL DISCIPLINE**

### **CONTROL! CONTROL! CONTROL!**

**Think about where you fall on the spectrum. You may be a combination of two.**

#### **1. ENFORCE (the bat)**

**Adult** When I handle student discipline, it is my belief that students should learn the adult:

1. Is in control
2. Does the thinking
3. Makes the decisions
4. Determines the cause/effect connection
5. Builds self-esteem in students

**6.** Is the judge, jury and the executioner

**Student** What am I supposed to do? What will happen to me if I don't?

**Process** Rules-Punishment-Inconsistency-Complaints-Disharmony

**Message** Can't do.

## **2. Enabler (the beanie)**

**Adult** When I handle student discipline, it is my belief that students should learn the adult:

1. Is in control.
2. Does the thinking.
3. Makes the decision
4. Determines the cause/effect connection
5. Builds self-esteem in students
6. Rewards those who do not create problems
7. Rescues those who don't do for themselves

**Student** What should I do? What will I get if I do? Who will do it for me if I don't?

**Process** Rules-Punishment-Inconsistency-Complaints-Disharmony

**Message** Can't do.

**Change** Temporary and Malicious

## **3. Empower (the wise one)**

**Adult** When I handle student discipline, it is my belief that students should learn the adult:

1. Enable students to take control of their lives.

2. Enable students to think for themselves.
3. Enable students to their own decisions and deal with the consequences.
4. Enable students to experience cause/effect connections
5. Enable students to solve problems for themselves
6. Enable students to learn that problems are opportunities for growth
7. Enable students to learn that adults are concerned, caring, warm, and helpful.

**Student** What kind of student do I want to be? What kind of school do we want to have?

**Process** Rules-Core Beliefs-Consistency-Fewer Complaints-Harmony

**Message** Can do. **Change** Internalized-ups the odds for permanent

Tape: Creating Consistent School Discipline

©Betsy Geddes, Ed.D.

### **Do you engage in the following activities?**

- **Stand at the door and greet students every morning.** Each teacher may do this a little differently. Some teachers give students a hug or a high five. Other teachers shake hands with their students depending on what strategy works best for them and their age level of students.
- **When you are ready to begin any class activity, make sure you get everyone' full attention before you start.** Again, each teacher may have a unique way of doing this depending on their style of teaching. Some teachers practice a "Give me Five" strategy while other have chants that the students repeats. As long as the end result is student focus and attention the method is not important.

- **Communicate the essential classroom rules**
- **Before any activity describe exactly how you expect students to behave during that activity. The unspoken rule for any teacher should be-At any given time during the day during any given activity can my students answer the following questions.**

**\*\*Can I get out of my seat during this time for drinks, pencils etc**

**\*\*What should I do if I need help, ask my neighbor, walk up and ask the teacher, raise my hand and ask the teacher, put a sticky note on a parking lot??**

**\*\*What do I do when I'm done** Make a poster for your classroom wall with many choices for students.

- **Provide students with positive feedback when they are meeting your expectation.** We need to catch students being good and focus on the positives. We can capitalize on that by making positive phone calls home to parents whenever possible.
- **Have a daily schedule posted**
- **If the answer is no, then you need to go back and reteach the procedures and routines.**

### **How do you connect to Families?**

Teachers should make an effort to make face-to-face contact with each of their families before the first day of school. This can occur during a school's ice cream social night where the teacher can meet the night in a fun informal setting. The teacher could also

send home a letter or postcard home over the summer welcoming students to their classroom and sharing a little about themselves and how their classroom works. If a contact does not happen before school starts, then the teacher should take the time to call each family personally and share something positive they have noticed about the student. These positive phone calls and e-mails should continue throughout the year especially for students who have challenging behavior. We do not want to be calling parents only in times of trouble.

### **Discipline that Builds Self Discipline**

### **Changing Behavior-Theirs and Mine**

#### **How We Can Do It**

#### **Before It Happens**

How do I build the relationship?

#### **Handling It Now**

What to do when the behavior must be addressed immediately?

#### **Handling It Later**

What situations are best handled with the student at a later time?

#### **Passing It On**

When is it appropriate to pass the problem on?

#### **Getting Support From Parents, Peers, Administration and anyone else who can offer assistance.**

It is imperative to reach out for help when we have challenging students and get support from multiple sources. No one person can have all the answers.

## **Change Behavior-Skills for Success**

### **Before It Happens**

#### **1. Be There! Be Everywhere!**

**Examples-**Stand at your door to greet students and have bellwork/seatwork on their desks or written on the whiteboard. To ensure a smooth transition into my classroom in the morning I took down all the chairs in advance, had seatwork on each desk, at least 30 sharpened pencils ready if students needed to trade in their broken ones. I also had the daily schedule posted on the board.

#### **2. Get To Know Them**

Examples-Student inventory sheets

Have a Star of the Day or Week

“I noticed” routine (pointing out something different daily that you notice about particular students. No Judgments, just what you see.

#### **3. Get Them To Know Themselves**

**Example-** Possibly referring students for individual counseling if needed to work through particular concerns.

#### **4. Get Them To Know Each Other**

**Examples-**Structured group work

Student interviewing each other

#### **5. Structure Your Environment For Success**

**Examples-** Arrangement of furniture to ease the flow of traffic around the room.

Think about where the supplies will be placed.

Backpacks-inside or outside

Cubbies- a yes or a no

Pencil Boxes and Textbook- where will they be kept.

Where will students hand in their homework?

Where will the supplies be kept?

### **Handle It Now**

#### **1. Experience the Power of Non-Verbals.**

**Examples-** Give the “teacher look” (It does not have to be an evil stare)

Give a signal- shake of the head, arm movement, etc.

#### **2. Move the Hips Before the Lips**

**Example-** Quietly remind the student at their seat what they need to be doing and then walk away (no long speeches)

#### **3. Be Sad Not Mad**

**Example-** When confronted with a behavior issue we should look concerned and express that concern verbally to the student.

#### **4. Reinforce the Positive Half**

**Example-** “Thank you for handing back for first section of the test.” (Don’t ask where the other section is)

#### **5. Show Respect Then Redirect**

“That’s possible.” “Maybe.” “Could be.”

#### **6. Ask Don’t Tell**

“What do you plan to do about that?” “How do you plan on fixing this?” “Is this helping or not helping?” “What’s your best guess?”

### **7. I Needs and I Wills**

“I need ..... (be very specific)”

“I will be...(make sure you have the power to do what you are proposing)”

### **8. Choices! Choices! Choices!**

“You are welcome to .... or to.....” “Feel free to ... or to...”

### **Handle it Later**

1. **Master the Delayed Consequences**-wait until the child and sometimes you yourself have calmed down to deal with an issue. Also, you can wait until a more convenient time for you as the adult to deal with the concern. You do not need to drop everything to deal with a misbehavior immediately.
2. **Circle ‘round (one-on-one with a student)**-Even if you chose not to handle a behavior a specific behavior issue in the moment with a student, you can still chose to address the issue with the student at a later time, the next day perhaps.
3. **Problem Solve (going one on one)**

Lead with empathy

That must be really upsetting

Ask the sincere questions.

What do you plan to do about that?

Ask permission to share suggestions.

Would you like to hear what others have tried?

### **Pass It On (Interventions)**

1. **You Call the Parents**

-“I am (describe your position). Do you have a moment to discuss (student)?”

-Describe problem

-Explain what you have done or plan to do

-Ask them their thoughts or feelings on that

-Ask them what works at home with the student

-Finish the call with a plan of action in place if possible

-Thank them for their time and understanding

## **2. Conference with Parent**

-Thank them for coming

-Shift into neutral

-Listen more than you talk

-Take notes

-Ask for clarification and summarize

-Ask permission to share ideas

-Offer choices or alternatives

-Examine the consequences of each proposed suggestion

-Understand that the problem either will or will not be resolved in a reasonable manner

-Have the student involved when appropriate.

## **3. Refer student to Counseling in appropriate**



### **Module Three: Rules, Routines, and Procedures**

**Purpose-** The purpose of this module is to reinforce the importance of rules, routines and procedures in the classroom and what ways to implement them.

#### **Learning Targets-**

- To enable teachers to establish effective rules and procedures

As a classroom teacher investing time and effort establishing solid routines and procedures is time well spent for any classroom teacher. Without the appropriate routines lessons can quickly be derailed and learning stopped. As educators it is imperative that teachers spent adequate time at the beginning of every year, every day, and in reality every lesson outlining the rules and procedures students need to follow.

***Rules and Procedures-Questions to ask yourself***

- What rules and procedures do you have for your classroom?
- What are the reasons for setting these classroom rules and procedures?
- Do you believe students should be involved in establishing the rules and procedures in the classroom? If so, in what ways?

**Area    Teach/Model    What is you plan for handling**

**Classroom Procedures**

1. Getting student attention This will be done in different ways to avoid boredom. I use a simple 3-2-1, chimes, and a rain stick. I may also call out Marco, to which the students would reply Polo. Around holidays it would be Santa and the students would say Ho Ho.
2. Student getting your attention depends on the activity. Most times of the day it will be a raise of the hand, during reading group, you will write your name in a question parking lot which is a large white board. Questions will be answered in order. During math you will turn your block to the red side. The other side is green.
3. Sharpening pencils if your pencil breaks you may exchange it for a sharpened one. The clearly labeled pots are beside the sink.
4. Passing out things the group leader for that particular week will pass the papers out
5. Collecting things the group leader for that particular week will collect the papers for the table group

6. Arriving late to school students must get a pass from the office before entering class
7. Snacks students may bring healthy snacks (fruit, vegetables, granola bars, pretzels, raisins etc) to eat at recess on the benches
8. Gum no gum at any time
9. Coats to be hung on the coat racks beside the door. Please ensure your name is on your coat.
10. Toys all toys stay at home, any toys that are taken out will be put in the June box to be handed out in June.
11. Late work (e.g. automatically drops a grade for every day it is late)
12. Incomplete papers (e.g., can only grade what is written down)
13. No name papers (e.g., they go into a tub labeled no name papers and students may search through it)
14. How to label work (e.g., will be modeled and example posted on classroom wall for students to reference. A sample will also be posted on the teacher's website and handed out at back to school night.
15. Assigning (e.g., It will be written in their journal daily with due dates)
16. Late policy (e.g., a student drops a grade for every day an assignment is late)
17. Missed assignments (e.g., it is the students' responsibility to collect missed assignments and hand in work. A folder "While You Were Gone" will be placed on a student's desk who is absent and any assignments will be placed in that folder)

18. Collecting work (e.g. there are tubs in the classroom with different labels for all the different work that needs to be handed in)
19. Fire Drills (e.g. stop what you are doing, stand up quietly and push your chairs in, our line leader Emma will lead us out to the first Oak tree in the field. The line ender will hold the door and ensure that he is the last out of the classroom with the teacher. We will walk quietly in a straight line, face forward until we reach the tree. We will then stop, continue quietly facing forward until the all clear bell is rang.
20. Intercom/phone (e.g. when the phone rings voices need to go to a Level 1 regardless of the activity. When we hear the Intercom, all voices are at a Level 0
21. Room Visitors (e.g. continue doing whatever you were doing before the visitor walked into the room. We do not stop to wave and greet.
22. Playground rules must be followed at all times. The rules are posted on the classroom window.
23. Lunchroom sit in assigned seat and talk using an inside voice.
24. Halls remember to walk in the hallways.
25. Before School do not enter the playground before 7:45.
26. After School walk with your class to the front gate.
27. Bathroom remember to sign out and back in again when you return.
28. Leaving the class push in your chair, clean the area around your desk.

### Quiz on Expectations

One idea you can use to ensure all your students know the expectations is to give them a quiz on the classroom expectations. I have added a sample quiz below.

**Circle the letter for the best answer to each of the questions below**

**1. When you enter the classroom in the morning first thing in the morning...**

- a) You should be completely silent from the moment you enter the room
- b) You can talk quietly to other students about school work, but must get silent when you get to your seat
- c) You can talk quietly about anything, but when the bell rings you should be in your seat and can only talk about the challenge problem on the overhead projector
- d) You can talk loudly about anything, and when the bell rings you should get to your seat within two minutes and then get quiet

**2. In Room 8, you can use the pencil sharpener...**

- a) Only before and after class
- b) Before and after class and during independent work periods
- c) Anytime you need to
- d) You cannot use the pencil sharpener without teacher permission

**3. When the teacher gives the attention signal, "Class your attention please,**

**"you should:**

- a) Be silent with eyes on the teacher
- b) Be silent with eyes on the teacher within ten seconds

- c) Be silent with eyes on the teacher within twenty-five seconds
- d) Loudly tell other students to be quiet and pay attention to the teacher

**4. Active participation during the time the teacher is presenting lessons should look and sound a certain way. Circle any of the items that describe active participation. You should have six items circled when you are done with this question**

- a) Sit up straight or lean forward
- b) Raise your hand if you have something to say
- c) Answer questions when called on
- d) Write notes to your friends
- e) Write notes to keep in your binder that will help you study for tests
- f) Tell people who are talking that they need to be quiet and listen
- g) Have toys and things on your desk that will help entertain you during the lesson
- h) Keep your eyes on the person speaking or on the class notes that you are writing (notes you will use for studying for the test)
- i) Let your mind wander wherever it wishes to go
- j) Talk while the teacher is talking
- k) Be respectful toward the teacher and other students in what you say and how you act.

**5. What is the procedure for handing in your homework?**

---

---

**Classroom Procedure Worksheet****Beginning the Class-****My plan for dealing with**

- Entering the Classroom
- Bellwork
- Lunch Count
- Collections (money for field trips etc)
- taking attendance
- getting the students attentions

**Ending the Class-**

- Ending Activity
- Announcements
- Clean Up
- Dismissal

**Classroom Activities-**

- Gaining student's attention
- How can students get your attention?
- Sharpening Pencils
- Passing out Materials
- Arriving late to class

-What happens if students bring toys, candy, to school?

-What happens if students do not complete work on time?

### **Homework-**

-Late policy

-Missing assignments

-where will students hand in their work

-will you assign work daily

### **Special Circumstances-**

-Fire Drill

-Lock Down

### **Outside Classroom**

-Field Trips

-Hallway procedures

-Playground rules and procedures

-lunch room rules and procedures

-bathroom

-before and after school procedures (where do students line up, etc)

### **What would you do?**

What procedures would/could you put in place to remedy these concerns?

- o When students walk into the classroom it takes too much time for them to settle down and get to work?

- o When working with a small group the rest of the class is off task and the noise level is too high for independent work.
- o The cafeteria staff is complaining to you that your class has been misbehaving daily and improvements are needed.



#### **Module Four: Student-Teacher Relationships**

##### **Learning Targets**

- o To provide teachers with strategies to help them build stronger relationships with their students
- o To explain to teachers why building strong relationships with students is important.

One of the most powerful ways teachers can assist students with challenging behavior is through the creation of a relationship with that student. Students perform and behave better for teachers that they like and they believe like them. You build a relationship with a student as you would many other people in your life by showing a genuine interest in who they are, what they value, and what matters most to them. There are many simple things that teachers can do daily to improve their relationships with their students. I have listed some simple strategies that teachers can try-

- Greeting students at the door every morning and try to remember whether or not they had a soccer game the night before or if their Mom is feeling better after surgery
- Doing an interest inventory with each student at the beginning of the year. There is an example in the resources section.
- Eating lunch with students whenever possible
- Attending an extracurricular activity of theirs
- Be available at recess or after school to talk or help

A lot of teachers do not like to give up their lunch breaks or their recesses to spend time with their students. In my experience it is the teachers who are willing to go the extra mile and open their classrooms in the morning, eat with kids at lunch, and stay after school to help, these are the teachers who build the strongest relationships with students and have fewer behavior problems as a result. No one can ask you to give up your duty free breaks but you may want to consider trying it if other options haven't helped.

## **How to build relationships with students- Marzano**

### **Questions to ask yourself-**

- In terms of classroom management, why is it important to develop effective relationship with students?
- What things do you do to develop good relationships with your students?
- What do you do to learn about individual students' interests?
- Are your interactions with all students equitable? What specific things do you do to ensure that they are?
- Noticing and incorporating students' personal interests into academics
- Interacting with students as individuals
- Use every interaction with a parent as an opportunity to listen for critical details about the student's life, (e.g., an upcoming move, a sibling about to be born, an illness in the family, divorce or separation)
- Attend extracurricular activities whenever possible (e.g., a football game, a musical)
- Acknowledge students for their important achievements in and outside of school. This may include commenting on an achievement in another class, such as a well-written paper, an engaging class presentation, or a class helper role that a student has assumed.

### **Interacting with Students as Individuals**

- Greet each student daily with using their first name. If time allows, ask them a relevant personal question such as, “Are you feeling better, I know you were sick.”
- Find time to talk to students informally throughout the day about their lives and their interests
- Take photos of students for a room display
- Display student work whenever possible
- Make positive phone call with student present

### **Discipline Students in a Positive Manner-**

As educators we need to find a method of disciplining our students in such a manner that our relationship with that student remains intact. The ultimate goal would be to strengthen the relationship during the discipline process We cannot always avoid the discipline process but we can choose to handle it in a constructive manner. Here are some steps that could help in this process:

- Fact Find with the student
- Accept and Identify the student’s emotions
- Discipline away from other students
- Always treat students as if they were your own
- Stay calm
- Outline the school policy as it relates to the specific issue at hand

“Students will recall how you made them feel long after they have forgotten the consequence they earned as a result of the their actions”

Boyton & Boyton 2005

### Sample Reinforcer Survey

Name	Age	Date
1. Do you have any hobbies? If so, what are they? _____		
2. Do you participate in sports? If so, what are they? _____		
3. One person you admire is _____ because _____		
4. What are some things you enjoy doing over the summer vacation? _____		
5. If you had to describe yourself in one sentence or two, what might you say that say would help a person learn something about your personal interests? _____ _____ _____		
6. What are some things you like to with your friends? _____		
7. The things I like to do after school are? _____		
8. If I had 100 dollars I would? _____		
9. My favorite TV programs are _____		
10. My favorite game at school is _____		
11. My best friends are _____		
12. My favorite time is day is _____		

13. My favorite toy is \_\_\_\_\_
14. I like to read books about \_\_\_\_\_
15. The places I like to go are \_\_\_\_\_
16. My favorite foods are \_\_\_\_\_
17. My favorite inside activities are \_\_\_\_\_
18. My favorite outside activities are \_\_\_\_\_
19. My favorite animals are \_\_\_\_\_
20. The three things I like to do most are \_\_\_\_\_



**Additional Resources that may be helpful for students who are having difficulty following classroom rules and procedures**

**Sample Behavior Action Plan:**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Suspension(s)? \_\_\_\_\_

Birthdate: \_\_\_\_\_ School: \_\_\_\_\_ How Long? \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Date(s) of suspension(s): \_\_\_\_\_

Is the student on a current IEP?      Yes No

If yes, what is the disability? \_\_\_\_\_

**History of Target Behavior**

**Target Behavior(s):** examples- not following directions in class, not allowing others around him to work

**It impedes learning because:** \_\_\_\_\_

\_\_\_\_\_

**Currently what is the frequency/ intensity / duration of target behavior:**

\_\_\_\_\_

**Team estimate of need for Behavior Support Plan:**  Extreme  Serious  Moderate

Early Stages

**Reason for behavior** (Team hypothesis: i.e., escape, avoidance, attention, etc.): \_\_\_\_\_

\_\_\_\_\_

### Previous Attempts to Address Target Behavior

- Verbal reprimand  Redirected student  Loss of recess  Visited the Principal/Office  
 Acknowledged positive behavior only  Provided a cue that behavior was occurring  
 Loss of desired activity  Time out in another classroom  Phone call home  
 Other: \_\_\_\_\_

### Desired alternative behavior(s):

- Complete class work  Express emotions appropriately  Ask for a break  Listen to instructions  
 Cooperate with peer/staff  Remain in seat  Raise hand in class  Use problem solving skills  
 Use appropriate language  Ask for help  Other: respect materials \_\_\_\_\_

### To achieve desired behavior(s):

**Both** teaching of new behavior and reinforcements are needed  Yes  No

**Only** reinforcement of the alternative behavior is needed  Yes  No

**If yes to either of the above, how will alternative behavior(s) be reinforced?**  Praise

Lunch with the teacher  Edible treats  Free time:  A positive phone call home

Student of the Week  Special books of interest to read  Other:

**Are environmental (classroom, school, home) supports needed to encourage positive behaviors?**  Yes  No

**Are curriculum accommodations needed?**  Yes  No

**If yes to either of the above, how will the student be accommodated?**

- SST/IEP (dated:\_\_\_\_)  Modified assignments  Flexible scheduling  Teach organization  Change in seating  Teach independence  Teach social skills  Teach relaxation  Assign a peer tutor  Other:

**Strategy to use if the problem behavior recurs:**

- Ignore behavior/Redirect behavior  Time out (in another room)  Loss of privileges (Recess)

- Loss of points  Phone call home  Other: \_\_\_\_\_

Effective support personnel: \_\_\_\_\_

**Communication provisions** (*daily/weekly reports/record keeping*):

Between: \_\_\_\_\_ How frequent? \_\_\_\_\_

**Other known information:**

**Behavior Support Team Participants** (*Name/Title*):

Student	Date	Parent/Guardian	Date
---------	------	-----------------	------

Teacher	Date	Administrator/Designee	Date
---------	------	------------------------	------

Follow up meeting date: \_\_\_\_\_ □



### Sample Behavior Charts

#### Behavior Chart

Behavior	Points
<b><u>Monday</u></b>	
Be Kind to others	0 1 2 3
Follow Directions	0 1 2 3
Keeps hands and feet to herself	0 1 2 3
Expresses Emotions Appropriately	0 1 2 3
<b><u>Tuesday</u></b>	
Be kind to others	0 1 2 3
Follow Directions	0 1 2 3
Keeps hands and feet to herself	0 1 2 3
Expresses Emotions Appropriately	0 1 2 3
<b><u>Wednesday</u></b>	
Be kind to others	0 1 2 3
Follow Directions	0 1 2 3
Keep hands and feet to herself	0 1 2 3

Expresses Emotions Appropriately	0 1 2 3
<b><u>Thursday</u></b> Be kind to others Follow Directions Keeps hand and feet to herself Expresses Emotions Appropriately	0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3
<b><u>Friday</u></b> Be kind to others Follow Directions Keep hands and feet to herself Expresses Emotions Appropriately	0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

**Total Points for the Week:** \_\_\_\_\_

**Teacher Comments:**

---



---



---

If gets 3 twos marked off he will gets 5 minutes of free time to color in the back of the room in her own coloring book.

If gets 3 or more 3s marked off she will get 10 minutes of free time to color or prize from the prize box.

If gets 5, (3) days in a row she can have lunch with her teacher.

If get 15, 3 or more (3) days she will earn a movie and popcorn party for her class.

Date:

**Student Daily Behavior Note**

Student had a difficult day today. She got mostly 1s on her behavior chart. She had a difficult time:

Keeping hands and feet to herself

Following directions

Expresses emotions appropriately

Being kind to others

Allowing others to work

Tomorrow she will need to work on these things.

Teacher Comments (If Needed)-

---

---

---

Parent Comments- (If Needed)-

---

---

---



**Student Behavior Note**

Jane had an excellent day today. Jane got mostly threes on her behavior chart.

Way to go, Jane!! I am so proud of you.☺



**Student Behavior Note**

Jane had a good day today. She got mostly twos on her behavior chart. Keep it up,

Jane.☺



### Behavior Self-Assessment

#### Date-

Please answer these questions about your feelings about your classroom behaviors this week. Read each question carefully. Chose the answer that best describes your feelings-

	I tried my best	I tried Sometimes	I need to try Harder
1. I was able to control my behavior when I worked at my desk.			
2. I showed respect to the teacher.			
3. I completed my assignments on time			
4. I followed directions			
5. I stayed in my seat			

### Online Resources

#### Helpful websites

[www.dailyteachingtools.com/champs-classroom-management.html](http://www.dailyteachingtools.com/champs-classroom-management.html)

“The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.”

<http://www.pbisworld.com/>

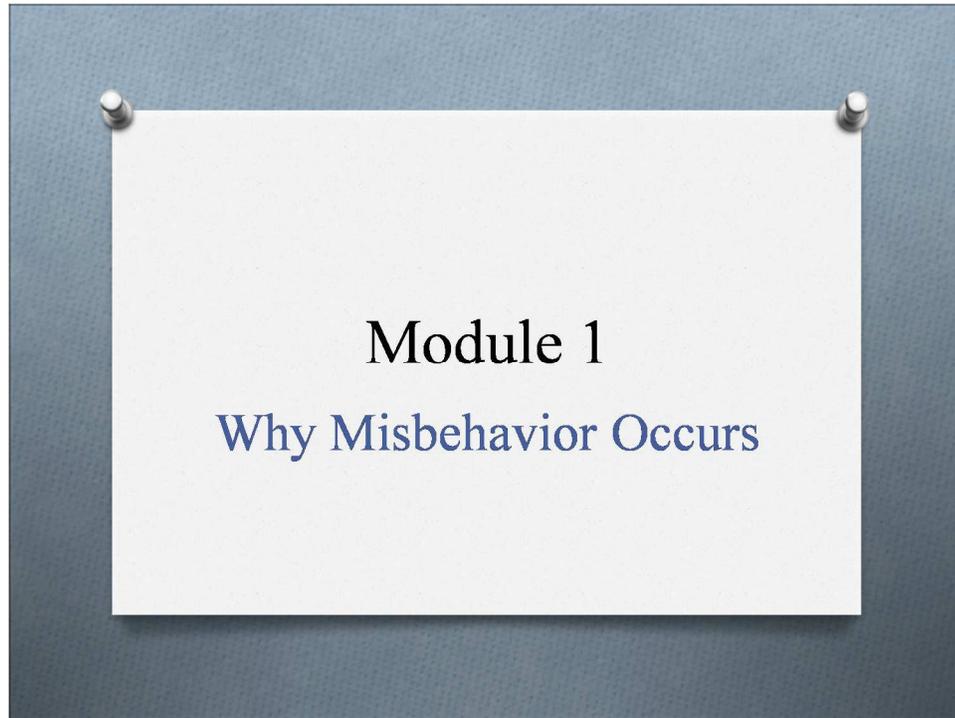
**PBISWorld.com**

Description of resource- “is a comprehensive and easy to use tier 1 through tier 3 PBIS (positive interventions and supports) tool and resource that includes data tracking”

## References

- Albert, L. (1989). *A teacher's guide to cooperative discipline: How to manage your classroom self-esteem*. Circle Pines, MN: American Guidance Service.
- Breaux, A., & Whitaker, T. (2010). *50 ways to improve student behavior: Simple solutions to complex challenges*. San Antonio, TX: Eye on Education.
- Curwin, R. L., & Mendler, A. N. (1999). *Discipline with dignity*. Alexandria, VA: ASCD.
- Marzano, R. (2003). *Classroom management that works: research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Marzano, R., Gaddy, B., Fosied, M., Foseid, M., & Marzano, J. (2005). *A handbook for classroom management that works*. Alexandria, VA: ASCD.
- Otten, K., & Tuttle, J. (2011). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work*. San Francisco, CA: Jossey-Bass.
- Wong, H. K., & Wong, R. T. (2005). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong.

**PowerPoint Presentation**



**Module 1**

**Why Misbehavior Occurs**

## Appendix B: TSES Questionnaire

**Teacher Beliefs - TSES** This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

**Directions:** Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) “None at all” to (9) “A Great Deal” as each represents a degree on the continuum.

**Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.**

**How much can you do: Scale of (1 to 9)**

**Nothing**

**Very Little**

**Some Influence**

**Quite a Bit**

**A Great Deal**

1. How much can you do to get through to the most difficult students?
2. How much can you do to help your students think critically?
3. How much can you do to control disruptive behavior in the classroom?
4. How much can you do to motivate students who show low interest in school work?

5. To what extent can you make your expectations clear about student behavior
6. How much can you do to get students to believe they can do well in school work?
7. How well can you respond to difficult questions from your students?
8. How well can you establish routines to keep activities running smoothly?
9. How much can you do to help your students value learning?
10. How much can you gauge student comprehension of what you have taught?
11. To what extent can you craft good questions for your students?
12. How much can you do to foster student creativity?
13. How much can you do to get children to follow classroom rules?
14. How much can you do to improve the understanding of a student who is failing?
15. How much can you do to calm a student who is disruptive or noisy?
16. How well can you establish a classroom management system with each group of students?
17. How much can you do to adjust your lessons to the proper level for individual students?
18. How much can you use a variety of assessment strategies?
19. How well can you keep a few problem students from ruining an entire lesson?
20. To what extent can you provide an alternative explanation or an example when students are confused?
21. How well can you respond to defiant students?
22. How much can you assist families in helping their children do well in school?
23. How well can you implement alternative strategies in your classroom?

24. How well can you provide appropriate challenges for very capable students?

## Appendix C: Letter of Permission

Niamh,

You have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale) that I developed with Anita Woolfolk Hoy in your research. You can find a copy of the measure and scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch> Please use the following as the proper citation (even though the earlier name was used in that article):

Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics. I would love to receive a brief summary of your results.

All the best,

Megan Tschannen-Moran

The College of William & Mary

School of Education

<http://wmpeople.wm.edu/site/page/mxtsch>