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Classroom Management Practices for Male African American Students with Behavioral Disorders

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COLLEGE OF EDUCATION

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Jamie H. Hubbard

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M Ed, Converse College, 2007

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Male African American students with disabilities in a South Carolina school district have received a greater proportion of discipline referrals and exclusionary consequences than have other demographic groups. The purpose of this sequential mixed methods study was to explore classroom management strategies that may reduce this disproportionality. The conceptual framework was Skinner's applied behavior theory, which states that to change behavior, the environment must be changed. The qualitative guiding question investigated teacher beliefs about best classroom management practices. The quantitative research questions were intended to provide a description of discipline preferences. Quantitative data were collected through the Behavior and Instructional Management Scale (BIMS) survey (n = 20). Qualitative data were gathered from interviews with and observations of teachers of male African American students with behavioral disorders. Descriptive statistics of 20 BIMS responses indicated that participants' self -reported preferences were instructional management strategies and approaches that emphasized organizing the learning environment. Qualitative interview and observation data were analyzed using axial coding and a matrix. Findings indicated that although participants could identify disciplinary best practices, they lacked confidence to implement them. Based on these results, a professional development workshop for teachers was developed to implement research-based classroom management practices. This project will introduce social change for teachers by improving their efficacy in managing challenging behaviors and increasing instructional time. Students will also benefit from improved productivity in the learning environment.

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Dedication

The completion of this study is dedicated to my family. My husband, Bobby, has encouraged me more times that can be counted to keep moving forward. My son, Cooper, has inspired me to be more than I ever thought I would want to attempt. We have truly made this journey together.

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"We must find time to stop and thank the people who make a difference in our lives."
--John F. Kennedy

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SECTION 1: THE PROBLEM

Introduction

Many researchers have supported the premise that effective leaders understand the dynamics of the organizations they serve and can affect change through collaborative relationships with others in those organizations (Donaldson, 2006; Goddard & Miller, 2010; Lindsey, Roberts, & Campbell-Jones, 2005; Wenger, McDermott, & Snyder, 2002). The premise that collaborative relationships increase school success is reflected in research of family collaboration, social services collaboration, and professional collaboration, which have yielded results linked to social behaviors and rewards (Cohen, Linker, & Stutts, 2006; Foster, 2005; Kristoffersson, Gu, & Zhang, 2013; Leslie, Lambros, Aarons, Haine, & Hough, 2008). Using a collaborative approach to school leadership, leaders within school organizations seek balance concerning the discipline and management of students who do not conform to the social expectations of school (Bullis & Yovanoff, 2006; Davis, 2009; Lashley, 2007; Rooney, 2008; Warner, 2002).

As zero-tolerance policies, or district policies stating predetermined consequences for student offenses, become more common in response to the U.S. federal mandate of the Safe Schools Act, educators across the country have reported feeling more pressure to exert stringent disciplinary actions when students do not follow school rules and regulations (Brownstein, 2010; Dunbar & Villarruel, 2002; Fuentes, 2003). The National Summit on Zero Tolerance (2000) reflected an increase in the expulsion and suspension rates of students across grade levels in the United States. The National Summit on Zero Tolerance indicated that the rate of expulsions and suspensions is not consistent when

factors like race, exceptionality, and socioeconomic status are considered. Disproportionality concerning disciplinary practices has become an issue in many schools throughout the United States and may be linked in part to the attitudes, characteristics, practices, and existing policies of school leaders as they work to mold policy and manage school discipline (Bradshaw, Mitchell, O'Breenan, & Leaf, 2010).

Definition of the Problem

An upstate South Carolina school district has a problem with the way discipline is being addressed. Currently, African American students are 4 times more likely than European American students to be assigned exclusionary consequences for misbehavior. African American students with disabilities are 8 times more likely than other students with disabilities to receive suspensions, expulsions, or recommended expulsions for misbehavior. African Americans represented 89% of the total removals for discipline for special education students, with 1178 removals (Spartanburg County School District Seven, 2009). African American students represented 56% of enrollment, but had a disproportionately higher rate of discipline referrals when recent statistical data were gathered. In addition, students with disabilities were 18% of the student population, yet represented 38% of recommendations for expulsion (Spartanburg County School District Seven, 2009). South Carolina's total disciplinary removals for students with disabilities for the 2011-2012 academic year were reported at 6.7%, with African American students with disabilities making up the largest percentage at 1.2% (South Carolina Department of Education, 2012). The Upstate school district's report indicated that there was no significant discrepancy in the rate of suspensions and expulsions of greater than 10 days

for the school year, even when disaggregated by race and ethnicity for that reporting year (South Carolina Department of Education, 2013). The identified target percentage was ≤5.58%. The district is making progress toward addressing the issue of disproportionality.

The problem of disproportionality is not unique to this school district but extends to a majority of schools which are similar demographically. Recently, the South Carolina Department of Education (SCDE, 2009) cited 245 schools as participatory in the Positive Behavior Interventions and Supports (PBIS) Initiative, which was developed to address disproportionality. Schools were asked to participate based on statistical data gathered by the SCDE during the 2007-2008 school year, which identified districts based on 20 performance indicators of school success. The Upstate district did not participate, but did meet requirements to satisfy the indicator concerned with discipline of students with disabilities (Spartanburg County School District Seven, 2009). The problem also has national implications. The U.S. Department of Education (USDE; 2008) cited Rhode Island as reporting 11 school districts with disproportionality in the number of minority students receiving special education services, and five of those districts reported disproportionality within disciplinary measures that required removals of 10 or more days in 2008. As a result, the state was required to implement a state improvement plan. Currently, Rhode Island has demonstrated improvement, stabilization, or growth for all 20 indicators on the state improvement plan, including graduation rate and suspension and expulsion rate for students with disabilities (State of Rhode Island and Providence Plantations Department of Education, 2013). California Health and Human Services

Agency (Hill, 2007) developed an initiative to address disproportionality in the welfare system for minority children in 2006. The California Endowment continues to promote equity by building healthy communities in 14 areas of the state (Okey, 2014). The USDE (2014) offered School Climate Transformation Grant applications in 2014 for those schools seeking to implement PBIS school-wide. The grants are designed to help schools control gun violence and increase access to mental health services for students. The U.S. Department of Education (2011) issued an annual report on discipline and safety in U. S. schools. African American and Hispanic American students comprised almost 42% of the population, yet accounted for nearly 70% of those arrested or reported to law enforcement (Ferris, 2012). In addition, African American students alone made up around 18% of the population, but 21% of students identified with disabilities were African American and accounted for 46% of the student population suspended more than once for disciplinary offenses (Ferris, 2012; U.S. Department of Education, Institute of Education Sciences [IES], 2011).

Effective school discipline may be more important during the middle grades. During the 2009-2010 school year, the highest incidence of violent behaviors in schools occurred in middle schools (Nieman & Hill, 2011). Violent behaviors most often lead to exclusionary consequences. The local school district has transformed from a junior high school model serving Grades 7 through 9 in one building to a middle school model serving Grades 6 through 8 in one building. The ninth-grade students were moved to the high school and placed in a school within a school model. One school in the district has become a Montessori school serving Grades K through 8. These changes were

implemented for the 2011-2012 school year. Due to this shift in the district, the physical changes to the school structures, and indications from national statistics concerning patterns in violent behaviors, a focus on the behaviors of students in the middle grades and those transitioning to high school was needed. In this study, I focused on the beliefs, practices, and perspectives of teachers who were teaching Grades 6 through 8.

Administrators and special education teachers, as well as other human services professionals, are working together to develop alternative interventions to address disproportionality. There are many factors that may have contributed to the problem of disproportionality, among which are philosophical and pedagogical differences among administrators and teachers, shifting demographics from a suburban to an urban demographic base, and the development and advancement of a new administrative body and policy at the district level of operations. The problem addressed in this study was disproportionality in discipline practices. I examined the beliefs of participants concerning the management of student behaviors, explored the classroom management practices of participants, and probed what was needed from the perspectives of participants to improve classroom management.

Rationale

Evidence of the Problem at the Local Level

African American students in an Upstate South Carolina school district have been overrepresented in the number of overall suspensions, expulsions, and recommended expulsions in the district. African American students were assigned exclusionary consequences at a rate of 4 times that of other ethnic groups. Of the total removals for

discipline for special education students, African Americans represented 89% (Report of Children with Disabilities Subject to Disciplinary Removal, 2009). According to SCDE (2013), the annual school report card for the district's high school reflected a high school dropout rate in the district for 2012-2013 of 5.5%, which was significantly higher than the average 2.3% reported as the median state percentage. The graduation rate reported on the same measure for African American students was 76.1%, compared to the 87.2% reported for European American students. The graduation rate for students with a disability status was reported on the annual school report card for the high school as 36.5%. No comparisons were noted for the state median in these subcategories. The attendance rate for all students was 93.1%, compared to the state median rate of 95.1% for students in high school grades.

Some researchers have suggested a correlation between increased disciplinary actions and absenteeism (Epp & Epp, 2001; Sawyer & Gibson, 2012). Samel, Sondergeld, Fischer, and Patterson (2011) determined a positive correlation between increased absenteeism and dropout rates for high school students. Harsh disciplinary consequences could contribute to involvement with the juvenile justice system or drug use (Noltemeyer & McIoughlin, 2010). Considering the statistical data reported for the Upstate district concerning the disproportionality in disciplinary consequences assigned to African American students with disabilities compared to other groups (SCDE, 2010), this study was timely and addressed an area of opportunity to improve student performance and educational equity. By identifying the current beliefs of teachers concerning managing student behaviors and looking for relationships between those

beliefs and existing classroom management practices, I provided a direction for identifying potential solutions to the problem of disproportionality in disciplinary practices for African American males with emotional and behavior disabilities.

Evidence of the Problem from the Professional Literature

Disproportionality in referral rates for special education services has been a concern throughout the United States for educators, with African American males most likely to be identified with emotional disturbances over other groups (Lo, 2006; Raines, Dever, Kamphaus, & Roach, 2012). When African American males were referred for discipline, those referrals more often resulted in exclusion from school as a consequence and for more days of removal than students in other groups (Butler, Lewis, Moore, & Scott, 2012; Wallace, Goodkind, & Wallace, 2008). Even when disciplinary measures were not exclusionary, there were differences in how teachers and administrators delivered behavior correction to African American males (Black, 2006; Bryan, Day-Vines, Griffin, & Moore-Thomas, 2012). Similarly, when students of varying ethnicity were simultaneously engaging in inappropriate behavior, teachers reserved reprimands and punitive consequences for African American males (Butler, Joubert, & Lewis, 2009; Monroe, 2005).

The problem of disproportionality further impacted students with disabilities because it increased the likelihood that students were excluded from the academic environment. As the number of students removed from the academic environment due to disciplinary measures grows, student achievement in the classroom is likely to decline proportionally (Lashley & Tate, 2009). Exclusionary consequences can increase the

likelihood that students will have increased academic problems, increased school-avoidance, increased crime and delinquency, and potentially increased drug use (Hemphill & Hargreaves, 2009). Students with disabilities were more likely to experience frustration, anxiety, and school refusal, which could be attributed to perceptions of unfair treatment at school. In addition, the pattern of removals from the academic environment for any reason can constitute a change of placement for educational services without due process under the Individuals with Disabilities Act (IDEA). Evidence of disproportionality has presented a legal issue for school districts and administrators (Altshuler & Kopels, 2003).

Definitions

The following terms are key and relevant to the study and will be used throughout.

Behavior Intervention Plan (BIP): Based on behavior modification; a plan developed using the data collected through a functional behavior analysis to address specific behaviors or skill deficits of a target student (Kaplan, 1995).

Behavior management: Intervention methods used by educators to prevent inappropriate behaviors and teach appropriate behaviors (Martin & Sass, 2010).

Classroom management: Includes both behavior management (BM) and instructional management (IM) of the classroom environment (Martin & Sass, 2010).

Discipline: Consequences assigned for inappropriate behaviors or rule breaking.

Discipline gap: Inequities in school punishment, especially those related to gender or race (Monroe, 2009).

Disproportionality: The overrepresentation of one group within a population when given parameters (Lo & Cartledge, 2006).

Emotional and behavior disorders (EBD): Significant behavioral excesses or deficits exhibited over a long period of time which adversely affects educational performance (Council for Exceptional Children, 2012).

Functional Behavior Analysis (FBA): Based on applied behavioral analysis; a systematic investigation of the behavior of the target student and those observable environmental stimuli that precede and follow the behavior (Kaplan, 1995).

Individuals with Disabilities Education Act (IDEA): PL 108-446; most recent revisions to this federal mandate were added in 2006; this federal law protects the rights of students with disabilities in public schools.

Paradigm shift: A change in thinking; a metamorphosis from one distinct way of thinking about a topic to another distinct way of thinking about that topic; in this instance, a change in the way administrators and other school personnel envision the demographics, mission, and dynamics of the school district.

Zero-tolerance policy: The term given to a school or district policy that mandates predetermined consequences for various student offenses (American Academy of Pediatrics [AAP], 2003).

Significance

This study addressed the need to improve student behavior in the school setting and school success for all learners. By gathering information about teacher beliefs concerning the management of student behavior and examining practices used when

managing the behaviors of African American males with documented emotional and behavior disorders (EBD), insight into patterns and trends in current disciplinary procedures at the classroom level have been gained. The results of this study will initiate reform in the management of student behaviors and disciplinary practices, which will increase positive outcomes for African American males with disabilities. This is important for the population of students identified with disabilities because it could create awareness about the unique challenges faced by both the students and by teachers of these students. Awareness, in turn, generates change. By acknowledging the differences in learning preferences and abilities for this group of learners, teachers may begin to perceive student behaviors differently, react differently, and respond positively. Positive outcomes could include increased school completion rates, increased attendance rates, increased standardized test performance, and decreased discipline referrals. Relationships between parents and the schools could also improve. Community leaders may increase involvement as school ratings improve due to higher test scores and improved attendance records, bringing additional programs and opportunities to the school district. In addition, effective classroom management strategies could impact educator efficacy and attrition rates.

Guiding/Research Question

Past and current research on disproportionality in discipline for students in minority groups has revealed that the issue has often been indicative of cultural and social norms expressed through school policy and procedures and applied across the school setting (Black, 2006, Monroe, 2005; Noltmeyer & McIoughlin, 2010) . Students

receiving special education services, particularly for emotional or behavioral disorders, are more likely to receive exclusionary disciplinary consequences for offenses in the school setting (Ferris, 2012; U.S. Department of Education, Institute of Education Sciences [IES], 2011, Fenning & Rose, 2007; Rausch & Skiba, 2006). African American males are more likely to be identified with emotional or behavior disorders over other minority groups (Lo & Cartledge, 2006; Noltmeyer & McIoughlin, 2010). However, there may be a difference in practice when managing the behavior of students who receive special education services for emotional and behavior disorders. At the local level, more students receiving special education services, particularly African American males, have been assigned exclusionary consequences for inappropriate school behaviors than students who do not receive special education services. Research at the local level may help to determine if any differences exist in the assignation of consequences for misbehavior.

Creswell (2007) provided a model for developing mixed method inquiries in which questions posed reflected the procedures and the content of the study. In this study, quantitative data that were collected through surveys were triangulated with observational data and individual participant interviews. An examination of these data addressed six questions, which were designed to address the purpose of this study.

1. What is the mean, median, and standard deviation of the participants' scores for instructional management and behavior management on the Behavior and Instructional Management Scale?

2. What is needed in the area of classroom management to improve school success for African American males with emotional and behavior disorders in an Upstate South Carolina school district?
3. What practices do teachers use to manage classroom behavior?
4. What beliefs are reflected in classroom management practices?
5. What differences exist between classroom management practices for all students and those used for African American males with emotional and behavior disorders?
6. From a teacher perspective, what is needed in the area of classroom management that would improve school success for African American males with emotional and behavior disorders?

The purpose of this sequential mixed method project study was to determine what is needed to address disproportionality by exploring classroom management for students within one school district in Grades 6, 7, 8, and 9. Data were gathered about educator beliefs concerning classroom management, practices used to manage student behavior, and practices used to manage the behaviors of African American males with EBD. The BIMS (Martin & Sass, 2010), a quantitative survey instrument using a 6-point Likert scale, was administered and yielded data describing the primary beliefs about classroom management of each participant. The instrument was designed to integrate theoretical perspectives about how students learn and beliefs about classroom management to determine the most common of two classroom management categories. The qualitative

inquiry included a case study approach to explore classroom management and disproportionality in the local school district.

Case study research was the most appropriate tradition to address this problem. Case studies are used to explore an issue present in one or more cases throughout a bounded system like a school organization (Creswell, 2007). Sequentially, classroom observations using an observation protocol were conducted to gather data concerning practices used to manage student behavior. Individual interviews were carried out to gather narrative data concerning perspectives of what is needed in the area of classroom management to improve school success for African American males with EBD. Data were combined to examine the classroom management beliefs and practices of participants using a matrix. Data were analyzed to explore the practices used for all students and those used for African American males with EBD. The interview data were analyzed for patterns and themes in perspectives.

Review of the Literature

The purpose of this literature review was to examine current research on disproportionality in schools. The need for equitable school discipline practices and for classroom management strategies that increase instructional time for students has a foundation in the conceptual framework of applied behavior theory, or behavior modification, (Kaplan, 1995), and positive behavior interventions and supports (PBIS; Simonsen & Sugai, 2009). Disproportionality has been studied over the past several decades in depth. However, few scholars have examined classroom management practices as a way to lower the rate of disproportionality. Issues related to student

discipline, classroom management, and disproportionality were explored in this literature review.

Content and Organization

Content. The content of this literature review includes research concentrated on addressing disproportionality in schools. Additional content areas were included, such as research related to the conceptual framework, issues correlated to disproportionality, issues of diversity among students, the role of the teacher, the role of the administrator, issues related to school culture, professional development, and school policy. The content was selected because it provided a foundation for understanding the problem of disproportionality and the best practices needed to decrease disproportionality in schools and increase instructional time for students. This literature review also provided relevant information about improving school climate, implementing classroom management strategies and providing professional development for teachers.

Organization. An evaluation of current literature exposed patterns on the trends, issues, and data examined by researchers. Findings were organized into three major categories: (a) disproportionality due to policy, (b) disproportionality due to practice, and (c) disproportionality due to beliefs and/or attitudes. These categories address the central focus of the problem, disproportionality in approaches to managing student behavior, particularly the assignation of exclusionary consequences.

Literature Search

A thorough search of the current literature on disproportionality was conducted. Saturation of scholarly research was achieved via the use of Walden University online

library resources and academic search engines. Initial research was conducted using search teams such as *disproportionality, discipline, school discipline, behavior, African American males, zero-tolerance, administrator perspectives, school policy, discipline policy,* and *teacher practices*. After initial search terms had been exhausted, the following terms were queried: *Interventions, classroom management, behavior management, instructional management, positive behavior supports, effective practices, teacher efficacy,* and *equitable discipline.* Initially, search parameters were set to include research within the last 5 years. However, in order to establish the historical relevance of the problem of disproportionality, older research was included.

Conceptual Framework

The exploration of the practices contributing to effectively addressing disproportionality is entrenched in PBIS; an educational model used to address student behavior. PBIS is rooted in applied behavior theory or behavior modification. Noting the contributions of applied behavior theory in the design of PBIS can provide guidance for research, practice, and future policy reform to help resolve the problem of disproportionality. Behavior theorists such as Watson and Skinner made progress with shaping, extinguishing, and modifying behavior, which is the foundation of applied behavior theory and is expressed in the school setting as PBIS (Simonsen & Sugai, 2009). Recognizing the contributions of applied behavior theory to the development of behavior management in the school setting was useful in identifying current research and best practices for classroom management. This conceptual framework of PBIS, which includes school-wide interventions, mentoring, and developmentally appropriate

research-based interventions, will guide a proposal for implementing equitable discipline practices in conjunction with effective behavior management training as a way to improve student outcomes.

Applied behavior theory. The conceptual framework for this study was built upon the work of Watson and Skinner. These theorists applied their ideas to real-world situations and, following Skinner's work, applied behavior theory became known as behavior modification (Kaplan, 1995). The basis of behavior theory is that all behavior is shaped and maintained by its consequences. The behaviorist believes that behavior problems are primarily the result of the environment, and to change behavior, the environment must be changed (Kaplan, 1995). Behavior modification requires the systematic application of learning principles to assess student behavior and change it using the environment in order to help the student function more fully in the school setting (Martin & Pear, 2003). By recognizing the environmental factors that contribute to student behavior, and structuring the environment in response, teachers learn to manage the classroom in a way that promotes learning and increases instructional time (Kaplan, 1995).

Positive behavior interventions and supports. PBIS were also a part of the conceptual framework of this study. The foundation of PBIS is cemented in applied behavior theory (Simonsen & Sugai, 2009). PBIS is grounded in applied behavior analysis, emphasizing altering the environment, teaching desired skills, and reinforcing appropriate social behaviors (McKinney, Bartholomew, & Gray, 2010). PBIS is often referred to in the literature as school-wide positive behavior support (SWPBS), which is a

systemic approach to managing student behavior in an effort to improve education (Simonsen & Sugai, 2009). Positive behavior support (PBS) is a part of the federal legislation, and there are many incentives in place for districts to implement PBS programs in schools. Simonsen and Sugai (2009) reported that in 2007, over 6,000 schools in more than 40 states and three countries were working to implement SWPBS. The SWPBS uses a systems-level approach to behavior management that organizes the principles of behavior modification into a 3-tiered approach for behavior support in order to trigger desired behaviors, maintain desired behaviors, eliminate undesired behaviors, and establish prosocial behaviors (Simonsen & Sugai, 2009). The SWPBS approach to structuring the school culture and managing student behavior creates an environment where desired behaviors are rewarded with positive consequences (reinforcers), undesired behaviors are rewarded with negative consequences (punishers), and the culture is shaped by stimulus control. With the PBIS approach, each student is provided an equitable opportunity to learn the desired behavior. PBIS was a recurring theme in the literature review as research-based best practice for improving student behavior, decreasing discipline problems and increasing teacher efficacy with classroom management.

Disproportionality due to policy. School discipline has been found to be disproportional among the student population in some instances, with students from a minority ethnicity and with disabilities that affect learning and classroom performance receiving more discipline referrals and more severe consequences than their same age peers (Butler, Lewis, Moore, & Scott, 2012; Fenning & Rose, 2007). Disciplinary issues for students peak around the middle grades. Responses to disciplinary issues range from

zero-tolerance to positive behavior supports. Zero-tolerance policies may have contributed more to the exclusionary consequences, particularly toward minority subgroups (Noltmeyer & McIoughlin, 2010). Zero-tolerance policies have increased in the United States due to federal guidelines set forth in the No Child Left Behind Act, which required states to adopt zero-tolerance policies regarding disruptive students (Allman & Slate, 2011). PBIS has contributed to a more equitable distribution of consequences and less likelihood of recidivism among this population. Students who have received special education services under IDEA have faced a wide variety of challenges in school as an effect of their disabilities. Among those challenges, disproportionality in discipline has been a growing concern, with students receiving special education services being overrepresented in the suspended or expelled population (Rausch & Skiba, 2006; Sullivan, Klingbeil, & Norman, 2013). The rate of suspension and expulsion for students receiving special education services appeared to be due to the growing popularity of zero-tolerance policies and educator attitudes toward students who have received special education services. The statistical data reported for the local school district reflects the trends in published literature (Spartanburg School District Seven, 2009).

In the United States, students receiving special education services have federal protections. Until the 2004 revision of IDEA, students receiving services were protected from exclusionary consequences under the clause outlining Free and Appropriate Education (FAPE; Rossi, 2006). There have continued to be procedural safeguards in place to ensure the provision of educational services even when exclusionary

consequences have been imposed. While procedural safeguards provide structure for legal recourse should those rights be violated, there has remained a pervasive institutionalized position that students with disabilities should receive more severe disciplinary consequences for behaviors that violate codes of conduct. Shapiro and Stefkovich (as cited by Lashley & Tate, 2009) argued for an educational paradigm that required educators to form a set of ethics that places the student at the center of the decision-making process, particularly when considering discipline. Research addressing disproportionality reflected through policy falls into one of the two categories: (a) zero-tolerance policies or (b) intervention policies.

Zero-tolerance policies. While teachers represent the most important part of the school discipline as the classroom managers, administrators serve to create the overall school climate. School administrators must balance the safety of all students with the rights of students with disabilities, regardless of the ethnicity or exceptionality of the student. Zero-tolerance policies were designed to address the most severe instances of inappropriate behavior. School administrators determine the assignment of consequences for student behavior. Allman and Slate (2011) examined existing research about the disciplinary practices in U.S. schools, in particular, zero-tolerance policies and the relationship between increased use of disciplinary practices. Allman and Slate reported that zero-tolerance policies began as part of the Gun Free Schools Act in the 1980s, but that the implementation of the No Child Left Behind Act in 2001 extended the reach of zero-tolerance beyond illegal activities to encompass disruptive behaviors in the learning environment. Allman and Slate reported that zero-tolerance policies had little impact on

the reduction of instances of disciplinary action for firearms and physical aggression. Zero-tolerance policies may not have been effective in reducing serious behaviors and may contribute to future suspension, academic failure, and eventual drop-out without school completion. In the context of applied behavior theory, the zero-tolerance policies are environmental factors that mitigate the exclusionary consequences assigned to the students for misbehavior. Environmental factors were manipulated and could be manipulated further using positive behavior interventions to encourage the desired result of improved behaviors in the school setting.

McCarthy and Soodak (2007) investigated the balance of school safety and the rights of students with disabilities, particularly how politics affected the decisions of school administrators. The researchers looked at nine administrators in public high schools in New York State. The qualitative study used an interview methodology. Administrators were in consensus that the safety of the majority outweighed the rights of the individual during instances where violent behavior was involved. Administrators, when asked about how the difference in delivery of consequences for nondisabled students and students with disabilities affected tension in the school, were categorized into three distinct groups: those with no tension, those with little tension, and those with considerable unresolved tension. The two administrators who reported no tension resolved the issue by moving those students unable to participate in a rigorous academic curriculum to another location for education services. One administrator reported, " …I never had that [a serious incident where suspension was not an alternative]…There may have been an ED student way back when…" (p. 465).

For those administrators who reported considerable unresolved tension, McCarthy and Soodak (2007) noted clear attitudes toward the process of manifestation determination review. Five of the nine administrator participants in the study fell into this category. Administrators were concerned with the timing of decisions and the role of school personnel in determining the culpability of the student offender. Decisions in these school districts were made at the district level. The manifestation determination review, which often resulted in a determination that the student's behavior was a direct result or directly related to his or her disability, ultimately meant the student could not be denied access to education services regardless of the consequences due in accordance with the school discipline code. According to McCarthy and Soodak, administrators' main concerns seemed to be a waste of time spent attempting to discipline those students in what was viewed as an unfair process for the school.

Finally, administrators who felt there was little tension noted that manifestation determination reviews and disciplinary decisions were made at the school level. Often, the district office was not formally involved and allowed the building administrator authority in the matter. Of the two administrators in this category, both reported a high degree of involvement with parents, students, and support personnel for students with disabilities. This study is significant because it illustrated the political processes involved in disciplining students with disabilities. Martin and Pear (2003) explained that, according to applied behavior theory, in order to successfully modify student behavior, a systematic approach to changing the environment needs to be implemented. A closed system of zero-tolerance limited the administrators at the school level, who were not able

to make those necessary changes to the environment and improve student behavior in this case.

Dunbar and Villaruel (2002) looked at the implications of the implementation of zero-tolerance policies in urban schools in Michigan in the United States as the policies began to gain momentum. The authors accepted the premise that zero-tolerance policies were designed to affect negatively a disproportionally high number of African American and Latino students. Their interest focused on how administrators interpreted these policies and thus, how the policies were implemented. This qualitative study included 36 principals from an urban school district. 22 of the principals were African American. The remaining 14 were European American. Participants were interviewed individually concerning their perceptions of zero-tolerance policies. Findings indicated a range of comprehension of the policies from narrow to comprehensive, but overall the administrators were unclear in the purpose of the policies. Some felt the policies were designed to make schools safer while others seemed more focused on punishing offenders. While all the administrators seemed to agree that the student handbook of rules was necessary and inclusive, they were not able to agree on how offenses should be addressed. In other words, while the school district had a clear set of expectations, there was no consistent delivery of consequences. Finally, the researchers noted a certain attitude among administrators toward "bad youth." Dunbar and Villaruel concluded that administrator perceptions, and thus implementation, of zero-tolerance policies, varied. The authors recommended continued research concerning the impact of these policies on youth. Research in this study (Dunbar & Villaruel, 2002) is significant because it

provides a link between the attitudes of administrators to zero-tolerance policies. While zero-tolerance policies were originally designed to provide a common discipline code to decrease disproportionality, Dunbar and Villaruel found that zero-tolerance policies may be a way to perpetuate disproportionality.

Hemphill and Hargreaves (2009) examined the impact of school suspensions on student behavior in 6,000 adolescents surveyed between 2002 and 2004 in Washington, United States and Victoria, Australia. In a longitudinal study, self-reporting surveys were used to determine levels of antisocial and violent behaviors in participants at two points during a 12 month interval in order to measure the impact of suspensions from school on behavior. Rates of suspension in both groups were higher for males. Data analysis showed that school suspension increased the likelihood of subsequent antisocial behavior by 50% and violent behavior by 70% in all groups, even when other influences like family, previous offenses, and other school factors were considered. Recommendations based on the findings included prevention and intervention that would focus on teaching appropriate behaviors and social skills and employing whole-school practices that would build relationships with students and families. This study is significant because the results directly supported Simonsen and Sugai's (2009) research on the conceptual framework of PBIS, which echoes the tenets of applied behavior theory. Both Hemphill and Hargreaves and Simonsen and Sugai concluded that teaching prosocial skills would improve student outcomes.

Mestry, Moloi, & Mahomed (2008) in Johannesburg, South Africa, looked at data from perspectives of school managers and teachers concerning zero-tolerance policies.

The study used an interview methodology to gain primary data about perspectives of zero-tolerance. There were 24 teacher participants and 7 school manager participants. The participants were interviewed in groups of approximately seven. Data indicated that there were several threats to the equilibrium of the school environment identified by the teachers and school managers: disregard for authority, disruptive behavior, teacher inconsistency, social and environmental factors, and the implementation of a zero-tolerance approach. Overall, the implementation of zero-tolerance was supported by participants. This study is significant because it demonstrated that zero-tolerance policies persist globally despite the evidence in literature and practice that supports PBIS as a more effective method of managing student behaviors (Simonsen & Sugai, 2009).

Educators at the local level have also participated in zero-tolerance policies, working with one uniform code of conduct for middle grades which has delineated the consequences for behaviors considered inappropriate for school. Disproportionality should, therefore, be negligible across the student population. The policy sets the standard, but it does not explain the differences in the number of discipline referrals or exclusionary consequences that currently exist in this case at the local level.

Intervention policies. Filter, McKenna, Benedict, Horner, Todd, and Watson (2007) investigated the effectiveness of secondary level behavior intervention in a three tier prevention model. The program, Check In/Check Out (CICO), was developed as a targeted intervention to reduce problem behavior in classrooms. CICO was designed to be a whole school approach to addressing problem behaviors for students who demonstrated repeated nonviolent offenses. Filter et al. gathered data after a policy

change at the district level concerning disciplinary interventions in three elementary school settings in the Pacific Northwest school district in the United States. Data were collected to determine if the program was implemented consistently over time and to determine if the program was effective. A checklist measure was used to determine fidelity, and a survey instrument using a Likert scale was used to determine perceived effectiveness. In addition to the survey instrument, discipline referral data already gathered by the schools were used to determine the effectiveness of the CICO program.

Filter et al. (2007) analyzed checklist data and concluded that fidelity, or consistency, in the implementation of the CICO program was achieved in all three schools. An analysis of behavior referral data led Filter et al. to conclude that the program was effective in lowering the number of discipline referrals to administrators during the evaluation period. Survey data concerning perceived effectiveness of the program indicated that school personnel felt the program was both effective and efficient in improving student behavior.

The CICO program required the support of all school personnel, beginning at the district level and moving down to the classroom level. As such, the program was a policy change initiated by district leadership, and it became effective through its results. Filter et al. (2007) discussed the need for additional research in order to determine the effectiveness of the CICO program at the secondary level. Secondary students could also benefit from positive behavior interventions like the CICO model. The model used intervention, tiered support, and the environment to shape the desired student behaviors, just as Skinner used behavior modification to put theory into practice (Kaplan, 1995).

This study is significant because it provides a model for other schools to use to develop responsive behavior management plans that rely on applied behavior theory and PBIS as best practice.

Osher, Bear, Sprague, and Doyle (2010) surveyed three approaches to school discipline rooted in institutional policy and presented an argument for integrating the three approaches. The ecological approach to school discipline was defined as an indirect approach that altered behavior through environmental design. Student behavior was managed through the manipulation of activities and the structure of the school day. School-wide positive behavioral supports (SWPBS) were defined as rewards for students for following rules. Student behavior was managed through praise and recognition for appropriate behavior. Social emotional learning (SEL) was defined as a reliance on the development of relationships and social awareness to manage student behavior. Students were taught decision-making skills and moral reasoning in order to encourage appropriate behavior in this approach.

Osher et al. (2010) reviewed available research literature for each approach presented. The ecological approach was not traditionally used as a school-wide approach but rather as a classroom based method of addressing behavior through the curriculum. The SWPBS approach was a school-wide approach, and research offered supported the effectiveness of SWPBS as a method for reinforcing appropriate school behaviors using extrinsic rewards. The SEL approach dealt primarily with self-management and emphasized intrinsic rewards and character development. Osher et al. proposed an amalgamation of the three with stipulations.

The challenge of integration required collaboration with families, cultural competence and understanding, and mental health supports for students. Osher et al. (2010) concluded that the rewards of integration could include increased support for students, improved safety in the learning environment, increased academic challenge and social emotional learning. Consequently, students at each level of intervention would be enriched both emotionally and academically. Considering that students with emotional and behavioral disorders represented a significant portion of those receiving disciplinary consequences, a policy that incorporated the three approaches could increase outcomes for those students.

Fenning and Rose (2007) conducted a meta-analysis of research concerning school policy and the overrepresentation of African American students in the exclusionary discipline. The research of Fenning and Rose showed clear correlations between school discipline policies and the continued disproportional assignment of exclusionary consequences for students with a history of learning problems, for students with a history of behavior problems, and for students considered minorities. Fenning and Rose presented empirical evidence to support claims that school policy was constructed to allow educators to label those students with learning problems and behavior problems as troublemakers. Educators had used those labels to justify moving students from mainstream educational settings to alternative, self-contained educational placements. Once placed outside the regular school environment, students were then prevented from regaining access to the mainstream educational setting. Further, the argument suggested

that this practice created a school-to-prison pipeline from the alternative educational setting to the prison system.

Fenning and Rose (2007) drew conclusions from the published research surrounding this topic within the previous 5 years. The researchers recommended a review of discipline data in schools to be used to drive more positive behavior interventions. In addition, they recommended that a discipline team with members from various groups of stakeholders should be organized and tasked with addressing the development of more appropriate behavior interventions for all students, with special attention to those students at risk for overrepresentation. Cultural competence through staff development was also recommended. The creation of school-wide proactive measures to address student behavior has been included as a measure point to prevention against disproportionality in discipline. The research from this study is significant because it provides evidence to support PBIS as best practice for managing student behavior, and it provides a plan to address professional development with the staff. The processes of behavior analysis were evident in the recommendations of the researchers to address the problem of exclusionary discipline identified in the data analysis.

Disproportionality due to practice. Upon examining research concerning practices used by educators to structure the school environment, two broad categories of management were identified: (a) classroom management and (b) discipline.

Classroom management. Classroom management has contributed to the behavior of students. Because most student behavior, whether offensive or appropriate, occurred in the classroom setting, the ability of the teacher to effectively manage that environment

has impacted discipline in the school (Osher, Bear, Sprague, & Doyle, 2010). Regan and Michaud (2011) surveyed current resources for research-based behavior management practices in order to provide teachers with guidance concerning the No Child Left Behind Act, which stated that teachers must use evidence-based practices in classrooms to improve student performance. The researchers used quality indicators endorsed by the Council for Exceptional Children to identify best practices for supporting student behavior. Six practices were identified as highly effective and were correlated with practices already embedded in the Positive Behavior and Intervention Supports framework designed for school-wide implementation. Those practices were (a) functional behavior assessment, (b) behavioral intervention plan, (c) positive reinforcement and consequences, (d) self-management/self-monitoring, (e) routine, rules, and structure, and (f) safe, positive environments for learning. The researchers concluded these six practices were most effective for students with disabilities and recommended teacher's research and implement the six as best practice for managing student behavior. Regan and Michaud recommended teachers make themselves aware of these best practices and work to implement classroom behavior management practices that reflect these components in order to be effective classroom managers. The findings of Regan and Michaud are significant because the researchers provide a set of highly effective practices for teachers to refer to when structuring an environment around the principles of PBIS, specifically related to working with students with disabilities.

Ullici's (2009) qualitative study examined classroom management in urban schools. Six participants, one male, and five female, were chosen by members of their

school communities based on their reputation for working with “children of color” and their standardized test scores. Teachers were in two schools, an elementary school in Southern California and an elementary school in New England. Ullici used observation to gather data about the culture of each classroom, specifically the multicultural practices of the teacher in classroom management and community building.

Ullici (2009) analyzed the data from her observations and organized it into three categories, or strategies, used by each teacher to include multicultural practices in the classroom, which were (a) physical manifestations of diversity/classroom set-up, (b) bringing in personal connections/talking about feelings, and discussing race and racism directly, and (c) classroom management techniques. By providing concrete examples of each category or practice from each classroom observed, Ullici’s analyzed findings revealed the impact that multicultural practices have on overall classroom management and student behavior. The researcher also used the interpretation of the data to provide a stark contrast to other, more punitive, systems of classroom management typically associated with urban schools. Urban schools were associated with higher incidences of disruptive behavior resulting in higher rates of exclusionary consequences. Monroe’s (2006) analyzed findings from the literature related to disproportionality indicated that by altering the approach to classroom management to be culturally responsive in these environments, more effective instruction will result. McKinney, Bartholomew, and Gray (2010) stated that PBIS emphasizes altering the environment and reinforcing appropriate behavior, which shapes the culture of the school. Both Ullici's and Monroe's findings included correlations between the environment and behavior, which supports the

conceptual framework of PBIS as a means for changing student behavior in the school setting.

Oliver and Reschly (2010) examined special education teacher preparation programs at 26 universities in a large, Midwestern state in the United States to determine how classroom management was incorporated into the coursework. Course syllabi were collected and reviewed for content related to classroom management. If a syllabus contained any material related to classroom management, it was included in the sample. A total of 135 syllabi were identified. The researchers developed a rubric to measure how relevant a syllabus was in terms of providing classroom management content. Statistical analysis indicated syllabi scores were highly variable. Only 27% of university special education programs included an entire course on classroom management. Those programs provided embedded content related primarily to behavior reduction strategies. The results of the sample indicated special education teachers may not be adequately prepared to meet the needs of diverse students with appropriate training in the area of classroom management. The researchers recommended expanding course requirements for special education teachers to include preventive classroom management strategies, in addition to preparing preservice teachers for classroom organization and behavior management. With appropriate tools and strategies in place, beginning teachers would be prepared for the challenges presented by the needs of diverse students, less likely to resort to punitive consequences, and more likely to use PBIS in classrooms.

Sobel, Guiterrez, Zion, and Blanchett (2011) studied one teacher preparation program to determine the extent that culturally responsive practices were incorporated

into the course requirements for preservice teachers. The program reviewed used a professional development school (PDS) model to provide teacher preparation to teacher candidates. The model included 30 schools across a metropolitan school district, serving nearly 350 graduate and undergraduate students annually. Teacher candidates engaged in internships of varying degrees of involvement in school settings in order to gain authentic experiences and supplement coursework with practical knowledge. The program was in the process of expanding to include special education. In order to merge the general education preparation program and the special education preparation program, the researchers conducted an external evaluation of the curriculum. The results of the external evaluation indicated a lack of community-based learning experiences for teacher candidates, limited conceptualization of social justice and diversity, and a lack of diversity among the teacher candidate population.

Sobel, Guiterrez, Zion, and Blanchett (2011) designed a plan to address the needs of the teacher preparation program based on the results of the external evaluation. A professional development plan designed to promote culturally responsive teaching practices was implemented. The plan provided training for university staff through three overlapping structures of delivery, including feedback loops, ongoing redesign activities, and specialized workshops and presentations. After the faculty had been trained to provide skillful instruction in culturally responsive teaching practices, the work moved to the development of syllabi that reflected that training. Then, attention was focused on developing a more diverse pool of teacher candidates. The researchers found that the process was not something that could be completed in just one round of reviews and

revisions, but rather was something that would continue to be part of the teacher preparation program. They concluded that professional development efforts must be ongoing, sequenced, and sustainable in order to be effective. Considered in conjunction with the findings of Oliver and Reschly (2010), these conclusions are significant because they indicate a need to address teacher preparation for classroom management prior to entering the classroom setting and also as part of ongoing training and professional development. Culturally responsive teaching was also supported by the work of Osher, Bear, Sprague, and Doyle (2010) as it was expressed through positive behavior intervention and support, reemerging as a theme even across the major themes identified in the body of literature surrounding disproportionality.

Smart and Igo (2010) studied classroom management strategies and perceptions of success when dealing with misbehavior in first year teachers using a grounded theory approach. Smart and Igo identified patterns in existing research concerning first year teacher attrition rates the availability of undergraduate courses in classroom management. A participant sample of 19 first year elementary teachers in two neighboring southeastern U.S. school districts with no formal classroom management training was drawn using criterion sampling. None of the participants had any training in the area of special education, and all participants were teaching at least one student with a current individual education plan (IEP). Participants were interviewed during data collection.

Upon analysis of interview data, Smart and Igo (2010) identified two categories of behavior: (a) mild behaviors and (b) severe behaviors. Mild behaviors included general rule breaking, off-task behavior, and attention seeking behavior. Severe

behaviors included those that interrupted the learning environment for others and included aggression, defiance, and deviant behavior. Preservice field experience, classroom experience, and mentoring were identified as strategy sources for the first year teachers when faced with mild behaviors. The most common strategy source for teachers when faced with severe behaviors was unknown. Teachers cited using methods out of desperation or claimed no specific source. When choosing strategies to address mild behaviors, teachers most often used positive reinforcement, praise or conferencing. When choosing strategies to address severe behaviors, teachers most often reported using negative and positive punishment, help seeking, and ignoring. Strategy implementation was explored as consistency in reported implementation and as either conditional or unconditional. Outcomes were also examined as they related to teacher perceptions of success.

Smart and Igo (2010) examined the results of data analysis and determined that first year teachers felt more effective when dealing with mild behaviors. They reported the use of more consistent and unconditional strategies when addressing mild behaviors. First year elementary teachers reported feeling ineffective and frustrated when dealing with severe behaviors. Smart and Igo noted many of the first year teachers were teaching in inclusion classrooms with students with emotional and behavioral disorders despite a lack of formal behavior management training. The researchers also presented best practices for students with emotional and behavioral disorders to address moderate to severe behaviors, which were consistent interventions with positive reinforcement and behavior shaping. The lack of formal training left first year teachers without appropriate

training in methods that were proven effective with students with emotional and behavioral disorders. As Smart and Igo illustrated, the first year elementary teachers felt frustrated and ineffective, and student behaviors were largely ignored at this early level of child development. The conclusions of Smart and Igo indicated that with teacher preparation and training in positive behavior support, teachers can provide equitable classroom management that encourages appropriate behavior and improves learning. As other research indicated (Butler, Lewis, Moore, & Scott, 2012; Gregory & Thompson, 2010; Regan & Michaud, 2011), teachers need to be consistent classroom managers and draw upon a variety of strategies for behavior intervention in order to be highly effective. The study is significant because it provides a plan for training teachers to use PBIS to provide consistent and various behavior supports and interventions to address a range of behaviors.

Sellman (2009) conducted a case study of student perspectives on behavior management strategies employed by teachers at a special school for students with social, emotional, and behavior disorders in the Midlands of England. The school enrolled approximately 50 boys of school age. Six boys, ranging in age from 13 to 16 years, volunteered to participate in a series of seven 45-minute focus group sessions. Participants were assured confidentiality and the researcher was the only adult present during each session. Several themes emerged from analysis of the data gathered in the sessions. While students reported some problems with the school, they acknowledged feeling valued by the teachers. When the subject of physical restraint was introduced, students were unable to separate restraint from the behavior management system of the

school. The students reported that some teachers were dependent on physical restraint in the classroom and overused it as a management strategy. Students were asked to discuss the behavior management system used to promote good behavior in the school. Students demonstrated a clear understanding of the policy but maintained as a group that it was only somewhat motivating. Relationships were regarded as the most important factor influencing behavior and consequences or reward in the school. Overall, the students reported that if the relationship between a student and teacher was positive, students were treated better. Conversely, if the relationship was poor, teachers used the behavior policy to punish the student even though it was a system designed for students to earn a reward. Students were sensitive to the importance of relationships. Sellman concluded that the feedback, while challenging to hear at times, was a valuable tool for the teachers at the school. The results indicated that the process of soliciting feedback gave the students a sense of empowerment and engaged the students in shaping the behavior management system, improving teacher practices for managing student behavior. This study is significant because it provides information about how applied behavior theory can be misused. The staff in this case identified the behaviors that were undesired and developed reinforcers that shaped and maintained the desired behavior but neglected to incorporate positive interventions and supports. Sellman's findings illustrated how the teachers were able to shape the environment by controlling the stimuli that preceded student behavior and how the policy of the school regarding physical restraint contributed to the maintenance of the problem behavior. The policy for managing student behavior was not equitable.

Discipline. Gregory and Thompson (2010) supported claims that disproportionality continued to be a concern in discipline practices for minority groups. The study followed 35 African American high school students considered at risk due to low achievement and inappropriate school behaviors as they moved through typical school days. There were two points of particular interest to consider in terms of disproportionality. First, students were asked to rate their teachers. A positive correlation was noted between teachers rated as unfair and the perceptions of those teachers toward the students as being defiant. Second, teachers were asked to rate students. A positive correlation was reported between higher student grade point averages and teacher perceptions of these students. Overall, the study showed that adolescents' perceptions of teacher fairness in discipline varied from teacher to teacher. In addition, the study showed that teachers' perception of adolescent behavior varied from teacher to teacher. The study results indicated that teacher perceptions have a greater role in determining disciplinary outcomes for students than other factors, particularly where African-American and low-achieving students are concerned. The research of Gregory and Thompson is significant because it provides an example of the need for consistent classroom management and discipline that decreases disproportionality and increases equity for students. The premise of PBIS is equitable discipline across school settings, which creates opportunities for students to practice appropriate behaviors and earn positive consequences (Simonsen & Sugai, 2009).

Skiba, Horner, Chung, Rausch, May, and Tobin (2011) explored racial and ethnic differences in office referrals and discipline in the United States. The researchers

conducted a disaggregated analysis of data in a national database collected from over 4000 schools during the 2005-2006 academic year. The database was designed to collect student name, district identification number, grade, exceptional student status, and ethnicity in conjunction with office discipline referral information. The sample used for inquiry by Skiba et al. included 272 kindergarten through sixth-grade level schools and 92 sixth- through ninth- grade level schools. Data collected for analysis included ethnicity information and anonymous summaries of discipline details. Using descriptive data and logistic regression analysis, the researchers, sought to determine the extent that race/ethnicity contributed to office referrals. Categories of referral and discipline were also examined for patterns. The results indicated in kindergarten through sixth-grade levels; African American students were referred more often for discipline than European American American and Hispanic/Latino students. African American students represented 25.8% of total enrollment, but 35.3% of total office referrals. African American students were also overrepresented in the sixth- through ninth-grade levels in the number of total office referrals, as were Hispanic students. The researchers concluded that significant disparities existed in the school discipline data for African American students. In a national sample, African American students in elementary schools were twice as likely and in middle school 4 times as likely to receive an office referral for discipline when compared to European American students. The researchers recommended an immediate response to the issue of disproportionality in discipline trends, including reporting data annually to teachers, creating policies to address prevention and culturally responsive practice, implementing policies that promote equity,

and teaching socially appropriate behavior as part of the school curriculum. This study is significant because it provided recommendations for remediation of disproportionality at the school level, which included teachers at the school level. The recommendations proposed by the researchers were aligned with the structure of PBIS as outlined by Simonsen and Sugai (2009).

Butler, Lewis, Moore, and Scott (2012) investigated disproportional trends in disciplinary practices in a large, urban mid-western school district to determine if race, gender, socioeconomic status, school level, and behavior were predictors of exclusionary consequences. The researchers used existing data about discipline referrals and outcomes for elementary, middle, and high school students. Approximately 32,183 students were enrolled in the 44 schools in the district. Participants were chosen based on the criterion of having at least one discipline referral recorded in the database (N = 27,884). The sample included 18,520 males and 9,364 females, with 38% Hispanic, 37% African American and 21% European American. By grade level, 13,263 students were enrolled in middle school, 9,215 in high school, and 5,216 in elementary school. Of the students with referrals, almost 66% were considered to be directly involved in committing an offense or infraction that resulted in a referral for discipline.

Logistic regression analysis and bivariate correlations were conducted. In logistic regression analysis, exclusionary consequences were analyzed in conjunction with the independent variable of race, gender, socioeconomic status, school level, and behavior role. Nine percent of students in the sample received exclusionary consequences. Gender, school level, and behavior role were determined to be predictors of suspension.

Males were more likely to receive exclusionary sanctions, as were students in secondary schools. For bivariate correlation, the number of suspension days for elementary school students was examined in with respect to race and socioeconomic status. The results indicated that race, but not socioeconomic status, was significantly correlated to suspension in elementary school.

Butler, Lewis, Moore, and Scott (2012) concluded that gender, school level, and behavior role were predictors of suspension from school and that students directly involved in an incident of disruptive behavior were more likely to receive exclusionary consequences. The authors also concluded that African American students received more days of suspension than students of other races for similar offenses. The authors recommended that administrators find alternative practices to suspension and expulsion for disruptive behaviors in school in order to address disproportionality. This study is significant because gender and race were determined to be predictors of suspension. Positive behavior supports may be one way to address the need for alternatives to suspension and expulsion. The PBIS model has provided more consistent behavior management practices in schools (Simonsen & Sugai, 2009).

Bryan, Day-Vines, Griffin, and Moore-Thomas (2012) examined referrals to the school counselor for disruptive behavior made by English and math teachers. The researchers wanted to know if school counselors provided services to the same students referred for discipline to the school administrators. Data collected through a longitudinal study conducted by the National Center for Education Statistics with a sample of 4,607 tenth graders in English classes and 4,981 in math classes in U.S. public high schools in

cohort groups starting in 2002 was used. Logistic regression analyses of the data collected showed (a) females were less likely to be referred for disruptive behavior than male students by English teachers, (b) in English classes, race was a predictor of teacher's referrals to school counselors, but not in math classes, (c) in both classes, teacher's postsecondary expectations, or how far they expect students to go in school, and previous student behavior were predictors of referrals to the school counselor, and (d) in English classes, there was a significant two-way interaction between student race and gender, but not in math classes. Bryan et al. concluded that while gender was a predictor of teacher referrals in both English and math classes, race was only a predictor in English classes. African American students, regardless of gender, were more likely to receive referrals from teachers in English classes for disruptive behaviors. Referrals to the school counselor also reflected similar disproportionality as referrals to school administrators. The researchers recommended that school counselors take a proactive role addressing the disproportionality referrals to the school counselor for disruptive behavior and engage teachers in recognizing ways to equalize their practices for addressing those behaviors. This study is significant because it provides an alternative method of addressing inappropriate behaviors in the school setting that is not punitive. Counseling may be a supportive alternative to office referrals for schools experiencing disproportionality. Applied behavior theory expressed as PBIS in the school setting provides a tiered model of intervention and support (Simonsen & Sugai, 2009), which could include counseling as a supportive intervention used to address inappropriate social behaviors. The PBIS

model was designed to include all the stakeholders in the school, which includes school counselors.

Mundia (2006) studied educational reform in Swaziland, South Africa, concerning the inclusion of students with emotional and behavioral disorders. Mundia's research addressed several objectives, including behavioral problems prevalent in upper primary and junior secondary grades, the nature and extent of student aggression, and the strategies teachers used to manage those behaviors. The teacher participants in the study were drawn from a purposeful sample of 47 practicing and experienced educators of mixed gender and grade level taught. The student participants in this study were drawn from a purposeful sample of 300 students in 15 schools from a larger population of about 220,000 students in 590 upper primary and junior secondary schools in Swaziland. The schools were a mix of urban and rural, government, mission, and private, and areas of Swaziland. The students were mixed gender and ranged in age from 10-20 years.

Mundia (2006) administered a self-report survey instrument to teacher participants in checklist form to gather data about the aggressive behaviors in their schools and the practices they use to address those behaviors. Data gathered showed that teachers used punishment to address aggressive behaviors most often. Students were also administered a self-report survey instrument to gather demographic data and measures of passiveness, manipulativeness, assertiveness, and aggressiveness. The results from students' self-reports indicated that students demonstrated more moderately aggressive behaviors, with males ages 16-20 in urban, government schools, living with both parents scoring the highest. A discussion of recommendations included staff development and

training in order to diminish the overuse of punishment. In addition, Mundia recommended increasing student access to trained counselors and/or school psychologists. Mundia's research indicated that positive behavior interventions in the classroom were more effective when addressing inappropriate behaviors demonstrated by adolescents with emotional and behavioral disorders. This study is significant because it provides additional support for the recommendations of Bryan et al. (2012) regarding the use of alternative interventions and support for students demonstrating inappropriate behaviors in the school setting.

A quantitative multilevel study by Bradshaw, Mitchell, O'Brennan, and Leaf (2010) illustrated that discipline practices in schools have yielded greater and more frequent consequences for males, particularly African American males. This study examined the use of office discipline referrals (ODR's) in 21 elementary schools serving grades kindergarten through five. The participant sample was narrowed to include only European American teachers and African American teachers, with other ethnicities selectively removed from the sample. The researchers looked specifically at student discipline referral data for patterns of gender and ethnicity based on the popular sentiment that teachers who are more like their students best meet the needs of the students. More specifically, three potential interactions were tested for significance: (a) child gender by child ethnicity, (b) child ethnicity by teacher ethnicity, and (c) child ethnicity by child gender by teacher ethnicity. The researchers concluded that in all comparisons of gender, gender was a significant factor contributing to office discipline referrals, with boys being 55% more likely to receive the consequence of a referral than

girls. Also, regardless of ethnicity, students in classrooms with African American teachers were significantly more likely to receive office discipline referrals than students in classrooms with European American teachers, particularly for male students. Bradshaw et al. drew a correlation to the dominant parenting styles in African American culture as a potential explanation for the results of this comparison. The researchers concluded that the authoritarian approach to parenting, and thus to classroom management, may impact how African American teachers view discipline and affect classroom practices.

Early identification of patterns in inappropriate behaviors and subsequent early intervention are critical for students with emerging behavior problems and constitutes good practice. Albrecht and Braaten (2008) conducted a study of social competencies comparing students with known patterns of inappropriate behaviors compared to those with known patterns of appropriate behaviors. An assessment tool used to gather data was a strength-based instrument called the Behavioral Objective Sequence (BOS). The instrument was developed several years earlier by Braaten to assess social competency. The instrument had six subscales—Adaptive, Self-Management, Communication, Interpersonal, Task, and Personal. The ratings were designed to yield a proficiency status and target skills that needed development or intervention. There were 29 teacher participants in the study, one male, and 28 female. Teachers used the BOS to rate students in Grades K through 4 who had been referred for discipline 15 times or more in the past 7 months in addition to two students chosen at random.

Upon analysis, study results showed that students with patterns of discipline referrals lacked proficiency of social skills in the categories examined. In addition, the study indicated that the BOS was a reliable and consistent tool for early identification of students with social skill deficits. By using tools that allow for early identification, educators can design effective early interventions that decrease the likelihood of continued patterns of inappropriate school behaviors, which is good practice. The decrease in the number of discipline referrals for behavior related to a lack of social skills training could have been the result of the implementation of a management system that taught prosocial behavior, like PBIS. The work of Abrecht and Braaten (2008) is relevant because it provides evidence of the link between the lack of social skills and increased disciplinary action.

A common tool for assessing the behavior needs of special education students is the Functional Behavior Assessment (FBA). An FBA is used to gather data about the purpose and function of the behavior of the person being assessed (Solnick & Ardoin, 2010). The practitioner is gathering the data, most often a special education teacher, observes the student over a period of time looking for patterns in behavior. Then, the hypothesis is formed about the behavior, and the hypothesis is tested. A Behavior Intervention Plan (BIP) is formatted to specify interventions for the behavior pattern. A BIP is a formal document that is a part of the student's Individualized Education Plan (IEP). The use of both FBAs and BIPs is outlined under the Individuals with Disabilties Act (IDEA) and can be used to both increase appropriate behavior and decrease inappropriate behavior. As Albrecht & Braaten (2008) noted, teachers who have used the

system for identifying inappropriate behaviors and intervening consistently have increased positive behaviors and decreased negative behaviors. The FBA is an integral part of behavior modification, a tenet of applied behavior theory. Teachers who have been trained to recognize interfering behaviors, design appropriate interventions, and control the environment can be more effective in shaping prosocial behavior.

Lo and Cartledge (2006) conducted a study analyzing the effectiveness of FBAs and BIPs in preventing disproportionality in the discipline of African American boys. FBAs were used to develop BIPs focusing on skill-training, consequence-based interventions, and self-monitoring. Participants included four African American males who attended an urban Midwestern elementary school. Two of the boys were diagnosed with Attention Deficit Hyperactive Disorder (ADHD), and two had established patterns of inappropriate classroom behaviors. Grades 1 through 4 were included. The FBA procedures used included teacher interview, review of school records, behavior rating scale and questionnaire, student interview, reinforcement assessment, teacher observation using scatterplot, and researcher observations for antecedent-behavior-consequence (ABC) patterns. The FBA results revealed four target areas for behavior intervention including frequent reprimand for inappropriate behaviors, lack of reinforcement for appropriate behaviors, increased inappropriate behavior when teacher attention was directed elsewhere, and the tendency of student participants to yell adult names and/or questions.

Strategies for behavior intervention used in the BIP for each student included reinforcement for appropriate behaviors, instruction in alternative behaviors, and

instruction in self-monitoring for students. Student behavior was compared to same-age, like peers after interventions. The off-task behavior had a mean decrease of 12.0, 12.8, 7.9, and 12.7 intervals of baseline data, which were moderate reductions. Teachers and parents reported higher feelings of satisfaction after interventions. Three of the four students reported enjoyment in the self-monitoring process. Researchers concluded that the appropriate use of FBA and BIP were effective to increase behavior adjustment for the four African American elementary students with patterns of inappropriate behaviors. This finding is significant because it supports the practice of systematic behavior analysis and intervention as an appropriate tool to address disproportionality in the discipline for inappropriate behaviors.

Couvillon, Bullock, and Gable (2009) examined the utilization of FBAs and BIPs in public schools following the reauthorization of IDEA in 2004, specifically gathering data about the types of behavior problems occurring in school settings, common disciplinary actions taken, how FBAs were utilized and how BIPs were applied. The purpose of the study was to examine the variables in schools when conducting FBAs and implementing BIPs. Couvillon, Bullock, and Gable culled participants from a list of persons who had attended a professional development session hosted by the Council for Children with Behavioral Disorders (CCBD), a division of the Council for Exceptional Children (CEC). Using a random number generator, 500 individuals from each of the Northeast, Southern, Midwestern, and Western United States (for a total of 2000) were invited to participate in an online survey. There were 134 respondents.

Participants were asked to identify their community settings, with 34% urban, 39% suburban, and 27% rural responding. The majority of participants served in a secondary school setting. The majority, 62%, reported receiving FBA training. Couvillon, Bullock, and Gable (2009) used a 20 item survey instrument to determine types of behaviors encountered, common disciplinary actions, how FBAs were utilized, and how behavior interventions were applied. Items also covered demographic information for multivariate analysis.

Analysis of the data gathered by Couvillon, Bullock, and Gable (2009) revealed that the behaviors most likely to lead to an FBA were physically aggressive, chronically disruptive, and verbally aggressive behaviors. The behaviors least likely to lead to an FBA were avoidance type behaviors. Participants also disclosed they were most likely to use behavior contracts and instruction of replacement behaviors to address inappropriate behaviors. Barriers to effective use of FBAs and BIPs were primarily those stemming from a lack of training for staff. Recommendations from Couvillon, Bullock, and Gable included training new teachers to conduct FBAs and implement BIPs, partnering new teachers with veteran teachers to improve effectiveness, and developing partnerships with local universities in order to share information and experiences. This study is important because it provides a plan to train teachers to address the behaviors of disruptive students. The plan includes training to analyze behaviors and design interventions. Martin and Pear (2003) explained that behavior analysis was a required component of effective behavior modification, which is the foundation of PBIS.

The findings of Lo and Cartledge (2006) were further supported by a quantitative review of functional analysis procedures in school settings by Solnick and Ardoin (2010). The authors explained the difference between an FBA or the processes used to collect behavioral data, and functional analysis, which is used to test the hypothesis drawn from the FBA. The researchers performed a thorough search of current literature spanning 1992-2007 and involving settings in the public school systems. Thirty-nine articles met the search criteria, involving 98 student participants total. Over half of the public school, settings were in a self-contained classroom, with another third in the general education classroom and the remaining roughly 15% in the preschool classroom. A total of 50% of the students were labeled consistent with low incident disabilities such as mental disability while the remaining students were a good representation of both students with other disabilities and students without disabilities. Duration, intensity, and frequency of behaviors were considered in the analysis of data. Findings indicated that most often classroom teachers were not actively involved in the functional analysis of the behaviors, which could be interpreted as a lack of training or knowledge of appropriate and effective intervention. A recommendation based on a quantitative survey was that classroom teachers need examples of effective assessments for use in the classroom that will lead to effective interventions for student behaviors.

Shin and Koh (2008) investigated student problem behaviors and classroom management strategies though a comparative study in urban public Korean and American high school classrooms. Participants in the study included 116 American and 167 Korean teachers of mixed gender and experience. The American classrooms were smaller on

average than Korean classrooms. The American students were also ethnically diverse while the Korean students were comprised of a single ethnic group. A questionnaire using a Likert scale and an open-ended survey were both used to collect data.

Descriptive analysis of questionnaire data showed rates of student behavior. Korean teachers reported higher numbers of mainstreamed students with disabilities in their classes, but American teachers reported higher numbers of hard to teach students. American teachers also reported more behaviorally hard to teach students in their classrooms than Korean teachers. American teachers also reported more students with difficulty working in groups than Korean teachers. Shin and Koh's (2008) findings also showed that while American teachers reported more verbally abusive students than Korean teachers, both reported low incidences of physically aggressive student behaviors. When reporting about respect for self, others, and property, American teachers reported a greater lack overall than Korean teachers. American teachers also reported a higher rate of impulsiveness in student behavior than Korean teachers.

Content analysis of Shin and Koh's (2008) open ended survey data showed trends in four areas. The types of problems displayed in American classrooms were primarily truancy, inappropriate talking, disrespectfulness, unwillingness to do assignments, and disruptive behavior. Comparatively, the types of problems displayed in Korean classrooms were primarily lack of self-motivation, disrespectfulness, ignoring rules and directions, negative attitudes, and smoking. The types of behavior management strategies used in American classrooms were administrative interventions, parental involvement, punitive behavior management, verbal and nonverbal cues, and conferences with students

primarily. In Korean classrooms, the reported types of behavior management strategies used most often were verbal and nonverbal cues, informal conferences with students, punitive behavior management strategies, administrative interventions, and corporal punishments primarily.

The analysis of Shin and Koh's (2008) research showed that American teacher participants experienced more behavioral problems in their classrooms than their comparative Korean teacher participants. American teachers also were more concerned about truancy and behaviors that interrupt learning, while Korean teachers were more concerned about intrinsic motivation for learning and respectfulness toward peers and teachers. American teachers also reported a preference for using third party interventions to address classroom behaviors, while Korean teachers reported more self-reliance when addressing classroom behaviors. Korean teachers reported using corporeal punishment when necessary to address behaviors, while American teachers did not. Shin and Koh concluded that the most influential factor in determining how teachers address classroom behaviors was the cultural systems of each society. In Korea culture, the emphasis is on tradition and inherent authority in certain societal roles, like teachers. In American culture, the emphasis is on the individual and authority gained through mutual respect. Teacher practices were a reflection of the inherent cultural values of their society. The findings of Shin and Koh are significant because they provide insight into how teachers frame culturally responsive practices when dealing with classroom behavior and when determining discipline for inappropriate behavior.

Disproportionality due to beliefs and/or attitudes. Typically, educators have two general views about disciplinary procedures for students with disabilities. Some believe this group of students, due to federal mandates, can only receive the most lenient of consequences for misconduct (Lashley & Tate, 2009). Others believe the opposite, considering students with disabilities to be dangerous, explosive, or unpredictable, and thus requiring more severe consequences. Teacher beliefs, administrator beliefs, and efficacy affect student outcomes. Research concerning beliefs of educator's concerns either (a) beliefs about teacher behaviors and efficacy or (b) beliefs about student behaviors.

Beliefs about teacher behaviors and efficacy. In designing culturally responsive classrooms with adequate classroom management systems, educators must practice use of appropriate tools for assessing student needs in the areas of behavior and social skills. Sutton, Mudrey-Camino, and Knight (2009) examined a series of studies on how teachers regulate emotional responses to student behavior in the classroom in order to demonstrate competency with classroom management, discipline, and relationships with students. The emotional regulation was defined by the article as a conscious and unconscious attempt to modify behavioral and psychological processes in order to remain calm. The researchers explained that teachers felt more confident about their abilities to manage students and recognize student needs when they remained positive and in control of emotional impulses like anger and frustration. Teachers needed to remain impartial and objective in order to manage fairly and consistently student behavior. When teachers were provided clear examples of desired behaviors and undesired behaviors, they were

better prepared to teach those behaviors to students and to demonstrate appropriate interventions when needed. The findings of Sutton, Mudrey-Camino, and Knight are significant because they provide a possible solution for remediating the frustration and frustration teachers feel when faced with disruptive student behavior. By providing training and support to teachers, teachers could begin to feel more effective and have a positive impact on student behavior (McKinney, Bartholomew, & Gray, 2010).

Unal and Unal (2009) examined beginning and experienced teachers' perceptions of classroom management beliefs and practices in elementary classrooms in Turkey to determine if the experience was related to differences in classroom management styles. The quantitative research study consisted of 282 participants drawn from 11 elementary schools in Turkey teaching in kindergarten through eighth grade. Participants were divided into two groups. One group consisted of 157 teachers with 1-7 years of teaching experience. The other group consisted of 125 teachers with 8 or more years of teaching experience. Unal and Unal based the study on three types of classroom interaction: (a) noninterventionist, or low teacher control, (b) interactionist, or some characteristics of low and high teacher control, and (c) interventionist, or high teacher control. Classroom management styles were categorized as instructional management, people management, or behavior management in technique.

Unal and Unal (2009) used the Attitudes and Beliefs on Classroom Control Inventory (ABCC), which was an instrument first developed by Martin, Yin, and Baldwin in 1997 (Martin, Yin, & Mayall, 2007) to measure teachers' perceptions of their classroom management beliefs and practices. Demographic data and some open-ended

questions were included. Data analysis led the researchers to conclude that neither group of teachers was noninterventionist in view of classroom control. However, beginning teachers were more interactionist and experienced teachers were more interventionist in classroom management orientation. Both groups of teachers believed teachers had the primary responsibility for classroom control, but control was shared with students. The teachers also believed the focus of classroom management was on behavior, not feelings, and they felt they did allow some time for students to control their own behavior, but intervened quickly if self-control was not established. Also, both groups reported the use of rewards, token economies, consequences, and anecdotal records as opposed to nonverbal cues or private conferences. For both groups, as class size increased, the tendency to favor interventionist methods of classroom management increased.

Unal and Unal (2009) concluded that teacher experience did have an impact on classroom management style and perceptions of effective classroom management techniques concerning people management. However, years of teaching experience had no effect on instructional or behavioral management. Other factors may have influenced those styles and perceptions, such as class size. The researchers also noted that study results indicated changes in teacher attitudes toward classroom management over time, with less experienced teachers reporting frustration with an inability to manage effectively student behaviors and poor preparation by cooperating teachers in undergraduate programs. Unal and Unal noted that because teacher perceptions of classroom management efficacy affected teacher attrition rates, teacher preparation programs should increase preservice teachers' experiences and preparation in the area of

classroom management. This may prove increasingly important over time as class size continues to increase due to changes in policy, particularly as the inclusion of students with disabilities gains momentum and the general population continues to grow. The shift in student demographics and teacher philosophy reflected each of these variables and may be contributing to disproportionality.

Yavuz (2009) investigated the burnout levels of teachers working in elementary and secondary schools in Turkey and their attitudes toward classroom management in response to growing concern in that country about increasing teacher burnout and increasing incidences of student violence in schools. The quantitative study used a survey method to gather data from 420 randomly selected participants in schools throughout Turkey, with 55% of respondents being female. Two types of survey instruments were used concurrently. The Maslach Burnout Inventory (MBI), cited as being developed by Maslach and Jackson (1981) was comprised of three subscales: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment. It was used in conjunction with the Attitudes and Beliefs on Classroom Control Inventory (ABCC).

Yavuz (2009) analyzed survey data based on burn out and perceptions of classroom management as attributed to teacher gender, job seniority, class size, and type of school. Results indicated a significant difference in gender on the subscale of depersonalization, with males reporting higher levels. All other subscales showed no significant difference when considering gender. Analysis indicated no significant difference on any subscale when considering burn out and perceptions of classroom

management as attributed to seniority. When considering for burn out and perceptions of classroom management as attributed to class size, there was a significant difference in increased class size and depersonalization of students. Considering for burnout and perceptions of classroom management as attributed to the type of school, results indicated a significant difference in emotional exhaustion and depersonalization, with elementary school teachers reporting higher levels. Analysis of attitudes toward classroom management by type of school showed that secondary teachers demonstrated more interventionist approaches to management than elementary teachers.

Yavuz (2009) concluded that the differences in gender may be attributed to the cultural influences of Turkish society and could best be addressed through policy changes in affirmative action. Differences contributed to class size were explained in terms of urban and surburban, or rural, schools. Yavuz explained that more opportunities for students were available at urban schools, leading to overcrowding. Differences attributed to school type were linked by Yavuz to attitudes. Secondary teachers rated themselves as more interventionist in classroom management approaches than elementary teachers. Elementary teachers' feelings of emotional exhaustion and depersonalization of students were attributed to a lack of management skills. It was noted that an elementary school in Turkey served students up to 14-years-old, which was a middle-grade range. Yavuz's research presented evidence of the need to practice intervention as opposed to punishment in order to maintain order and improve teacher perceptions of efficacy. These findings are significant because they were consistent with the conceptual framework of applied behavior theory and positive behavior interventions.

Pas, Bradshaw, Hershfeldt, and Leaf (2010) conducted a study to determine the influence of teacher efficacy and burn out on response to student behaviors in elementary schools in the northeastern United States. They found that there was not a significant relationship between the rate of referral for disciplinary consequences when teacher efficacy or teacher burn out were considered. However, the study results indicated a relationship between the effects of teacher ratings of a student's disruptive behaviors and concentration problems and the rate of referral to intervention. In addition, a teacher rating with even a one point increase in disruptive behavior toward a student was correlated with a 5 to 7 times more likely event of referral to an administrator for exclusionary consequences. Researchers noted that gender increased the likelihood of a referral of disruptive students for discipline by 30% for males and for special education assessment by 21% for males. The findings of Pas et al. are significant, providing evidence in the current literature to support the need to find equitable solutions for addressing disruptive behaviors of male students with disabilities.

Beliefs about student behavior. Johnson and Fullwood (2006) examined the perceptions of general education teachers in secondary classrooms toward problem behaviors in the classroom. The study included 88 participants, who were teachers in secondary classrooms grades six through twelve in one school district in central Texas. A checklist instrument was used to determine which teacher characteristics were correlated with certain perceptions of problem behaviors. Results indicated that secondary teachers found behaviors related to social defiance most disturbing with a higher indication found among teachers in the related-arts/elective course areas. The

researchers concluded that these courses were less likely to have a resource room, or special education teacher, supports than core content area courses, which increased the number of mainstreamed special education students in those classrooms. Of note also was that teachers with bachelor's degrees found socially defiant behaviors more disturbing than teachers with master's degrees. This study indicated that teachers with training in elective course areas with bachelor's degrees were more likely to find the socially inappropriate behaviors of students receiving special education services more disturbing than teachers with training in core content subject areas with master's degrees. The findings of Johnson and Fullwood are significant because they provide evidence that teacher preparation programs impact teacher performance and the expression of culturally responsive practices, as evidenced in the findings of Sobel, Guiterrez, Zion, and Blanchett (2011), Oliver and Reschly (2010), and Osher, Bear, Sprague, and Doyle (2010). Further, the findings are significant because they indicate positive behavior intervention and support as a reemerging theme even across the major themes and within the subcategories identified in the body of literature surrounding disproportionality.

Bacon, Banks, Young, and Jackson (2007) researched the perceptions of African American teachers and European American teachers about educating African American boys. The researchers cited previously published statistical data concerning the disproportional number of African American males referred for special education services with suspected emotional and behavioral disorders as the basis for the study. Bacon et al. gathered data through focus group interviews over a 1 year period from 27 teachers in mixed gender groups from both African American and European American

ethnicity. The participants came from elementary and middles schools in an urban school district in central North Carolina and taught African American boys with emotional and behavioral disorders or documented patterns of behavior problems.

Analysis of focus group data gathered by Bacon et al. (2007) showed a convergence of three main themes in perceptions of African American teachers and European American teachers: (a) perceptions of good teacher, (b) perceptions of relationships with students, and (c) perceptions of communication styles. African American teachers' perceptions of a good teacher focused on being personally involved in students' lives. They provided help and assistance, so students were successful outside of school, too. European American teachers' perceptions of a good teacher focused on having clear expectations and consequences, making school work interesting, and knowing and teaching the curriculum. African American teachers' perceptions of relationships with students emphasized the importance of the relationship and the importance of knowing the students' families and communities. European American teachers' perceptions of relationships with students saw that as the primary factor in student success and lack of positive attention as a cause of misbehavior. European American teachers differed from African American teachers in that they also valued the importance of boundaries and saw involvement as being present at school based functions. African American teachers' perceptions of communication styles focused on the belief that European American teachers manage classrooms differently. They felt European American teachers over sympathize with African American children. European American teachers' perceptions of communication styles were consistent with

those of African American teachers. They felt African American teachers were more competent in managing African American students and that they couldn't use the same communication styles effectively.

The implications of the findings of Bacon et al. (2007) suggested that some European American teachers may have needed to learn more implicit and explicit ways to communicate caring to African American students. Both African American and European American teachers needed to find common ground on academic and behavioral expectations. Through the process of identifying common ground, teachers may be equipped to present a more consistent set of expectations and consequences, which might increase the success for African American students in school. The research of Bacon et al. supported the need for more culturally competent educators and indicated that teacher perceptions and attitudes impact academic and behavioral school performance. The findings of Bacon et al. are significant because they provide a possible direction for remediation of disproportionality through consistent behavior expectations, which is consistent with the body of research surrounding applied behavior theory and positive behavior intervention and support (Simonsen & Sugai, 2009).

Monroe (2009) investigated student discipline in an urban middle school setting in the southern U.S. school district through qualitative analysis of the perceptions, backgrounds, and work of effective African American and European American teachers. Using a case study design, Monroe requested a selection of four effective educators from the school's principal, specifically two African American and two European American teachers. The principal chose from the math and science teachers based on her

preference for research in those areas of instruction. Both African American teachers were female, one teaching for 5 years, and one teaching for 6 years. One European American teacher was male who had been teaching for 17 years, and one was female with 5 years of teaching experience. Data were gathered from ten 60-minute field observations of classes with predominantly African American enrollment, two interview sessions of 1-2 hours in length, and examination of documents related to policies, expectations, and decisions concerning student behavior.

Monroe's (2009) analysis of data was based on the theoretical framework of the culturally responsive approach to classroom management as juxtaposed to the cultural-ecological theory of management. The four themes that emerged from data analysis were (a) learning based perceptions of student behavior, (b) the role of preservice teacher preparation, (c) the influence of remembered teachers and teacher mentors, and (d) outreach efforts to students' parents and families. Monroe concluded that the teachers in this study demonstrated attitudes, characteristics, and choices in discipline of African American students that decrease classroom disruptions and effectively address student behavior. Monroe also concluded that through objective examination of student behavior, proper preservice training, relying on appropriate examples of behavior management, and increasing communication with parents, teachers were able to improve classroom management skills and African American student outcomes. This study is significant because the findings indicated that teachers would benefit from training in how to think about student discipline, how to evaluate their discipline choices, and how to assess the effectiveness of their actions.

MacNeil and Prater (2010) investigated the differences in teacher and principal perspectives toward school discipline. The quantitative study used data collected from approximately 134,403 teachers and 35,190 principals across the United States. Results indicated that teachers viewed behaviors like verbal abuse (initiated by students toward teachers) as more severe than principals. Principals consistently ranked absenteeism, tardiness, and physical conflict as more severe offenses. This may have indicated that teachers and principals have very different views of what constitutes a discipline problem. These findings are significant because they provide evidence that beliefs about student behavior are subjective, which supports the findings of Monroe (2009) that teachers would benefit from training in how to think about discipline and how to improve effectiveness when managing student behavior.

Ashford, Queen, Algozzine, and Mitchell (2008) researched the perceptions of parents, students, and teachers concerning student behaviors in an urban, North Carolina school district. Ashford et al. compared those perceptions to the actual behaviors reported to school administrators for disciplinary consequences. Their findings indicated that media reports about increasing violence in schools was largely inflated and biased. Using an epidemiological approach, the researchers addressed three research questions: (a) What is the nature of violence documented in the middle and high schools? (b) What are teacher, student, and parent perceptions of violence in middle and high schools? (c) To what extent are documented and perceived levels of violence in middle and high school related? A school district with 33 schools and approximately 25,000 students,

predominantly European American was used as the sample population. An existing database was used to obtain discipline data for comparison.

Ashford et al. (2008) developed a survey instrument for distribution to 695 teachers and 11, 290 students and parents in the middle and high school. Results indicated that none of the problem behaviors teachers believed occurred most often in their schools were violent behaviors. Of the eight problem behaviors, teachers believed occurred least often, six were violent behaviors. Analysis of parent perceptions indicated that of the 10 problem behaviors they believed occurred most often in schools, only one was violent. This behavior was specified as "aggressive behavior toward another student" (p. 226). The eight problem behaviors parents perceived as occurring least often were violent in nature. Results of analysis of students' data indicated that of the 10 most commonly occurring problem behaviors, only one was violent. They identified the same violent behavior as parents. Of the eight behavior problems students perceived as occurring least often, five were violent behaviors. When perceptions of teachers, parents and students were compared with statistical data from discipline records, four of the most commonly perceived problems were identified as occurring 50% of the time. None of those were violent behaviors. As behaviors became more violent, perceptions of the occurrence became less prevalent.

A discussion of the findings of Ashford et al. (2008) showed that the perception of violent behavior was much less prevalent in schools than reported by media. Policies that adequately addressed student behavior were working, particularly when prevention strategies, consistency, and federal mandates were considered. These findings supported

research that indicated perceptions of educators toward inappropriate school behaviors were critical to addressing those behaviors effectively. In addition to indications for policy change, the findings of Ashford et al. are significant because they indicated perceptions of student behavior led to discipline referrals, which lead to patterns and trends in disciplinary consequences. With appropriate training and support for teachers and the implementation of culturally responsive, PBIS, the process of determining when to write discipline referrals becomes less subjective and more objective. With objectivity, comes a more equitable distribution of consequences. Thus, disproportionality is addressed.

Implications

Through the process of scrutinizing current beliefs about managing classroom behaviors for all students and how those beliefs translate into practice, the most effective interventions used to address the behavior of students with documented EBD were identified. When scrutinizing the need for more effective behavior management techniques and strategies, particularly in the context of a learning organization immersed in a paradigm shift from suburban to urban demographics, it was imperative to utilize the advantages provided by developing a responsive, reflective, and cooperative community of practice with a shared purpose (Wenger, McDermott, & Snyder, 2002). Educators must adapt and embrace alternative methods in order to reach all students. Communities of practice provide an avenue through the urban landscape through which educators at all levels of the organization can walk shoulder to shoulder to create substantive school change (Blankstein, 2004). As professional learning communities are developed with

strong leaders who recognize and understand the qualities needed to remediate disproportionality, student outcomes will improve. As student behavior is more effectively managed, educators could hope to see the effects in such areas as student retention rates through high school completion. Students who experience zero-tolerance discipline are at a greater risk of dropping out before completing Grade 12 (Brownstein, 2010). Positive effects could also manifest as increases in student achievement test scores, increases in student attendance rates, increases in teacher retention, and increases in positive relationships with surrounding communities.

The purpose of this sequential mixed method project study was to determine what is needed to address disproportionality by exploring classroom management for students within one school district in Grades 6, 7, 8, and 9. The analysis of educator beliefs through quantitative surveys indicated the most prevalent approach shared by school administrators and teachers concerning classroom management, which could impact discipline trends. The analysis of educator practices managing the behaviors of African American males with EBD revealed that educators may not be prepared to address the needs of these students or lack effective management techniques for challenging behaviors. There may be a deficit in best practices regarding classroom management that is appropriate and effective for all learners that could be addressed through professional development and training.

Upon scrutinizing the results of data analyses, the project of this study will include the development of a plan for the implementation of the Positive Behavioral Interventions and Supports (PBIS) model for addressing age-appropriate school

behaviors in both middle schools, the ninth grade academy, and the Montessori model classrooms serving Grades 6, 7, and 8 within the school district using a professional learning community approach. The project will also include a schedule for training, implementation, and maintenance of the PBIS model. The project will include a plan for monitoring progress to ensure the success of the PBIS model.

Summary

An Upstate South Carolina school district has identified a problem with the way discipline is being addressed throughout the schools in the district. Currently, African American students are overrepresented (4 times more likely than European American students to be excluded) in the number of overall suspensions, expulsions and recommended expulsions in the district. Of the total removals for discipline for special education students, African Americans represented 89% with 1178 removals (Spartanburg County School District Seven, 2009). The problem also has national implications. The patterns revealed in this study suggest that the disproportionality affects all human services. Administrators and special education teachers, as well as other human services professionals, are working together to develop alternative interventions in order to address disproportionality. As the problem continues to develop, student outcomes are affected by lower achievement test scores, decreased satisfaction with school, and decreased high school graduation rates.

A review of current literature indicates that educators can positively impact age-appropriate school behaviors through developing effective communities of practice, implementing structured school-wide PBIS, and providing professional development for

teachers. Through the process of gathering information about educator beliefs about managing classroom behaviors and practices used to manage the classroom behaviors of African American males with EBD, the research questions concerning educator beliefs and practices have been answered. These data in combination with educator perspectives gained through interview provided the necessary components needed to develop the project of the study.

This study will extend the current literature by moving the focus from identifying theoretical causes and correlational trends in school discipline for the larger population of students to analyzing patterns in how teachers manage classroom behaviors for male African American students in Grades 6, 7, and 8 with documented EBD.

Chapter 2 will discuss the methodology of the mixed method project study.

SECTION 2: THE METHODOLOGY

Introduction

The purpose of this sequential, mixed method project study was to determine what is needed to address disproportionality by exploring classroom management for students within one school district in Grades 6, 7, 8, and 9. I determined educator perspectives on how to improve classroom management and examined classroom management approaches and practices of participants to help develop insight into differences in disciplinary actions in schools in an Upstate South Carolina school district. I chose the mixed method design of inquiry because it allows the researcher to offset the inherent weaknesses in both quantitative and qualitative methods of data collection and capitalize on the strengths (Creswell, 2007). The mixed method design was appropriate to approach the problem of disproportionality in discipline because it allows the researcher to triangulate data, which can serve to neutralize the limitations, or biases, of using one method exclusively (Creswell, 2007). In Section 2, the methodology for this study, including data collection and data analysis are discussed, as well as ethical considerations for participants.

The following research questions were addressed.

1. What is the mean, median, and standard deviation of the participants' scores for instructional management and behavior management on the BIMS?

2. What is needed in the area of classroom management to improve school success for African American males with emotional and behavior disorders in an Upstate South Carolina school district?
3. What practices do teachers use to manage classroom behavior?
4. What beliefs are reflected in classroom management practices?
5. What differences exist between classroom management practices for all students and those used for African American males with emotional and behavior disorders?
6. From a teacher perspective, what is needed in the area of classroom management that would improve school success for African American males with emotional and behavior disorders?

Mixed Method Design and Approach

This mixed method project study used a two-pronged approach to capturing qualitative and quantitative information about beliefs and practices in discipline (Creswell, 2007). In order to analyze data efficiently, I used a sequential triangulation design. I collected quantitative data through an electronic survey first. It was important to gather these data first as the collection process provided a means for soliciting participants for qualitative data collection. The BIMS (Martin & Sass, 2010), a quantitative survey instrument was administered using a 6-item Likert scale, which yielded data on each participant's primary beliefs about classroom management. The BIMS was selected for several reasons. The scale provided rich data about the beliefs of participants; the instrument has been tested extensively for reliability and validity, and

the instrument informed the research questions addressed in this study. The BIMS uses an integration of theoretical perspectives concerning how students learn to classify approaches to classroom management into three categories of teacher—student interaction: noninterventionist, interventionist, and interactionalist (Martin & Sass, 2010). The instrument also scores participants on two scales--behavior management and instructional management.

To further expand upon the data collected through the survey, qualitative inquiry through observation and interview was conducted. Analysis of these data enabled a greater understanding of the culture of the middle grades from the context of the classroom setting and from the teacher perspectives, as well as the social interactions of educators and students as they share the classroom (Hatch, 2002). An observation protocol was developed for this purpose and allowed me to capture information about the classroom management practices used by the teacher to address student behavior, as well as the physical environment of each classroom setting. I conducted three direct observations of each teacher participant teaching the same class. Each observation consisted of a 50-minute period within classrooms having at least one African American male student with EBD. I observed teacher-student interactions, including verbal and nonverbal discourse. I also observed proximity, eye contact, and instruction and classroom management strategies used to engage students during the observation period.

Teacher perspectives about needs in the area of classroom management were gathered through individual participant interviews. In order to generate data rich in patterns and themes, the interview questions were open-ended to allow participants to

communicate their own observations and experiences. Hatch (2002) noted that questions should be open-ended in order to keep the interview from seeming like an interrogation. Additionally, more useful data may be obtained from the open-ended approach.

Role of the Researcher

During data collection, I was a special education teacher serving in a self-contained classroom comprised of students with a range of identified disabilities in Grades 6, 7, and 8. The participants in this study were my colleagues in the district, and I had no authority over them. I was familiar with the issues surrounding discipline for students with disabilities because of my work in the district. My choice to conduct research in the district seemed logical because of my awareness and direct exposure to the issue. In order to address personal bias, I did not disclose my feelings or opinions about discipline procedures or policies to participants. I also declined to discuss my personal schema concerning classroom and behavior management to participants. In order to ensure my personal biases did not impact the data collection process, I used a process for observation that allowed me to collect routines, procedures, and objective processes as well as make note of impressions. In addition, I developed interview questions that were directly related to the research questions and were open-ended to elicit the participants' perspectives.

Ethical Protections Provided for Participants

Survey data collected did not require teachers to provide personal information. Surveys were numbered by the online service used to collect responses, and the results were anonymous. Observation and interview data did not include participant names, but

rather numbered assignments with names known only to me. This research project did not require any interactions with students; therefore, the issue of children's rights was considered a minimal risk. The African American male or males with EBD in each classroom were identified to me directly prior to the observation by first name and seating assignment and were not referenced by any other indicator in the research except "Target" and a letter designation correlated to the teacher participant. The teachers were provided with an overview of the study goals and objectives, along with additional assurances that all participation is voluntary. Consent forms complete with ethics disclosure were provided to each teacher, and signatures were obtained and filed in a locked filing cabinet in my home office. Participants were given duplicate consent forms to keep. Additionally, all teacher participants were notified that any failure to respond to the survey instrument or a withdrawal from observation or interview would not result in any penalty action on the part of myself or any other party. All data will be destroyed 5 years after the date of completion of the study. All protocols set forth by the district and the state for educational research were observed. Further, all protocols set forth by Walden University were observed.

Setting and Sample

Purposeful sampling was implemented for both quantitative and qualitative inquiry. Hatch (2002) explained that participants are critical to the success of the study as they serve as the "gatekeepers" of information. In other words, the participants determine if the researcher will obtain relevant data and how much data will be available for access. Therefore, the participants in the study should be chosen with care. Also,

purposeful sampling is often used in qualitative research, particularly case study, to increase the depth of data. For quantitative inquiry, the population of interest included all 256 teachers who serve students in the two middle schools, one elementary school serving Grades 6, 7, 8, and one ninth-grade academy within the district. The teachers included general education teachers, elective course teachers, and special education teachers.

Criterion sampling was used for quantitative inquiry for two reasons in this study. All the participants in the population met the criterion of experience managing student behaviors in the middle grades, and the participation of each individual in this population will assist with quality assurance (Creswell, 2007). Prior to participation recruitment, permission to conduct research was requested from the appropriate district officials. After district officials had granted permission, principals at the four schools of interest were invited by e-mail to request permission for their schools to participate. Both middle school principals and the elementary school serving middle grades allowed me to solicit participants from their staff. The ninth-grade academy's principal declined to participate. This narrowed the population size to 156. All participation remained voluntary for individuals.

Participation recruitment was conducted through an initial e-mail sent to all teachers using a listserv application at the three schools requesting completion of the survey and soliciting volunteers for observations and interviews based on the criterion of teaching at least one African American male with EBD. Of those solicited, 20 teachers completed the survey online. Therefore, the sample size for the quantitative inquiry was

20. Of those, nine teachers volunteered to participate in the observations and interviews. The sample size for the qualitative inquiry was three. Merriam (2002) stated that case studies begin with the purposeful selection of participants that have characteristics sought by the researcher. Because the research questions answered through observation and interview focus on disproportionality in classroom management of African American males with EBD, participants were required to meet the criterion of having at least one African male with EBD in the class period to be observed. Therefore, only those teachers within the population who met this criterion were eligible for selection for the qualitative portion of the study. Participation recruitment for the qualitative inquiry was included in the initial and reminder e-mails sent to the population of teachers. Only three of the nine volunteers met the criterion of teaching at least one African American male with EBD.

Creswell also noted that decisions about sample size must be made based on several factors including settings, events, potential participants, and potential artifacts. Merriam (2002) stated that sample selection in qualitative research is based on the need to yield the most information about the phenomenon of interest. The goal of the study was to understand teachers' perspectives about what is needed to improve classroom management. Creswell (2007) explained that in a case study, the researcher should show different perspectives by including unusual cases in addition to ordinary and accessible cases. For this study, three participants provided sufficient variation to satisfy the researcher in addition to providing rich interview data for analysis. Although the sample size was small, it included one Grade 8 science teacher, one self-contained middle school special education teacher, and one special education resource teacher from the elementary

school serving middle grades. The science teacher and the self-contained special education teacher taught in the same middle school building. The other special education teacher taught in an elementary school serving Grades K through 8 using a Montessori approach to curriculum and instruction. Two teachers were male; one teacher was female. The teachers also had different levels of experience and different preservice preparation.

The smaller sample size for qualitative inquiry allowed for richer detail to emerge in the data and more complex themes to be identified. A greater in-depth observation and interview was achieved by each individual participant. For example, the observation protocols reflected much more precision and awareness of the physical space, the group dynamics, and the teacher's personality because the researcher became familiar with fewer participants and fewer environments. It allowed for greater attention to the nuances that shaped each classroom, which was evident in the data collected. During interviews, the interviewees seemed more at ease after having hosted the researcher for three separate observations. The familiarity seemed to strengthen the rapport between the participants, which created an open conversation as opposed to a stiff, formal interview. In addition, the researcher became familiar with each participants' paralinguistics during the observations, which helped to provide context to both the observation data and the interview data. A larger sample size for the qualitative inquiry was preferred, but there were clear advantages to the smaller sample size.

Data Collection Sequence

For a sequential triangulation inquiry, data collection is typically organized according to how each phase informs the other (Creswell, 2009). In this study, quantitative data was collected first. Data collection for the study began with an electronic survey. An e-mail was sent including a link to the electronic survey. The body of the e-mail explained that consent was implied by the completion of the survey, no demographic data would be collected, and all responses were confidential. The initial e-mail also requested that those interested in participating in the observation and interview portion of the study contact me at my Walden e-mail address. A follow up e-mail containing the same information was sent 14 days later to the same group of potential participants. As individuals responded to the e-mail requesting participants for observation and interview, a list was compiled. Within 21 days of the initial e-mail, participants for the observation and interview had been chosen and were notified of their participation. The survey was closed at the end of day 21 after the original e-mail soliciting participation. A schedule was developed for each of the three participants chosen. Observations began within 28 days of the initial e-mail and spanned a 3 week period. Interviews were conducted within in those 3 weeks, and one took place the following week.

Survey data were stored online in a password protected account registered to me and was downloaded to my personal, password-protected laptop computer. At the end of each observation, the observation protocol was labeled and stored in a locked filing cabinet in my home. Each interview was audio recorded using a mini cassette recorder.

The audio tapes were labeled; the interview sessions were transcribed by me, and the audio tapes were stored in a locked filing cabinet in my home. The transcribed interviews were printed and stored in a locked filing cabinet in my home.

Table 1. Phases of Data Collection

Data Collection	Sources of Data	Procedural Timeline
Quantitative Phase 1	The Behavior and Instructional Management Scale (BIMS) (Martin & Sass, 2010); Teachers, Grades 6, 7, 8 (20 completed surveys)	Initial data collection occurred over a 21-day window with a reminder e-mail sent on the 14th day
Qualitative Phase 2	Observations--three teacher participants, volunteered via e-mail	Observations began after Day 14 of the initial survey and participation e-mail and took place over a 3-week period; There were three 50 minute observations conducted for each of the three participants
	Interviews--three teacher participants, volunteered via e-mail	Interviews were conducted at the conclusion of each participants' third observation, within 2 weeks of the third observation; interviews were one on one

Phase 1: Quantitative Data Collection

Quantitative data collection tool. The quantitative portion of the study was designed to assess the beliefs of teachers concerning the management of student behavior in the classroom. The BIMS (Martin & Sass, 2010), a quantitative survey instrument was

administered using a six item Likert scale, which yielded data determining the primary beliefs about classroom management of each participant. The Likert scale is distributed as follows: 6 = strongly agree, 5 = agree, 4 = slightly agree, 3 = slightly disagree, 2 = disagree, 1 = strongly disagree. The instrument consists of 24 items. Twelve items pertain to behavior management (BM), and 12 items pertain to instructional management (IM). Some of the questions included in the BIMS are: 3) I strongly limit student chatter in the classroom, 6) I engage students in active discussion about issues related to real world applications, and 19) I closely monitor off-task behavior during class. The complete set of questions can be found in Appendix B.

Table 2. Item Breakdown of the Behavior and Instructional Management Scale

Management Preference	**Item Number**
Behavior Management	1, 3, 5, 7, 9, 11, 13, 15, 17, 19. 21, 23
Instructional Management	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

The BIMS uses an integration of theoretical perspectives concerning how students learn to classify approaches to classroom management into three categories of teacher and student interaction (Martin & Sass, 2010). The categories are non-interventionist, interventionist, and interactionalist. Non-interventionists are those teachers who approach classroom management with the least controlling and directive methods of intervention. Interventionists are those teachers who are the most controlling classroom managers. Interactionalists are those who fall in between the extremes. The BIMS defines classroom management style as a multi-faceted construct that includes two

independent constructs--BM and IM. Higher subscale scores on the survey indicate a more controlling approach to classroom management and lower scores indicate a less controlling approach to classroom management. This instrument has been tested to establish reliability and validity. Martin and Sass conducted a construct validation of the BIMS using the Ohio State Teacher Efficacy Scale to obtain evidence of internal consistency and validity. Cronbach's alpha was used to determine internal consistency and yielded a standard deviation of .091, which was indicative of good discrimination among items on the scale. Discriminate and convergent validity were established by the confirmation of hypothesized relationships between BIMS' subscales. Statistical analyses revealed a slight correlation between BM and IM (r = .24), but not with either measure of Efficacy. Further statistical analyses showed a negative correlation between BM and efficacy for classroom management (r = -.19).

Permission to use the BIMS was granted by Nancy K. Martin via e-mail communication on December 2, 2011. A copy of that e-mail can be found in Appendix B. The author's personal copy of the most recently published article providing reliability and validity information was attached to an e-mail (Martin & Sass, 2010).

Quantitative data analysis procedure. Descriptive statistics were used for quantitative analysis. Descriptive statistics are procedures that organize, summarize, or simplify data (Gravetter & Wallnau, 2008). The data were analyzed for the mean scores for each classroom management approach, which revealed the most preferred and the least preferred approach. SPSS version 16.0, a statistical analysis program developed to assist researchers in analyzing quantitative data, was used. Each participant's completed

survey was computed as a summative score. Summative scores were entered into SPSS. This allowed me to find the mean, or distribution, of scores for the entire sample. The program was then used to generate visual representations of the data that allowed me to see the data in a condensed, meaningful way. Results of quantitative analysis answered research question one, identifying the most preferred classroom management approach among participants in this study by determining the mean, median, and standard deviation of scores.

Limitations. The reliability of self-reports provided by participants is a concern. The survey relies heavily on the honesty of participants. Self-perception is also a limiting factor to the reliability of the survey. Teachers were asked to reflect on their own behavior in the classroom when managing both instructional time and student behavior.

Summary of survey analysis. Data collected through the survey were entirely forced response. Teacher responses provided insight into beliefs about how classrooms are managed by participants in this study. Specifically, the survey data analysis determined the primary belief about how classrooms are managed in the district. Survey responses were scored using a Likert scale and summative scores for BM and IM were entered into SPSS for each of the 20 respondents. Statistics were displayed using frequency tables and histograms to determine the distribution of scores and to give a visual representation of mean scores. The standard deviation for each was also calculated.

Table 3. Descriptive Statistics of Behavior and Instructional Management Scale for Participants

	N	Mean	Standard Deviation
Behavior Management	20	53.05	5.424
Instructional Management	20	53.15	5.687

IM (M = 53.15, SD = 5.687) is virtually the same as BM (M = 53.05, SD = 5.424) in terms of mean scores.

Histograms were also used to determine how well each set of scores follows a normal distribution curve.

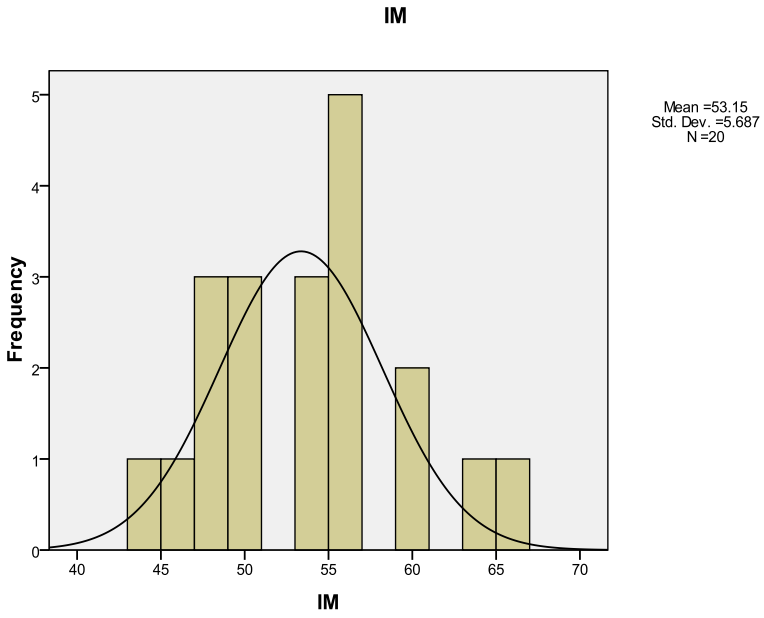

Figure 1. *Histogram of Teacher's Instructional Management Scores*

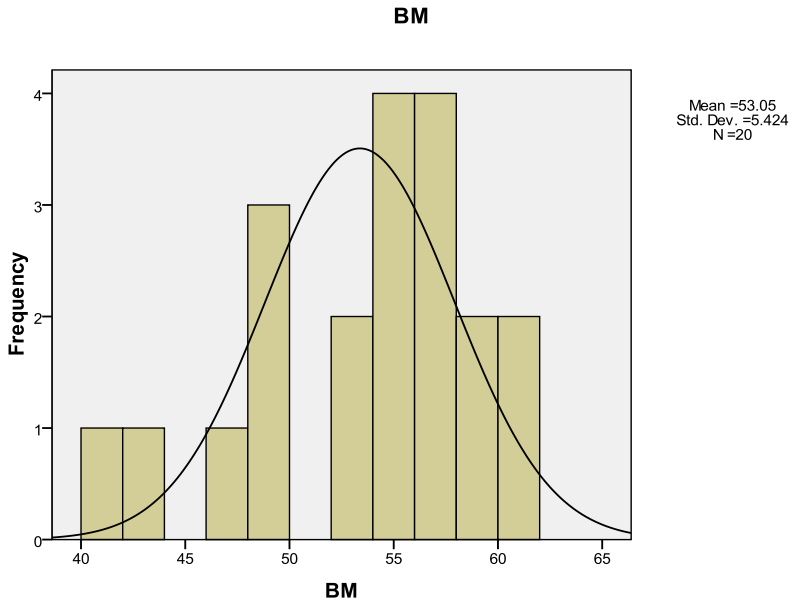

Figure 2. *Histogram of Teacher's Behavior Management Scores*

In addition to the histograms, the Kolmogorov-Smirnov tests were conducted to ensure the data followed the normal curve of distribution. Both the IM (K-S = .524) set of scores and the BM (K-S = .758) set of scores were within the normal parameters of the distribution. Additionally, the normal distribution of scores indicates that those participants who completed the survey can be classified mostly as interactionalists, falling between the two extremes of interventionist and non-interventionist classroom managers.

The data gathered using the BIMS survey instrument answered the quantitative research question: What is the mean, median, and standard deviation of the participants' scores on IM and BM on the Behavior and Instructional Management Scale (BIMS; Martin & Sass, 2010)? The participants appeared to have virtually no preference for BM

or IM in terms of mean scores. In addition, teachers fell in the normal distribution of scores to indicate a prevalent belief in interactionalist approaches to classroom management.

Phase 2: Qualitative Data Collection

Observation.

Qualitative data collection tool. The qualitative portion of the study was designed to gain insight into classroom management practices commonly used by participating teachers. Following quantitative data collection through the electronic survey, three observations were conducted during 50-minute class sessions for each of the three participants, for a total of nine observation sessions. Researchers need to record what is observed with as much detail as possible in a consistent way so that analysis of data is meaningful (Hatch, 2002). Therefore, an observation protocol was developed and used for each session. A sample copy of the observation protocol can be found in Appendix B. Both descriptive notes, and reflective notes were taken during observations. Classroom layout was sketched during each observation. Date, time, school, grade, subject, participant designation, the number of total students, number of African American males with EBD, and designation codes for those individuals were also noted for each observation session. The observation protocol was an integral part of data collection because it allowed me to record data systematically.

Participant selection. Participants for observation were selected from those who responded the initial invitation e-mail. The original list of volunteers included nine teachers from various disciplines, grade levels, levels of experience, and pedagogy. Of

those who volunteered, only three met the criterion of teaching an African American male with EBD. The participants included male teaching in a self-contained, multi-grade level classroom with 1 year of classroom experience, a female teaching in a resource model serving sixth and seventh graders with no previous classroom experience, and a male teaching in an eighth-grade science classroom with several years previous classroom experience. In addition, two teachers worked in the same school building, and one teacher worked in a different school building. The male teacher with 1 year of previous classroom experience entered the profession after working as a teacher's assistant for 3 years in a special education classroom and completing a teacher preparation program at a local college, earning a Master's degree. The beginning teacher entered the profession after graduating from a teacher preparation program a local university and earning a Bachelor's degree. The veteran teacher entered the teaching profession through an alternative certification program after working several years in the applied chemical sciences field.

Procedure for observation data collection. Each of the three chosen participants were asked to be observed during the class period(s) they taught at least one African American male student with EBD. They were also asked to provide any restrictions to scheduling. It was important that the observations took place at a time convenient to the individual participant. Scheduling was determined with each participant privately and individually to protect the privacy and ensure confidentiality. Observations took place in a 3 week window to allow for any scheduling concerns that could have arisen. Three observations were completed for each participant. I met with the participants prior to the

first observation period to discuss any questions or concerns they may have. I also used that opportunity to review the confidentiality terms and to express due care for participants. I also gathered signatures on consent forms from participants at this time.

During the observation session, I chose a seat away from the group, but within proximity to students. Hatch (2002) stated that the goal of an observation is to understand a particular setting from the perspectives of the participants. It is difficult to do that when involved. There are also different levels of involvement ranging from only observing to being involved in the action (Hatch, 2002). I chose to remain unobtrusive because the environment being observed was a learning construct that I did not want to alter. I did not interact with the students or with the teacher during the observation period. I allowed the participants to handle questions about my presence in their way. I began taking notes at the convening bell and continued until the dismissal bell, which yielded three complete sets of data for each participant and a complete data set of nine observations.

Approach for observation data analysis. Observation data were analyzed for themes and patterns within each set of data, or for each participant's set of observations, and across the sets of data. Axial coding was developed from this data. Initially, I determined that observation data would answer research question three: What practices do teachers use to manage classroom behavior? and research question five: What differences exist between classroom management practices for all students and those used for African American males with EBD? Data collection through observation also

answered research question four: What beliefs are reflected in classroom management practices?

The process of coding, determining themes, and developing theories through data is part of an integrated process required by a grounded theory approach to research (Rubin & Rubin, 2005). According to Creswell's (2007) detailed description of coding in a grounded theory analysis, the researcher uses three phases to develop a coding system—open, axial, and selective. This can be applied to a case study analysis as the researcher looks for organize data for interpretation of patterns and themes within-cases and cross-cases. As Creswell explained, the categories of information are developed in the open coding process. Open coding was used for within-case analysis. Axial coding was used for cross-case analysis. Here, I began to sort observation data using the research questions within each transcript. After this stage of analyzing, I used axial coding to identify any interconnecting categories or patterns in the data across observations and across interviews. Finally, using selective coding, I began to build a story from the data for interpretation (Creswell, 2007).

Considering the research questions, I began looking for teacher-student interactions in the data sets. I decided that I needed to classify those as either BM or IM. To further answer the research questions, I also needed to determine if the interactions were effective or ineffective for the teacher. For those determined to be BM, I needed to determine further if the interaction was punitive or nonpunitive. I also needed to note if the interaction took place between the teacher and the group or the teacher and an individual. For BM, if the interaction was between the teacher and an individual, I

needed to note if the individual was the African American male student with EBD or another student. For those interactions determined to be of an IM nature, I needed to know the same information with the exception of punitive or nonpunitive. Once the axial coding system was developed, I began using color coding to highlight the teacher-student interactions. I used one color for BM and one color for IM. Then, I went back through each observation again and further coded the interactions using the chart developed for that purpose. The final chart can be found in Appendix B.

After the raw data had been coded, the data set for each participant was analyzed for emergent themes and patterns. Data were compiled in charts using a word processing program in order to allow me to identify emerging patterns easily in the data. Finally, each set of participant data was reviewed to determine how many effective versus ineffective BM interactions were ignoring, as opposed to addressing, behavior in the classroom.

Interpretive analysis. As a part of the organization used for research in this study, it was important that I set aside personal biases and use clear, organized methods of data collection and data analysis. This was imperative, as I was an active participant in the research process at this point in the study, which is characteristic of interpretive data analysis (Hatch, 2002). Interpretive analysis is typically suited to the case study approach to inquiry, but was also appropriate to this study because it emphasized the meaning that came from exploring the issue inherent in the cases scrutinized (Creswell, 2007). The problem addressed by the research questions involves a social construct and processes within an organization that must be interpreted through a sociological lens,

which interpretive analysis appears to be. Hatch explained that a researcher using this analytical approach must be extremely involved in the research process and have an understanding of data with depth, which fits for me as a researcher. My goals during the analysis of the observation data collected were to determine what practices were being used to manage classrooms, to determine what differences existed between management practices used for African American males with EBD and other students, and finally to consider if observation data were consistent with the survey data.

Interview.

Qualitative data collection tool. Following qualitative data collection through observation of teachers in classrooms, qualitative data collection through individual participant interview was conducted. The individual interviews were critical to gaining meaningful insight into how teachers perceive their own efficacy concerning classroom management. The data needed to be gathered in a way that allowed teachers to express their views and their opinions about what may be needed in the area of classroom management. The interview protocol was designed to draw out meaningful information from participants (see Appendix B). The protocol was based on open-ended response items. The participant interviews were informal and were not rigid. However, guiding questions were used to help ensure that consistent data was gathered from the interview sessions. The interviews began with a few throw away questions designed to put the participant at ease. Throw away questions typically include demographic information (Hatch, 2002). Participants were asked about their current teaching assignment, number of years teaching, and how their day had gone up to that point. Each interview included

one essential question: What do you think is needed in the area of classroom management to improve school success for African American males with EBD? This question was framed with a series of probing questions that evolved naturally during each interview. The interview protocol generated data for comparison with quantitative survey data.

Participant selection. Participants for interview were selected from those who responded the initial invitation e-mail. The original list of participants included nine teachers from various disciplines, grade levels, levels of experience, and pedagogy. Of those nine teachers, only three met the criterion of teaching one African American male student with EBD. The teachers chosen included a male teaching in a self-contained, multi-grade level classroom with 1 year of previous experience, a female teaching in a resource model serving sixth and seventh graders with no previous classroom experience, and a veteran male teaching in an eighth-grade science classroom. In addition, two teachers worked in the same school building, and one teacher worked in a different school building. These were the same teachers chosen for observation.

Procedure for interview data collection. Interview data were collected at the conclusion of the observation periods for each participant. Interviews were informal, which most often means they need to take place in the research setting (Hatch, 2002). Participants were asked to provide a 15-20 minute time period free from distractions in a location of their choice for an individual interview. Two participants chose to meet in their own classrooms, one after the close of the school day and one during a duty-free period. One participant chose to meet in my classroom space after the close of the school

day. Interviews were audio tape recorded. Participants were given consent forms prior to starting the interview. The forms were reviewed orally by me and signatures were obtained. Each interview session followed the interview protocol developed for this purpose. After each individual interview session, I transcribed the audio tape recordings into a word processing program and printed the transcripts for analysis.

Approach for interview data analysis. Interview data were analyzed for emerging themes and patterns within each set of data, or for each participant's interview responses, and across sets of data. Interview questions and protocol were developed to answer research question five: From a teacher perspective, what is needed in the area of classroom management that would improve school success for African American males with EBD? Themes found in the interview data also informed the central research question: What is needed in the area of classroom management to improve school success for African American males with EBD?

Each participant was assigned a pseudonym to help maintain organization. Analyzing interview data began with a review of the research questions being addressed. Then, I read and reread the interview transcript to familiarize myself with the responses of the participants. I made notations about how the responses showed patterns in participant thoughts and beliefs. I also used colors to denote patterns in responses across sets. This allowed me to gain insight quickly and visually into the patterns emerging from the interview data sets. I began to develop codes for the data after several reviews. Coding made it easier for me to locate connections and frame the narrative for interpretive analysis, ensuring meaningful insights were drawn from the data to inform

the research questions. Coding also created a way for me to merge the survey, observation, and interview data for further analysis.

Interpretive analysis. For the analysis of interview data, I wanted to determine what participants felt about classroom management. I used Hatch's (2002) *Steps for Interpretive Analysis* to begin framing my interpretation of the data. I began by reading the entire set of data. My goal was to identify perceptions participants held about classroom management and also gain insight into what they felt best met the needs of African American males with EBD in their classrooms. I sought to identify statements in the data that would reflect patterns and themes related to my research questions. I was careful to reread the data until thoroughly familiar with responses. I also had to narrow my interpretations to manageable and supported themes. I also began to think about the themes identified in the observation data as related to the interview data. This process assured a more objective interpretation. Finally, I summarized my thoughts in a brief narrative that could be reviewed to help maintain perspective during analysis.

Qualitative Findings

Emergent themes: Observation. Interpretive analysis of the qualitative data collected during this study, both interview and observation, developed into a theme that was evident in each type of data collected. Observation data was collected first, and the theme that emerged in the data was Classroom Management. This theme included two broad categories of teacher-student interactions. Those were classified as behavior management (BM) or instructional management (IM) in nature. Upon closer examination, patterns developed in both categories as punitive or nonpunitive, effective

or ineffective, group or individual, and target or other in nature. Interactions observed during this study were considered to be effective if the outcome led to on task behavior, which included following directions or actively participating in instructional time by taking notes, contributing to class discussion, or working on the given assignment. Conversely, interactions were considered to be ineffective if the student engaged in off-task behavior, including talking to others about non-content related topics, playing with objects, doodling, not following instructions or ignoring, or any other behavior not related to the given assignment. BM interactions were considered punitive if the group or the individual being addressed received a consequence for the misbehavior, including loss of social time like recess or class change, a note home to a parent or a public verbal reprimand. BM interactions were considered nonpunitive if the group or the individual being addressed received a positive consequence, such as earning points toward a reward, earning a reward, an encouragement to choose an appropriate behavior or a public verbal redirection. Further analysis determined that the type of strategy--ignoring versus other--used to address behaviors should be examined and noted. Ignoring was determined to be those instances when the teacher initiated some type of interaction with a group or individual but withdrew when the behavior continued. Ignoring was also determined to be instances when the teacher showed some sign of awareness, such as eye contact or nonverbal cue but did not verbally redirect or engage the group or individual.

After coding, reviewing and organizing the data for themes and patterns, I began to look at how the data could answer the research questions. It was relevant to the study to determine the types of management strategies used with the group, individuals, and the

target students in order to satisfactorily answer the driving questions of the study. The target students referred to in this study are those individual identified by participants as African American males with EBD.

Instructional management interactions: From my literature review in Section 1, I knew IM consisted of preparations, instructional methods, interventions, and content delivery used by teachers to develop the classroom learning environment. Examples of IM include procedures for note taking, questioning, seat work, quizzing, lesson design, and any other use of content and instruction to shape student behavior.

Mr. Brown had a total of 67 teacher-student interactions across all three observation periods. I counted those interactions because the number could possibly inform my conclusions about the differences in classroom management practices. Of those, slightly more than half were identified as IM. Therefore, Mr. Brown used a balance of IM and BM strategies during the observation periods. Further examination of the data revealed that the most prevalent type of teacher-student interaction was IM that involved the whole group and was effective. For instance, Mr. Brown used verbal prompts and redirections to encourage participation, which created a sense of community in the classroom. As I reviewed my observation notations from each class period with Mr. Brown, I made several notations about the high levels of class participation in discussion. He used strategies that included the whole group like humor, choral music, and kinesthetic inquiry. This type of interaction accounted for over a third of all teacher-student interactions in Mr. Brown's classroom.

When interacting with individual students to encourage participation in classroom discussion or question-and-answer, Mr. Brown often used student names. This strategy for managing teacher-student interactions was also noted in observations when the teacher interacted with African American males with EBD. Mr. Brown's classroom included two students in this subgroup. Therefore, there were two target students. During those interactions, in addition to using verbal prompts and redirections, Mr. Brown incorporated proximity. The teacher moved to the target students when addressing them directly. This was not noted in my observation data with other individual students when IM techniques were employed. However, it was effective with the target students. When Mr. Brown used the combination of verbal prompting and proximity, the target students remained on task with greater frequency during the instructional time. The specific disruptive behaviors addressed in this way by Mr. Brown did not recur within the observation period after a direct redirection paired with proximity. Using the proximity in combination with verbal prompts and redirections was the only IM strategy observed to be used by Mr. Brown to address the instructional needs of those target students.

Mr. Green had a total of 88 teacher-student interactions across all three observation periods. Of those, over a third were determined to be IM in nature, and a significant number of IM interactions were identified as involving the whole group and were ineffective. Mr. Green had a low incidence of effective instructional time. Materials were not organized, available, or relevant to the content being presented. The observation notes from the first class period indicate the teacher made several attempts to

get the class settled and focused on the instruction using verbal redirection. Expectations for participation and task completion were unclear, as no students were observed taking notes or attempting to solve the tasks presented. Other whole group instructional strategies included question-and-answer, but individual student names were not used. Students avoided eye contact with the teacher, and there were long periods of silence. Several times, the teacher gave the answer when no one in the group volunteered. The teacher also employed the use of technology as an instructional strategy, but the teacher was unable to demonstrate mastery of the technology. The teacher attempted to use the interactive whiteboard to present information, but could not navigate the software to the appropriate display. A student demonstrated for the teacher how to find the appropriate display, but the teacher was then unable to manipulate the display. The teacher threw his stylus down at this point and picked up a dry erase marker, using the dry erase whiteboard instead. The instructional strategies observed in Mr. Green's classroom were not varied and consisted primarily of direct instruction through lecture.

With other individual students, the teacher used proximity to direct the students to the academic tasks. But, with the African American male with EBD identified as the target student in the classroom, the teacher did not use proximity as often. Mr. Green did not move to the target student until three or more verbal redirects were given from other locations in the classroom. The target student quickly became frustrated as evidenced by his withdrawal from the group with the instruction in all three observation periods. The student was observed to engage in drawing, play with objects, call out the names of other students repeatedly, mumble under his breath, read a story book during math instruction,

and use his ruler to beat out a rhythm. The teacher seemed equally frustrated with the target student as was evidenced in my notes by a tendency to ignore the target student and work with other individuals. The teacher was employing ignoring as opposed to simply not noticing the student based on eye movement and body language observed. The teacher would look at the student, sigh, grimace, clench his teeth, and turn away.

Ms. White had a total of 59 teacher-student interactions across the three observation periods. Of those, almost half were identified as IM. The most prevalent IM interaction used by Ms. White was a combination of IM that was effective and individualized for the African American male student with EBD in the classroom and IM that was effective and individualized for other individual students in the classroom. I counted the number of interactions in the data set and evaluated them as either effective or ineffective based on notations of student attentiveness to task and task completion. These interactions accounted for a third of the total observed teacher-student interactions. The teacher began each class period with the whole group activity that served warm-up for the students. A whole group activity involved all students working on the same task with teacher guidance. A warm-up was designed by the teacher to activate prior knowledge related to a new or novel task. After the warm-up, the teacher allowed the students to work independently for a few minutes and then began to assist and redirect as needed by moving around the classroom to work with individuals. Ms. White did not implement a high ratio of whole group instruction compared to individual instruction in the class periods observed.

The interactions observed with the target student, or African American male with EBD identified by the teacher, in Ms. White's classroom were primary interventions. Classroom interventions, which were preventative or proactive measures, are those that purposefully seek to shape positive student behaviors, like on task behavior. The teacher ensured the target student understood the instructions for task completion and mastery by moving immediately to that student after giving whole group instructions. She sometimes even sat beside the target student and observed the work ensure the student was experiencing success. The teacher made comments to the target student like, "When I come back, I want to see two done," and "I'll give you a hint--it's not in this box." The target student responded to these personal assists with the tasks presented and worked without interruption to complete them. The target student was only observed to be off-task a few times across the observation periods. He was distracted by another student's directions for going to the library and insisted Ms. White answered him when he asked to go. She was able to redirect him quickly by reminding him that it was not his day to go to the library. In one instance, the student became frustrated with the second problem on his math sheet and put his head down. After about 3 minutes the teacher moved to the student, looked at this sheet briefly, and said, "Read number two to me." He read the question out loud, and the teacher stayed to help him work through the problem.

Analysis of the IM strategies across cases for participants revealed that there were differences in how each teacher delivered instruction. Mr. Brown used a whole group method of instruction that included discussion, small group work, individual tasks, and lecture. Mr. Green used a whole group method that included a lecture and individual

tasks. Ms. White used an individualized approach that included individual tasks and one-on-one support. While there were differences in the teaching styles and preferences of the teachers, there were no differences in how instruction was delivered to the group and how instruction was delivered to African American males with EBD. In all three classrooms, teachers provided individual support to African American males with EBD.

Behavior Management Interactions: BM consists of preparations, procedures, rules, and interventions used to mediate student behaviors in the classroom. Examples of BM include seating assignments, procedures for using the restroom, verbal redirection, and any other strategy used to address student behavior at school. Mr. Brown demonstrated a whole group strategy to BM. He used the group dynamic to keep inappropriate or disruptive behaviors at a minimum. For example, Mr. Brown generated an assertive voice to gain the attention of the group. The tone and volume of the teacher's voice carried over the group and gained the attention of the class. Mr. Brown often used humor when addressing inappropriate behaviors. Across observations, I noted that this teacher would solicit a laugh even at his own expense. In one instance, he gave a football analogy to explain seafloor spreading. The class became talkative during the analogy. To regain attention, Mr. Brown incorporated himself and members of the class into the analogy, making fun of the fact that his girth would cause him to go on the others into the rift. The students found his humor amusing, and their attention was once more on the content being presented. This seemed to engage the students as partners in the classroom instead of as the audience. It also kept them interested in what might happen next.

The teacher also used nonconfrontational language to address inappropriate behavior. For example, when a group of boys became too rowdy during a small group discussion, the teacher said, "Boys, cease the compressional waves," instead of demanding silence. Demands create a power struggle situation, which the teacher avoided. The context of the verbal redirection was in keeping with the content of the instruction taking place. However, the teacher was also adept at taking a more direct approach when needed. The teacher would state consequences for continued misbehavior when verbal redirection and humor were not successful. Mr. Brown engaged in BM of the whole group that was nonpunitive and effective that culminated in about one-fourth of all the teacher-student interactions across observations.

BM that involved individuals was not as prevalent across observations of Mr. Brown. However, when the teacher-student interaction was BM in nature and involved others, the teacher generally used proximity and verbal redirection that was not private. When addressing the two target students in the classroom individually, Mr. Brown was twice as likely to use both proximity and verbal redirection that was private. The teacher was also more likely to try first ignoring the disruptive or off-task behavior. Mr. Brown engaged in two instances of ignoring inappropriate student behavior within all three observation periods. Both instances involved the African American student with EBD in the classroom, were nonpunitive and were ineffective in resolving the behavior. One of the students was talking aside during independent work time to a peer. Mr. Brown was helping another student nearby with a question. He turned, observed the boys talking and returned to helping the other student. The boys became louder and began laughing. Mr.

Brown again turned, observed, and resumed helping the other student. The teacher did not use any other strategies to address the specific behavioral needs of the target students and did not remediate after ignoring was ineffective.

Analysis of the observation protocols showed Mr. Green demonstrated more BM than IM when considering the teacher-student interactions noted during observations. Group BM was noted but was less often initiated by the teacher. The teacher attempted to redirect the group from noisy entry at the beginning of the class in all three observations by using verbal cues. Mr. Green used phrases like, "I need everyone to sit down," and "I need you to get out your materials." Students ignored the teacher's voice and continued to talk amongst themselves for an average of five minutes in each instance. The target student identified by the teacher in this classroom yelled out, "Say what?" during the second observation period and Mr. Green responded by repeating his request. The target student turned to the side and began a conversation with his neighbor at that point. The teacher resorted to waiting with arms folded in the front of the classroom for quiet.

Mr. Green had posted rules and often reminded students during instruction to raise their hands before talking out, but he also recognized students who did not raise their hands. Mr. Green addressed this behavior by saying, "Are you supposed to be talking without your hand raised? Yes or no?" Students also answered for one another during instructional time. Mr. Green would call upon a student by name for an answer. Several notations in the observation data stated "target student answered for another student, and Mr. Green accepted the answer." In a few instances, Mr. Green

acknowledged blurting out by asking the student to repeat the statement. A student blurted out without being called upon, and Mr. Green said, "I can't understand you." In another instance, the target student blurted out the correct answer to another student's question and Mr. Green offered him verbal praise. The teacher's stated expectations and those communicated by his behaviors were not consistent.

Mr. Green demonstrated more individualized approaches to BM. The most prevalent type of interaction observed in periods with Mr. Green was BM of the African American male student with EBD in the classroom, was nonpunitive and was ineffective. These interactions were almost a fifth of those observed in three observations periods. The teacher addressed inappropriate behaviors from the target student by repeating directives, but without waiting for compliance. For example, Mr. Green asked the target student to take out his geometric shapes twice, but moved on to reviewing matching shapes with the whole group before the target student complied. In another instance, Mr. Green said, "I need you to get to work on this rectangle." Mr. Green moved on to explaining the distance around the rectangle to another student before ensuring the target student understood the directions or started the task. In another notation, the target student had spread his belongings on the floor around his desk and into the aisle. Mr. Green asked, "Could you pick up some of this, please?" The target student sighed, picked up one thing, sighed again, and Mr. Green moved away.

Mr. Green engaged in many instances of BM that involved ignoring some type of disruptive behavior in the classroom. I determined Mr. Green was ignoring students based on his body language, eye contact, and the severity of the disruption. The notation

"ignored/ignoring" was made during the observation. Eight of those were nonpunitive, ineffective and were in response to the African American male student with EBD in the classroom. The target student often had his hand up to answer questions during class. Mr. Green would look at him and move on, but if the target student then blurted out the wrong answer, Mr. Green would say, "No." The target student often asked questions during individual seatwork time. Once, he said, "Mr. Green, I can't find [the square]." Mr. Green walked by the target student to help another student behind him who had also verbalized difficulty. Mr. Green also ignored off-task behavior displayed by the target student. The target student was observed playing with his clothing. Mr. Green watched him for a few moments but did not intervene. When the target student yelled, "What?" loudly during individual seatwork time for no apparent reason, Mr. Green did not acknowledge him. In a separate incident, the target student began a conversation with another student by stating, "I can't wait for the end of school dance." The other student responded, "We got four more days." A third student corrected that student, "We got some months." Mr. Green was standing nearby but did not redirect the students. The target student was observed to spend a significant amount of time off-task and disengaged from classroom instruction.

The second most prevalent type of interaction was BM of other individuals in the classroom, was nonpunitive and was ineffective. However, those did not involve ignoring. By contrast, when another student challenged the teacher's directives to the point of frustration, that student was removed from the classroom and was individually and privately redirected by the teacher. For example, a female student in the classroom

interrupted Mr. Green to tell another student, "Your feet stink!" The whole class got involved in this interaction between two students. Mr. Green tried to redirect one of the students in the classroom, but the discussion continued. The female student continued to make remarks about stinky feet. Mr. Green tried to move forward with the lesson. He moved the female student to a different seat away from her peers. Later during the same observation session, a female student blurted, "Can I go spit?" Mr. Green said, "Yes, you may." She sighed loudly and made a lot of noise on her way to the bathroom in the back of the classroom. When she returned, she sat in the original seat. Mr. Green went over to her and said, "I need you to return to the table." She began to argue loudly. He removed her from the room, but the argument could be heard from the other room. When she returned, she moved to the table. Mr. Green's BM strategies were inconsistent and mostly ineffective.

Ms. White's classroom was student-centered. A student-centered classroom shifts the focus of learning from the teacher to the student. The teacher began with greeting every child by name as he or she entered the classroom during each observation period. The most prevalent teacher-student interaction Ms. White initiated was BM that was nonpunitive, effective and involved the African American male student with EBD in the classroom. These interactions accounted for almost one-fourth of the overall interactions observed. Ms. White demonstrated a very responsive style to classroom management that kept disruptions to the learning environment at a minimum. The teacher gave very specific verbal directions to students about procedural behaviors. For example, a student in the classroom was reading a comic book after being asked to begin a task. The teacher

said, "[Name], put the book up." The student complied immediately without complaint. The target student was noted several times in observations to ask information-seeking questions that were not relevant to the instructional tasks presented. The teacher was patient and answered those questions, too. During an assignment that required independent attention and completion, the target student blurted, "Can I go to the library after [other student's name] gets done?" The teacher paused in helping another student, made eye contact with the target student, and replied, "He's not going, and I'm sending [another student's name] for a reason." The target student responded, "Oh," and immediately resumed working on the assigned task. The teacher recognized that the target student could not move on to the required task without resolving his curiosity and interest in the stimulus that shifted his focus.

I noted that Ms. White had procedures in place that did not require verbal interaction or disruption to the learning environment. Students were allowed to sign out to the restroom using a clipboard by the door. They had access to extra pencils, paper, and other classroom supplies without having to make a verbal request. Also, students seemed to know the procedures for moving from the assigned to the task to an acceptable extension activity. The teacher constantly engaged in the use of proximity to assess student progress, which precluded most disruptions and inappropriate behaviors for both the target student and others in the classroom. While the teacher was adept at interventions for disruptive behaviors, I was able to perceive the frustration from the teacher when the target student became passive and unresponsive. The target student had two instances of refusal involving pushing away assigned work, putting his head on his

desk, and ignoring teacher prompts and verbal directives. Ms. White did not have a strategy for motivating the student and re-engaging him in the instruction. She moved away from the student and practiced ignoring the behavior. Practiced ignoring is briefly removing attention from bad behavior. This is sometimes effective in reducing bad behavior. This led to grunting sounds from the student and signs of frustration from the teacher. The student lost valuable instructional time, and it was clear that his behavior was a distraction to other students. Several others stopped working and looked at the student and the teacher. Ms. White resolved the matter by moving to the student and sternly redirecting him. Overall, Ms. White demonstrated consistent and effective strategies to deal with individual student behavior, including those exhibited by the target student.

Analysis of the BM strategies across cases for participants revealed that there were differences in how each teacher managed classroom behavior. Mr. Brown used humor, verbal redirection, and a low incidence of ignoring to keep students on task during instruction. Mr. Green used verbal reprimand, verbal redirection, and a high incidence of ignoring to manage behavior. Ms. White used an individualized approach that included verbal redirection, a low incidence of ignoring, including practiced ignoring and one-on-one support. Mr. Brown's BM techniques were mostly consistent, but he did use some strategies with his target student that were not observed by others. Mr. Green approached the behavior management of his target student in a very different way than he approached other students, both individuals, and the group, in his classroom. Ms. White provided a different, more supportive BM approach to her target student.

Comparison of management strategies observed: IM strategies were not employed as often as BM strategies in the observation data. For instance, when a student appeared to be off-task during instructional time, teachers most often redirected behavior back to the task instead of inquiring about progress with the task at hand or questioning comprehension. Teachers overall seemed to recognize the issue as behavioral instead of academic in nature. However, IM strategies were consistently evident in the data. Analysis of these data answered research question five: What differences exist between classroom management practices for all students and those used for African American males with emotional and behavior disorders? Individual instructional strategies were used primarily to address the academic needs of African American males with EBD, comprising more than half of those initiated by the participants across the observation sessions. Teachers were more likely to assist these students one on one in order to clear up misconceptions or lack of comprehension. Teachers most often moved physically closer to these students, sometimes pulling up a chair near the student's desk and staying until the student could demonstrate understanding. Teachers were also willing to complete some of the assigned tasks for the student. Of those specific individual instructional interventions, the majority were considered to be effective in resolving the problem that triggered the interaction. When providing individual instruction to other students in the classroom, teachers often used a strategy of questioning that encouraged the student to think critically about the task or problem. The teacher often did not move physically closer to the student but would speak from any point in the classroom directly to that student. The exchange seemed conversational. Of the individual instructional

strategies employed to address the needs of other students, around 90% were considered to be effective in resolving the problem that triggered the interaction.

BM strategies were most often employed by participants across sets of observation data. Within that broad category, nonpunitive interventions were most often used to address disruptive and off-task behaviors. Those interventions included verbal requests for compliance, increasing proximity to the off-task or disruptive student, eye contact, and nonverbal gestures. When compared to individual interventions used with other students, nonpunitive individual interventions used with African American males with EBD accounted for slightly more than half of those observed. When compared to individual interventions used with other students, punitive interventions used with African American males with EBD accounted for half of those observed. When students did not respond to the initial, preferred strategy for intervention, all three teachers across observations demonstrated frustration. The frustration manifested as ignoring the problem, which was essentially ignoring the student. The behavior disrupted the learning environment for the individual, usually the target student, and often for the other students in that classroom. There were differences in how teachers manage the behaviors of African American males with EBD and other students.

Emergent themes: Interview. The purpose of qualitative inquiry through interview was to answer research question six: From a teacher perspective, what is needed in the area of classroom management that would improve school success for African American males with EBD? While this was a driving force in developing the interview protocols, the interviews evoked additional information that informed the

study. Through the process of interpretive analysis, two major themes emerged from the three sets of data, with variance in patterns of belief within each set. Participants were most vocal about their own classroom management approaches and feelings of efficacy. Within the theme of classroom management approach, participants shared beliefs about student behavior and their philosophy of teacher-student interaction. In the context of efficacy, participants discussed their own perceptions of efficacy, the impact of stakeholders on those perceptions, and what they felt would help improve efficacy in the area of classroom management. The themes that emerged from the interview data were classroom management approach and efficacy.

Classroom management approach: Each participant was asked to tell about their own approach to classroom management. A component of classroom management includes how the teacher feels about student behavior. Beliefs about student behavior do impact teacher-student interactions, management approaches, and efficacy. Interview data revealed that each participant had a clear opinion about motivations behind student behavior. Mr. Green stated, "I think it depends on students. I think some do, and some don't [want to be good]." When asked if that effects interactions with students, he responded, "I try not to let it determine how I interact with them--I try to treat them all the same." Mr. Brown attributed motivations for behavior to be based on pleasing others. "They aim to please. They're in middle school. They aim to please, whether it be the teacher or another student." Ms. White seemed to fall somewhere in the middle, stating, "I think there are instances where they choose to be bad on purpose to get attention, but I don't think they feel good about it." Though actual answers varied, all participant

responses indicated a BM approach to managing the classroom environment. The locus of control varied slightly, as did the level of control. Ms. White indicated a highly structured level of control that was very teacher-centered. "I have a set of procedures when the students come in. And they know the procedures. They follow the procedures. And if not, there are consequences." All participants shared that they had a posted, defined set of classroom rules. However, all also indicated that they solicited student input to form the posted rules. Mr. Brown noted, "I have three rules. Um, don't invade my nest--my desk. Respect me. And don't disrespect other students. That's my three rules."

Part of each participant's classroom management approach seemed rooted in a philosophy about teacher-student interactions. Teacher-student interactions were at the center of the investigation in this study. It was interesting to note that each participant interview had a clear philosophical resonance that emerged in participant responses. Mr. Brown was very aware of respect. Respect was a repeated theme in responses, beginning with how Mr. Brown defined the classroom management approach. It was also apparent in the discourse described by Mr. Brown. Mr. Brown said, "I call the students by their last names--Mister, Missus--to kind of portray it...kind of get that respect in return." When asked to discuss thoughts about African American males with EBD, he replied, "I think if we label them, that's--we're saying they need needs. So, it doesn't matter if they're African American, Hispanic, whatever...You just treat them as people." Mr. Green's philosophy of teacher-student interaction seemed rooted in the concept of fairness. Ms. White discussed the concept of flexibility at length, demonstrating a belief

that being responsive to the student as an individual is key to managing a classroom. She stated, "I have to adapt to them."

Participant responses about their classroom management approaches indicated to me they had considered the topic at length. It was a concern for these participants. Classroom management happened daily for the participants and while they had ideas about how to set up the rules, routines, and procedures that provided the structure for both IM and BM, there was a lack of connectivity in the interview data between what they intended to create in the classroom and the end result. Participants also did not address the issue that some students, like African American males with EBD, may require a different approach to classroom management in order to be successful at school. Participant responses related to research question five revolved around the needs of teachers in order to better meet student needs. Ms. White felt that classroom management for African American males could be improved with greater flexibility and understanding of individuals.

> Well, classroom management should depend on the students themselves, not how you want things to go necessarily. And with African American males I have in here who have behavior problems, I have to adapt to them. The talking out--it's going to happen. That's part of how they are. And I think if teachers just realized that--and you know, didn't write them up every time they said something out loud--if they understood the student and how they're made---maybe not being strict on certain rules with certain students...[Interview, Ms. White]

Mr. Green had a slightly different perspective but shared the overall feeling that the responsibility for appropriate and effective classroom management belonged to the teacher.

> I think consistency would play a huge role in that particular student [African American male with EBD] being more successful from a behavior standpoint. And again, that's where I'm trying to figure out what's working and then be consistent with what's working. I think that--if I'm not sure what's working consistently, if he's going out in an elective class in a general ed environment, in bigger groups, I'm almost positive that's consistency is not going to be there in that particular environment. [Interview, Mr. Green]

When asked to elaborate on what would help the participant, in particular, Mr. Green responded, "Crisis intervention would probably be something I would be very interested in being more proficient at..." Mr. Brown shared that overall the experience with African American males with EBD has been similar to that of all other students, and the same respect is expected and extended.

Efficacy: Literature reviewed in section 1 indicated teacher perceptions of efficacy effect those strategies used to manage student instruction and behavior in the classroom. Efficacy is how the teacher feels about his or her ability to manage the classroom environment, including student behavior and learning, effectively. While interview questions did not specifically address this area, participant responses did. Each participant expressed a view about their own effectiveness when managing the classroom, particularly concerning student behavior. There seemed to be a lack of confidence in how to manage disruptive or off-task behaviors effectively. Mr. Green disclosed, "...there are things that I know that I should do. But I've done that; it maybe didn't work too well. What do I do--what should I be doing--what should I do now because that didn't work well?" Mr. Brown seemed to be having a situational difficulty. "Starting to get really concerned, like now, right before Spring Break. It's starting to, you know, you have to pull the reins in and loosen them up as you may..." Ms. White reflected

confidence and positive feelings of efficacy in responses related to managing student behavior when compared to other participants, stating, "I handle [challenging behavior]." When asked to describe how she feels about the challenging behavior, Ms. White stated, "Well, of course, I don't like it...[An African American male with EBD, not observed during this study], you have to address him individually and in private. He misbehaves a lot, and it doesn't make me feel good. But it makes me feel better after we've talked about it and after the talk, he's back to normal, so...is that good?"

Each participant was asked to discuss the level of support they felt from parents, administrators, and other teachers related to classroom management. Feelings of efficacy are affected by perceptions of how others' view the teacher's ability to manage the classroom environment. The responses varied within each set of answers. Ms. White felt that parents and administrators were very supportive of her classroom management approach. She also reported a high level of parent contact initiated by the teacher. When discussing other teachers, though, Ms. White felt that there was a lack of support and understanding for the role of the special education teacher in the school. Mr. Brown was unsure of the level of support from administrators because, "I haven't ever been approached about classroom management before, from an administrator." Mr. Green was more concerned about support from parents, stemming from a perceived lack of overall parental involvement. Mr. Green felt that in terms of classroom management, consistency would help African American male students with EBD be more successful. When focusing on his own feelings of efficacy in maintaining a consistent environment, Mr. Green said, "I'm not sure what's working consistently." He also stated that, "Um,

candidly speaking, I think parents of self-contained special ed students, um, have trouble supporting the teacher because there's a seeming lack of involvement with the student...I think there's less parental involvement, and because there's not as much parental involvement, there's not as much support." Looking at the three sets of data, the teachers did not seem to perceive consistent support for their classroom management approaches from stakeholders.

Each participant mentioned the impact of administrators on their feelings of efficacy. While it was important to each interview to ascertain what participants perceived was needed in the area of classroom management, it was also apparent that the perceived opinions of administrators drove those perceptions of need. In general, teachers felt that administrators were happy with their classroom management if they weren't writing referrals or sending students out of the classroom. Mr. Brown and Mr. Green also indicated no input from administrators about classroom management. Ms. White reported that, "...administration, 100%," when asked about support for classroom management approach and strategies. None of these, however, indicated a high level of involvement in constructing or maintaining a system of classroom management. Without the support of building administrators, the participants were not sure how effective they were perceived to be by their immediate supervisors, and this negatively impacted feelings of efficacy in the area of classroom management.

All of the participants indicated the needs in this area to improve efficacy and feeling of efficacy were teacher-centered, not student-centered. Mr. Brown advocated for all teachers to be mentors to all students, indicating interest in training for teachers to be

effective role models for students. Mr. Green felt a need for professional development with both BM and IM. He stated, "I think consistency would play a huge role in [African American males with EBD] being more successful from a behavior standpoint...And I think that--if I'm not sure what's working consistently, if he's going out in an elective class in a general ed environment, in bigger groups, I'm almost positive that's consistency is not going to be there in that particular environment." Mr. Green also noted that training in crisis intervention would be beneficial when working with students. When discussing IM, Mr. Green made a connection between IM and BM.

> Um, instructional management, I think I'm still learning how to do that. So, looking at it from a novice approach where I'm approaching instruction in a certain way, is there a better way to approach--or have several options in the bag, so to speak, so that if that's not working now I can reach back in the bag and pull this back out. And if my approach to instruction is more broad--which I hope will come with experience--then I, that should help me with being more consistent from the behavioral--So, there are a lot of things I need to learn from an instructional management standpoint to help from the behavior side. [Interview, Mr. Green]

Ms. White also did not have a clear method of determining what to do when the rules, procedures, and flexibility no longer effectively addressed behaviors, preferring a trial and error method. Ms. White responded, "I like to take other people's ideas and implement them in my own way." However, Ms. White also shared that, "Well, I took a course in classroom management and BM...And a lot of it kind of didn't apply." The participants all shared some misgivings about their effectiveness and were not consistent in how they went about getting assistance when faced with concerns.

Integration of Quantitative and Qualitative Findings

Both the survey results and observation and interview data yielded analyses that answered the research questions are driving this inquiry. Through interpretation of those analyses, I was able to draw meaningful conclusions and make insightful inferences. The data analysed in this study indicated that participants had no statistically significant preference for IM or BM, and the mean scores for each were virtually the same. Further, the observations conducted in classrooms during this study indicated that the classroom management practices being used most frequently were BM strategies. This was not consistent with quantitative data gathered in this inquiry. The responses given by participants in the survey concerning classroom management were not consistent with the management practices observed in classrooms. When the observation data was analyzed, patterns indicated that BM strategies were less often effective than IM strategies. Upon more in depth examination of the observation data, the practices used by other students and the practices used for African American males with EBD were different in approach and in effectiveness. Finally, from the perspectives of the participants, the needs in the area of classroom management that would improve school success for African American males with EBD were teacher centered and included a desire for resources that are specific to individual student behaviors and interventions. The need to address effective classroom management for African American males with EBD is important to stakeholders because, as reflected in the data gathered in this study from the settings observed, the disruptive and inappropriate behaviors of one student interrupted the learning environment for all students in the classroom. By effectively managing the

classroom, teachers could increase instructional time for all students, which may directly improve student outcomes and school success.

In order to frame the data in a way that was manageable for drawing conclusions for this case, I began to integrate the results by creating a matrix. Data was triangulated using a matrix to determine if the beliefs of participants concerning classroom management reflected in the survey data had associations with classroom management practices reflected in the observation data. A matrix is often used in a mixed method case study approach to compare quantitative and qualitative data. Typically, the quantitative categorical variables are the horizontal axis and the qualitative themes or patterns identified through analysis of qualitative data are the vertical axis (Creswell, 2009). The horizontal axis in the matrix used to help interpret the two data sets, observation and interview, in the context of the two approaches to classroom management identified by the BIMS (Martin & Sass, 2010). The vertical axis included the themes developed from patterns identified through coding and analysis of the observation data. This approach to data analysis moved logically from determining beliefs about classroom management through quantitative inquiry, to organizing patterns into themes in qualitative inquiry. An abbreviated matrix is included in Appendix B.

With the visual organization of the matrix illustrating the survey data and the observation data, it was apparent that the beliefs reflected in the survey data about IM were not reflected in the observation data in this case. The observation data reflected a total of 117 BM teacher-student interactions denoted across sets. A total of 99 IM teacher-student interactions were denoted across sets. This means that the beliefs of the

participants in this specific case concerning classroom management were not consistent with the practices used to address classroom management needs. The triangulation of these data using a matrix answered research subquestion three. The beliefs about classroom management and the classroom management practices observed differed in approach in this sample. Because of the limitation of the small sample size, these findings cannot be generalized to explain differences in classroom management in a larger population.

Classroom Management: The data collected through survey, observation, and interview supported the interactionalist view of the classroom manager. Interactionalists fall in between the classroom management styles of interventionist, being most restrictive, and non-interventionist, being least restrictive of student behavior. Interactionalists focus on what they as the teacher can do to shape student behavior by shaping the classroom environment (Martin & Sass, 2010). Quantitative survey data was analyzed for norm distribution on both the BM and IM scales. Both were determined to fall within the normal distribution of scores, indicating a strong prevalence of interactionalists within the sample. This was interpreted to answer research question number one, determining that the most prevalent belief about classroom management is interactionalist and no most prevalent approach to classroom management identified. Mean scores for IM and for BM were virtually the same.

These findings were not resonated clearly in qualitative data collection, however. Research questions three, four, and five were answered through observation. Participants used a variety of practices in their classrooms to manage behavior, primarily BM. All

participants showed a tendency to rely on posted rules, but also chose to engage in ignoring as the most often used method for intervention when faced with disruptive behaviors. For instance, Mr. Brown often used proximity during the observation periods. While this intervention was effective most of the time, Mr. Brown demonstrated no other strategy of intervention is the disruptive behavior continued. He engaged in ignoring in both observed instances where proximity failed. The data indicated a conclusion that he had no other BM strategies for redirecting African American males with EBD when they become disruptive to the learning environment. Because interactionalists often use techniques of both interventionists and noninterventionists, this was consistent with quantitative findings that most participants in this sample were interactionalists (Martin & Sass, 2010). However, this was not consistent with the belief of participants surveyed in this specific case, who indicated virtually no difference in IM over BM.

The difference in beliefs as determined by survey data and practices as determined from observation data were relative to the findings of this study because the observation data indicated that IM was the most effective way to gain and maintain control of student behavior and improve student learning in the classroom. Mr. Brown was observed to be adept at using proximity as an IM strategy for African American males with EBD, but he did not demonstrate any other strategies for addressing the instructional needs of those target students when observed, which might have indicated a lack of other strategies in his repertoire for engaging these individuals in instruction. Mr. Green also struggled to use IM strategies effectively. He seemed to have very few instructional strategies that were effective with the whole group. Mr. Green's lack of

variation in instructional strategies, particularly with African American males with EBD, could have indicated that he lacked the proper training in how to plan meaningful instruction and meet the needs of diverse learners in the classroom. Ms. White was noted to be adept at IM during observation periods. However, she did not use a wide variety of instructional strategies, either. Ms. White used an individualized approach to IM, which overall was effective and consistent. When considering the observation data for effective versus ineffective outcomes, 76 of the 99 (or 76.8%) teacher- student interactions considered IM were effective. When considering the same for teacher-student interactions considered BM, 73 of 117 (or 62.3%) were considered effective. All three participants engaged in different management practices for African American males with EBD.

Perceptions of Student Behavior: The literature reviewed in section 1 showed that teacher perceptions directly influenced responses to student behaviors (Johnson & Fullwood, 2006). Further, teacher perceptions of the behaviors of African American males tended to be more subjective than those of other ethnic groups, regardless of the ethnicity of the teacher (Bacon, Banks, Young & Jackson, 2007). The participants in this research study were asked to express their opinions about student behavior during the qualitative interviewing phase of data collection. Two of the three felt that students in middle grades want to be good and that the African American males with EBD also want to be good. However, Ms. White pointed out that those students will act out in order to get attention. Mr. Green felt that some students want to be bad, citing human behavior as

evidence that some individuals choose to misbehave. Mr. Green also acknowledged a desire to remain objective despite feeling that some students make poor choices.

Participants seemed to have positive perceptions of student behavior. However, the participating teachers seemed to assign motives the student behavior that may or may not have been accurate. Perceptions of student behavior impacted feelings of efficacy. Mr. Brown, Mr. Green, and Ms. White all indicated teacher-centered needs, which suggested they felt responsible for student behavior or misbehavior. This indicated that some thought had been given to the matter and that it was a concern for these teachers. This also indicated that there may be a need for additional education and training concerning how to determine the cause of a particular behavior or set of behaviors in order to plan effective interventions.

Efficacy: Teacher efficacy is strongly tied to teacher beliefs about classroom management (Sutton, Mudrey-Camino, & Knight, 2009). Perceptions of efficacy also become more positive over time, as teachers gain experience in the classroom setting and feel successful (Unal & Unal, 2009). During individual interviews, each participant made comments related to feelings of efficacy when asked to talk about their own approach to classroom management. This strongly supported the findings of the literature reviewed in section 1. Participants overall felt less effective when dealing with disruptive and challenging student behaviors, such as those exhibited by African American males with EBD, and more effective when dealing with instruction and academic needs. This was reflected in the observation data, as well. Observation data

showed that teachers used a lot of behavior interventions in the classroom setting. Those interventions were most often ineffective.

Mr. Brown had no baseline for the effectiveness as perceived by his building administrators. He stated that he had never been approached about classroom management, whether positive or negative. He also felt that parents had a negative perception of him. Mr. Green felt that he received no support from parents and little from administrators. Therefore, his feelings of efficacy were low. Ms. White felt that administrators were supportive of her classroom management approach, and parents were involved, but other teachers were not supportive. However, she also reported the highest feeling of efficacy. Positive feelings of efficacy contribute to teacher confidence and keep the teacher attrition rates low (Yavuz, 2009). Therefore, the findings of this study indicated a need to improve feelings of efficacy. Teachers who routinely handle disruptive behavior, including those who provide instruction to African American males with EBD, may need a support system that include administrators and other stakeholders in order to develop and maintain positive feelings of efficacy. This may include providing specific models of intervention for disruptive behaviors, increasing opportunities for teachers to share strategies for managing student behavior, or implementing a program to encourage positive behaviors in students.

Professional development needs: Evidence in the literature supports the three main areas of disproportionality in discipline and classroom management practices for African American males with EBD: disproportionality due to policy, disproportionality due to practice, and disproportionality due to beliefs or attitudes. Quantitative and

qualitative data collection and analyses in this specific study indicated that the disproportionality was due largely to practice. The participating teachers seemed to understand what best practices are; they indicated no issues with current policies in the district, and they appeared to hold appropriate beliefs and attitudes toward students. However, those were not reflected in practice observed in classrooms during this study. Professional development in areas of need for teachers should be relevant to the issues of concern. Participants in this inquiry identified areas of need and also expressed discord when asked about support from stakeholders. This can be addressed through appropriate opportunities for professional development. Teachers may benefit from professional development designed to address the development of behavior intervention strategies that are positive and effective and the development of a professional learning community that is focused on sharing and supporting one another when faced with challenging classroom behaviors. This will increase teacher efficacy and address disproportionality in this case.

Suggestions for change: Disproportionality in strategies used to manage the behaviors of African American males with EBD was reflected in the observation data collected in this study. Teachers, in this case, may benefit from working to resolve this issue, as current literature supports such premises as higher numbers of discipline referrals lead to higher drop-out rates, poor cultural responsiveness leads to feelings of apathy about school, and reports of low teacher efficacy leads to teacher burn out and higher attrition rates. In order to address this concern, teachers who participated in this study should first examine classroom management beliefs with close scrutiny and understand the difference between beliefs and practices. Administrators who work with

teachers that participated in this study could incorporate professional development initiatives that address classroom management and move toward a more consistent, school-wide approach to BM, as current research provides evidence this is best practice.

Project as an Outcome: Web-Based Teacher Forum

The purpose of my sequential mixed method project study was to determine what was needed to address disproportionality by exploring classroom management for students within one school district in Grades 6, 7, and 8. I gained insight into what the teacher participants preferred to do in the area of classroom management, and I gained insight about what occurred in the classrooms of the teacher participants with African American males with EBD. The results of my findings indicated that the participants had a need for resources and information about classroom management. Those needs can be addressed creatively and effectively through the development of an online, web-based resource that will assist teachers in becoming expert behavior interventionists in their own classrooms (Bolt, 2012).

Teachers are inundated with written material and professional development requirements. Paper books and written manuals are no longer exciting and often produce feelings of frustration, simply because of the heft of the book itself. However, many teachers often, and willingly, access the internet to find answers to questions in real time (U.S. Department of Education, Institute of Education Sciences [IES], 2010). Therefore, the development of a web-based platform for teacher interaction designed to address specific needs in the area of classroom management, available when needed, is appropriate. This project outcome will provide access to the information needed in an

organized, user-friendly, and interactive way that will meet the needs of teachers. It will provide relevant, current best practices with clear examples and specific resources for further study.

Section 3 will provide a brief introduction, an overview of the current literature, a thorough discussion of the project, and the implications for social change.

SECTION 3: THE PROJECT

Introduction

In this section, I described the project as an outcome of the study, the goals of the project, the rationale for designing the project, and the rationale for how this project addresses the problem presented in Section 1 of this study. This section also includes a review of the current literature associated with the project and a description of the project. In the literature review, I focused on research related to professional development and the use of technology, particularly web-based platforms, in developing a professional learning community (PLC). An evaluation of the design is included. Finally, the implications for social change are outlined.

Description and Goals

Based on the results of my data collection and analysis, my recommendation is to develop an online PLC, commonly referred to as a professional learning network (PLN), committed to improving classroom management in one Upstate South Carolina school district. Teachers are actively engaged in finding solutions to challenging behaviors in real time, increasing the instructional time in classrooms, decreasing the instances of exclusionary consequences, and improving learning for all students. In Section 1 of this study, the district identified a problem with the way discipline was being addressed throughout the schools in the district. African American students were overrepresented in the number of overall suspensions, expulsions and recommended expulsions in the district. African American students with disabilities were 8 times more likely than other students with disabilities to receive exclusionary consequences for misbehavior. Through

the literature review, it was discovered that teacher beliefs and attitudes, school policies and procedures, and classroom management approaches all contribute to the problem of disrporptionality. Therefore, an effective project designed to address this problem would include training and ongoing support to develop appropriate attitudes toward discipline of all students, increased knowledge of school policies and procedures designed to maintain an effective learning environment, and materials and resources related to current best practices in the area of classroom management.

The goals of the project are to (a) develop a PLC through the use of technology, (b) provide a resource for teachers that assists in understanding and addressing the behavioral needs of African American males with EBD and challenging behaviors of all learners, and (c) engage teachers in thinking proactively about classroom management.

Rationale

A web-based PLC was chosen as the project for this study based on the results of the study. Teachers are inundated with professional development, book study groups, and the general duties and obligations that come with teaching positions. While many teachers seek opportunities to improve and use best practices, others are overwhelmed by what is already a challenging role (Blazer, 2010; Jones, 2012). A web-based PLN is a system of interpersonal connections and resources that support informal learning, is teacher-driven, and is designed to address the specific needs of a group of teachers (Trust, 2012). In this instance, a PLN addresses the need to provide teachers with an accessible tool for improving classroom management, while encouraging discourse and collaboration with peers, which are areas of need identified by participants in this study.

In the data analysis in section 2, I found that the participating teachers were open to training, resources, and support in developing effective strategies and interventions for addressing challenging and disruptive behaviors in the classroom. This project, a web-based platform for teacher discourse, was chosen because it combines technology with the real-time, on-demand resources needed to remediate classroom management concerns and incorporates the expertise of teachers who work in the district. Their experiences, combined with their knowledge, can strengthen the classroom management practices of all teachers in the district. Simultaneously, the depth and connectivity of the professional learning community throughout the district will grow.

Review of the Literature

A review of the current literature includes evidence that supports the effectiveness of developing a PLN to address professional development needs, such as the need to improve classroom management. Technology is increasingly prevalent in professional development for teachers. Further, the use of web-based platforms is found at all levels of education, from classroom use in elementary, middle, and high schools, to total instructional delivery in secondary and postsecondary schools, to information-sharing for district personnel and beyond (Borrero, 2010; Brettschneider, 2009; Brown, 2011, Coredell, Rogers, & Parker, 2012; Green, Donovan, & Bass, 2010; Little & Housand, 2011; Trust, 2012). Technology is creating opportunities for teachers that were unavailable even a few years ago. The decision to design a teacher forum for teachers, based on the premise of shaping an effective PLC, created for the sole purpose of improving classroom management within the district was made with forethought. As the

study progressed, themes emerged in the data that indicated that teachers were open to collaborating with others about classroom management but were also concerned with their own efficacy, finding time to collaborate, and getting help quickly when novel situations arise in the classroom setting. The web-based PLC was created to address these specific needs. The choice is well-supported by current literature and lends itself to the needs of teachers as they were identified in the research study results presented in Section 2.

EBSCOHOST and Sage, online research engines, were used to locate current literature on the relevant topics. ERIC and Education Research Complete databases were used to narrow the search for literature related to PLCs and online professional development. Terms and phrases that emerged during data analysis of study results were used initially to begin gathering current literature. As additional terms and phrases were identified in the current literature, additional inquiries were queried. Terms included *behavior intervention strategies, best practices classroom management, collaborative practice, communities of practice, technology and collaborative practice, professional learning network, professional development, beginning teacher professional development, teacher professional development, online educator learning, online professional development, web-based learning, online collaboration, professional development & classroom management, classroom management & online collaboration, barriers professional development, best practices professional development, and professional development leadership*. The search for related literature was exhaustive.

Effective professional development (PD) is an integral part of creating, growing

and managing effective teachers (Lee, 2010; Trust, 2012). PD fills the gaps for beginning teachers, enhances the skills of experienced teachers, and creates connections for collaboration among educators at all levels of experience and areas of content (Kaufman & Ring, 2011; Shernoff, Maríñez-Lora, Frazier, Jakobsons, & Atkins, 2011; Snow-Gerrono, 2009). PD also creates a common ground, or core knowledge, among teacher participants that encourages teachers from all levels of experience and practice to participate in a meaningful exchange of information (Chester, 2012; McLester, 2012). It is the responsibility of teacher leaders to identify the needs of teachers and design meaningful PD experiences (Kaufman & Ring, 2011). PD, first and foremost, must have a goal. The design of the PD must address the needs of the teachers participating, and there must be a way to evaluate the effectiveness of the implementation of the PD (Hough, 2011).

The first year, or beginning, teachers require PD that is comprehensive and multifaceted as they navigate the transition from studying the profession to actively participating in the profession. Darvin (2012) explored the need for PD as beginning teachers enter the profession. Citing the need to expand in the "two-dimensional teacher preparation" preservice teachers receive at colleges and universities, Darvin determined that novice teachers leave the profession at higher rates than more experienced teachers, due largely to a lack of appropriate PD systems. New teachers tend to have a lack of competence in complex cultural situations that arise in relation to behavior management. PD maximizes the effectiveness of beginning teachers and ensures that beginning teachers have the opportunity to collaborate with colleagues to assist with the

development of useful instructional strategies and practices (Lee, 2010). PD that encompasses the needs of both beginning and veteran teachers in a way that creates an atmosphere of collaboration like a web-based PLC can be the solution for sustainable, effective ongoing teacher education (Bolt, 2012; McLester, 2012).

PD must also fulfill the needs of continuing or veteran teachers. PD can serve to raise awareness of new laws, procedures, or practices, address the beliefs or understandings of teachers concerning cultural or controversial topics, or provide instruction in new skills or strategies (McLeskey, 2011). The latter, providing instruction in new skills and strategies for teaching, is more relevant to this project study because it directly impacts student outcomes. PD that is student-centered and collaborative results in more transfer to classroom practice increases teacher feelings of efficacy and has correlations to improved teacher retention (Feiman-Nemser, 2012).

Professional development is critical to the success of teachers working within a school organization regardless of the level of experience. Lee (2010) outlined principles of highly effective PD, including (a) establishing a shared vision, (b) creating community, (c) capitalizing on similarities and differences, (d) building on leadership and expertise, (e) modeling collaborative relationships, (f) maintaining professional networks, and (g) linking collaboration to student learning. These apply to PD that is designed for all teachers, including beginning teachers. Lee indicated that teachers most value PD when they are provided opportunities to collaborate and network with other teachers. This is due in part to the lack of time inherent in the school day to seek out peers and engage in meaningful conversations. These conversations are vital to the impact PD can

have on the teacher and, by extension, the learner. In short, student performance improves when teachers collaborate and learn together (Brettschneider, 2009).

Gutierrez and Bryan (2010) also found that effective PD shares similar characteristics. Rather, they cited online PLCs as appropriate to fulfill the requirements of effective PD and expand on improving the quality of teaching for participants. Online collaboration allows for formal and informal learning that can be immediately put into practice in the real world, which increases the value of the online interface (Bolt, 2012). Teachers gain confidence and comfort when they realize others share similar concerns, problems, and experiences (Lee, 2010). An accessible audience of peers can help to reduce feelings of disconnectedness for both novice and veteran teachers (Booth, 2012). An online community can improve the overall health of a larger organization by improving the situations of the individuals in that organization. The findings of this study indicated that there are some feelings of disconnectedness that could be remediated through the development of an online PLC. Findings from inquiry in Section 2 indicated that participating teachers did feel that they were expected to handle challenging behaviors on their own, but often did not have effective strategies in their repertoire or know what resources were available. In the context of addressing these needs, an online PLC will encourage the development of a collaborative network of professionals within the district based on a shared experience of managing students. The practical application of improving classroom management will be addressed, but, in addition, teachers will have the opportunity to become connected to each other in a meaningful way. This will improve feelings of efficacy, build on a shared vision, and link their collaborative

experience to student learning while expanding the knowledge of the teachers through formal and informal learning.

Hough (2011a) further expanded on the premise that effective PD shares common characteristics that are linked to the sustainability, or ongoing usefulness, of the PD, presented. Hough published a series of three articles in 2011 that examined PD as presented and maintained by Origins, a nonprofit, fee for a service company that provides services related to socioemotional academic learning strategies for elementary and middle school settings. PD that is clearly linked to improving student outcomes, collaborative, and linked to school goals were considered more valuable to teachers, according to the research reviewed by the author. PD that was "ongoing, job-embedded, and systemic" was also reported as more valuable than those presentations that were difficult to link to practice. By applying these principles to the development of a PLN in the district, in this case, school goals can be addressed within the context of district goals. This type of bottom-to-top method of addressing the systemic problem through the PD provided through by PLN will leverage the benefits of a collaborative approach to problem-solving.

Hough's (2011a) inquiry examined relationships among two approaches to PD presented in 241 schools across 25 states participating in a program approach to character education classroom management known as Developmental Designs 1 and Developmental Designs 2 (DD1 & DD2). The program prepares teachers to use positive and proactive behavior management strategies throughout the school environment. The study was conducted throughout the 2008-2009 and 2009-2010 school years and included

more than 2300 teachers. A company called Origins conducted the training for the program. The research study gathered information using both qualitative and quantitative measures to determine which level of training was more effective. DD1 is defined as a "year-long beginning level approach that provides program understanding and initial skill acquisition," and DD2 is defined as "more in-depth training during a second year after teachers have had the opportunity to implement basic program strategies for a full academic school year" (Hough, 2011b). Findings indicated that teachers reported higher levels of implementation and confidence when they received both DD1 and DD2 training. In addition, DD2 participants reported a higher number of coaching sessions or visits from district level staff who had also participated in the training. These findings led Hough (2011b) to assert that effective PD incorporates (a) content experts demonstrating mastery, (b) expert discussions and understanding of research-based applications, (c) support from the entire school community, (d) topic alignment to school goal(s), and (e) practical application to current classroom needs. Further, Hough (2011b) posited that there are three factors related to effective PD that results in positive teacher and learning outcomes: (a) the professional development per se must be sustained for at least 2 years and (b) implemented in the classroom for more than 1.5 years with (c) 75% or more of teachers in the school participating. The indications from this comprehensive, extended study are that effective PD must be relevant to the teachers' experiences, ongoing, collaborative, and supported by teacher leaders.

The development of a PLN within the district capitalizes on the three factors identified as critical to effective PD. Teachers will have ongoing and sustained

opportunities for collaboration on the topic of classroom management. In-depth training will be provided by skilled and experienced professionals who practice within the same context or within the district. Strategies presented in the online forum can be immediately applied to the classroom setting, The opportunity for participation is open all teachers in the middle school grades at three different school sites. School and district administrators participated in the data collection process for this study and have indicated an interest in the project. A PLN in the district will capitalize on the elements identified by Hough (2011b) as necessary to create relevant PD.

Opportunities to collaborate with PD topics and programs encourage participation and increases the likelihood that teachers will utilize the PD content presented. Social constructivist theorists have proposed that online collaboration is an extension of Wegner's theory of learning as a social construction (Mackey & Evans, 2011). The teacher builds knowledge through interaction with others. This knowledge is more likely to be retained and applied in the classroom because it is connected to the prior knowledge of the participant. The participants are active in the process of collaboration. As teachers work actively toward addressing a common issue, question or problem as a group, they construct a solution. In this process, the PLN becomes self-directed (Hellner, 2008). The PLN in the district is designed to encourage each participant to share experiences in the area of classroom management. As those events are presented for comment, review, and discussion, the PLN becomes a vehicle to construct solutions. Each individual within the community brings a perspective built on their past interactions with students in the context of managing the learning environment. Those perspectives are then presented for

comment, review, and discussion. The process is iterative and self-directed in that it evolves with each scenario, the needs of the individual presenting a construct and the subsequent solution shaped by the PLN as a whole.

Parnell (2011) examined the impact of teacher collaboration on the transfer of PD content from training to practice. Parnell's (2011) phenomenological study scrutinized an implementation plan for a Reggio Emilia approach to early childhood education at a university-sponsored, full-day early childhood lab school program in Portland, Oregon. Participants included the staff at the child development center, and data was gathered over the course of a year. Some staff trained in the Reggio Emilia approach by visiting other programs in the United States that were already implementing the curriculum. A select few also visited Reggio in Italy for an international study tour of programs using the approach. Findings revealed through collaborative interview and dialog over the course of the year indicated that those teachers who experienced the most PD related to Reggio Emilia were those most likely to endorse and practice the methods of the approach. Conversely, those who had not been exposed to the experiences provided by visiting other schools and centers were less likely to endorse the program. In one instance, a teacher's assistant demonstrated an attitude and behavior oppositional to the method. The teacher's assistant also impacted the classroom teacher's confidence and willingness to practice the methods learned through PD experiences. This was later determined by Parnell (2011) to be because the assistant did not understand the Reggio Emilia philosophy or what the curriculum was supposed to look like in practice. Because of the behavior of the teacher's assistant, parents became concerned about the learning

taking place at the school. The impact on the morale of the staff overall and the confidence of the parents in the staff was obvious to Parnell (2011) and directly related to the lack of appropriate PD for the teacher's assistant. The implications of this study support the need for effective PD that encourages collaboration at all levels of school staff.

Professional learning networks (PLNs) meet the criteria outlined in current literature as most relevant to the development of effective PD experiences. PLNs fall into two main categories: information aggregation and social media connections (Trust, 2012). Information aggregation provides a way for teachers to access current information about education topics by following multiple web and news sources through real time information feeds. These types of PLNs save time for users by feeding the information to the user instead of the user spending valuable time searching multiple sites to gather information. Social media connections allow teachers to use social media tools to connect with other professionals, possibly from around the world. Social media connections can provide feeds similar to the information aggregation PLN, but also include social networking sites, interest-specific group sites, and real-time interaction tools like online chat, instant messaging, webinars, and video interaction tools (Trust, 2012). Social media connections allow teachers to save time and locate resources related to specific needs.

Building an online learning platform that supports the needs of teachers requires planning and flexibility. In Lane County, Oregon, local school districts needed options for student learning and for professional development (Brown, 2011). The county has

some very rural areas with small school enrollment. Lane Education Service, a local education service agency, worked with the districts to build effective online learning opportunities for students and teachers. Initially, face-to-face professional development was needed to train teachers in effective use of the online modules and platforms. Communication among district personnel, teachers, and program designers was critical. Face-to-face meetings, as well as regular e-mail communication and the implementation of a dedicated wiki, helped to make online professional development successful (Brown, 2011). Kim and Herbert (2011) also examined the appropriateness of a wiki-based PD exercise. The researchers developed a wiki-based scientist-teacher community and implemented an Inquiry Resources Collection (IRC) as a connector between the teachers and scientists. The IRC was made available to novice teachers providing instruction in the area of scientific inquiry. An apprenticeship relationship was encouraged between the two groups. The researchers found this type of PLN was effective because it allowed for collaboration among teachers, encouraged electronic and peer-to-peer mentoring among the teachers and scientists, and utilized web-based options like webinars to support inquiry learning in classrooms. Students were directly impacted by the development of this web-based PLC.

It is beneficial to ensure that participants have the appropriate tools and training to access effectively and utilize the PLN when building a PLN with a web-based platform that requires extensive use of technology. Kabilan, Adlina, and Embi (2011) examined an online collaborative project in Malaysia. Three Malaysian universities training English language teachers in graduate programs to become teachers of English as a

second or another language (TESL/TESOL) participated in creating virtual classrooms to encourage collaboration and ongoing professional development. The researchers found that the greatest obstacle to collaboration for these participants was a lack of consistent access to the Internet and a lack of knowledge about how to use the technology effectively.

PLCs are undoubtedly shifting from face-to-face environments to virtual environments (Hardman, 2012; Hodes, Foster, Pritz, & Kelley, 2010). This type of networking uses the advantages of real-time, on-demand resources and 24 hour access from the convenience of one's home, desk, or mobile device to answer the challenges of traditional PD. Moving groups of teachers off-site, providing a one-time learning opportunity with little or no follow-up, and meeting the constraints of an ever-shrinking PD budget are no longer a concern when web-based learning platforms and PLNs are considered (Bolt, 2012). Further, creating a PLN centered around a particular content area or area identified as a concern is appropriate and a wise use of resources. The creation of a PLN to address the needs of a group of teachers in the area of classroom management is timely and will be effective in supporting teachers in this case.

Implementation

The findings of the project study indicated that additional training in how to implement positive, proactive, and appropriate classroom management strategies was appropriate to address the needs of the participating teachers. In addition, the training needed to be efficient, relevant, and collaborative. I developed a web-based platform for use by a professional learning network (PLN). Using Edmodo (2014), a free, on-line site

for teachers, I constructed a web-page for teachers to address the topic of classroom management. I chose Edmodo because it is user-friendly and already well-known among teachers. In order to provide sufficient training that would encourage using the PLN as a tool for improving student outcomes, I designed three face-to-face PD opportunities. The first PD opportunity was designed to introduce the PLN and provide training for using the web-based platform at the beginning of the school year. The second PD opportunity was designed to allow teachers to meet, discuss, and provide feedback about what is working and what needs to be adjusted in the middle of the academic year. The third PD opportunity was designed as a reflective session at the close of the school year. The PLN itself was designed to provide a collaborative, accessible tool with resources for teachers related to classroom management. The web-based platform was chosen because it allows the page administrator to generate discussions and facilitate professional discourse about issues and concerns teachers have during the day to day teaching. Teachers, in this case, could benefit from this resource based on the findings of the study. The PLN will assist teachers in managing challenging classroom behaviors effectively for all students.

Potential resources and existing supports. There are many potential resources and existing supports in place that increase the viability of success for this project. The web-based platform, Edmodo, is a free, secure, user-friendly website designed for use by teachers. Edmodo combines information aggregation and social media tools. To date, Edmodo has more than 6.5 million users, is accessible from personal and public computers, and has a mobile application. Edmodo also provides free training resources to help users become competent with the platform. In addition, schools in the district

have wireless internet overlays, which allows teachers to access the internet throughout the school building. Each teacher has been assigned an iPad or MacBook laptop computer for educational use. There are also desktop computers in each classroom, in accessible computer labs, and in the media centers of each school.

Staff development days are already a part of the school calendar. Technology is also a professional development initiative as determined by the district. The training for a PLN is aligned with a goal already set by the district. Space for the face-to-face training sessions is available in each school, as well as presentation devices like LCD projectors and projection screens. Teachers and other teachers in the district area also potential resources and existing supports. Many special education teachers are well-trained in best practices for classroom management and can share that knowledge. Administrators who handle discipline and have experience in the classroom could also provide expertise for the PLN. Many others, like media specialists and IT support staff, are well-trained in web-based learning platforms and can provide technical supports.

The district also hosts an instructional fair at the beginning of each school year. An entire day is set aside for teachers to explore areas of interest related to current trends and issues in education. Teacher leaders and experts submit proposals for the instructional fair and are given space, resources, and time slots to use to present their area of interest and expertise. Administrators, teachers, and support staff sign up to attend these sessions. This would be an opportune time to give background on PLNs and their benefits to district personnel.

Potential barriers. Barriers exist for any worthwhile endeavor. The most daunting barrier to the implementation of the PD and PLN designed to address classroom management in the Upstate school district is the willingness of teachers to participate in a web-based platform. In order for meaningful collaboration to occur, individuals in the PLN must utilize the tools provided and take an active part. The level of participation will impact the success of the PLN in addressing the needs of teachers in the district in the area of classroom management.

Time is also another barrier to the implementation of this project. While the time commitment seems minimal and manageable due to the nature of the project, there is still a time commitment to attend the face-to-face sessions, to monitor the PLN, and to contribute to the PLN through discussion responses and reflections.

Proposal for implementation and timetable. Because the PLN will encompass two middle schools, one elementary school serving middles grades, and one ninth-grade academy, recruitment for a contact person at each school site is necessary. The four individuals will be trained during the summer before the school year. Each individual will be responsible for organizing and conducting the face-to-face sessions at their own school. They will also be trained to use the Edmodo platform in order to assist others In addition, trainers will familiarize themselves with the Powerpoint presentations, activities, handouts, and discussion prompts designed for each of the three face-to-face sessions. Each trainer will be encouraged to use examples, draw upon experiences, and create sessions that are meaningful to the staff at their specific school site.

Because staff development days are determined by the district and are the same

for all school sites, the trainers will be required to use the same timeline. The first face-to-face training session should be a 4 hour time slot during one of the five staff development days scheduled before school starts for students in August. The second session, designed for a 2 hour slot, should be conducted on the staff development day set aside in January, the day before students return from Winter Break. The third session, designed for a 3 hour slot, should be conducted on the last staff development day of the academic year, in May.

In the interim periods between face-to-face sessions, PLN participants will have objectives, or requirements, to complete each month. For the month of August, the requirement is simply to make one post on the Classroom Management discussion board. The post could be a question or in response to a question posed by a colleague. For September, PLN members are required to view a video and respond in the discussion thread. For October, each member will be asked to provide a classroom management problem they have experienced and then to respond to a colleague's post with a strategy to address their problem. For November, a webinar will be scheduled, and the PLN will be invited to participate. This webinar will be focused on resources available online and in schools for teachers to help with challenging behaviors. For December, an article related to classroom management will be posted. Responses to the article will be solicited in a discussion board. The PLN will be asked to view a short video presentation of challenging behavior in January and then respond with strategies for prevention and strategies for intervention. In February, the requirement will be responding to a colleague or making a post. The second webinar will be scheduled in March, and the

PLN will again be invited to participate. This webinar will be centered on success stories in classroom management. In April, the trainers at each school site will be responsible for creating mini-videos of challenging behaviors and post them for review and comment. Finally, the PLN will be asked to submit reflections and opinions in May. A timeline can be found in Appendix A.

Roles and responsibilities of student and others. My primary role in the implementation of this project is to motivate others to participate. Because participation is key to the success of the PLN, I will need to focus on conveying the importance and usefulness of a PLN designed to address classroom management. My first responsibility is to train the trainers at each of the four school sites. During the 2 train-the-trainer days in July, I will need to demonstrate a passion for the program and a spirit of collaboration and cooperation. As I work to motivate the trainers, I will also be modeling for them how to train and motivate others at their respective schools. Getting teachers in the district to believe in the value of a PLN is essential to the success of this type of PD. When presenting the PLN to the trainers, I will emphasize the value of this type of collaboration as a way to increase student learning, which will have an impact on student performance on standardized test scores. This will appeal to teachers at all levels as standardized test scores are linked to funding and community support. I will also stress the importance of providing a safe learning environment for all students by increasing effective classroom management techniques. I will provide each trainer with the tools needed to present a cohesive outline of the Edmodo PLN at each school, too. Trainers will receive Powerpoint presentations that can be tailored to each school. The first of

those presentations will be provided at the end of the train-the-trainer sessions. It will include the training steps for setting up an Edmodo account and becoming a part of the Edmodo Classroom Management page of the PLN. It will also include the background of the research project that led to the development of the PLN. All handouts that will supplement that the training session will be provided in Word format for copying and dissemination at each school site. As the trainers become confident in the PLN and well-versed in the effectiveness of addressing classroom management in this way, they will be able to convey the importance of this PD experience to the staff at each school site. I will also be responsible for attending those sessions in part and observing how the trainers present the PLN.

Another major responsibility for me is to set up and monitor the Edmodo classroom management page. I will be the administrator for the page. I will need to read posts, monitor participant interaction, and ensure that the web-based platform is used appropriately and for academic pursuits. I will generate the monthly objectives and track participation of the PLN. I will also design polls and surveys throughout the school year that will inform the effectiveness of the PLN. The trainers may be able to share some of this responsibility during the second semester.

The support of the district administration is key to the success of this project. I will need to work with the Assistant Superintendent of Curriculum and Instruction, as well as the Director of Technology, to ensure that I provide a PD experience that meets the South Carolina State Department of Education's standards for renewal credits for continuing education. I will ensure that I meet those standards and collaborate effectively

with the district administrators by communicating the goals of the PD via e-mail, soliciting feedback and suggestions and making revisions to the PD when appropriate. In this effort, I will need to continue to read current literature related to best practices in middle grades classroom management.

The teachers, or members, of the PLN, will also have a role in the implementation of the project. The PLN is responsible for accessing the web-based platform regularly, responding to colleagues in a scholarly manner, and meeting the monthly objectives. The PLN is also responsible for making an effort to identify challenges to classroom management and to utilize the resources provided to improve student outcomes for all learners.

Project Evaluation

While the project evaluation cannot be applied prior to project implementation, a comprehensive evaluation will be used to determine the effectiveness of an online PLN in improving teacher efficacy concerning classroom management in the middle grades.

Formative evaluation. How does the use of a web-based platform and online PLN meet the needs of the participants? Formative evaluation data addressing this question will be collected during the course of the school year while the project is in progress. After each face-to-face session, a questionnaire will be available on the Edmodo classroom management page. The short questionnaire will ask for a reflection on the project with a 250 word limit. This will be followed by a few questions specific to the face-to-face session just completed. The feedback will be used to determine what resources should be included on the Edmodo classroom management page, as well as to

determine the effectiveness of the training provided. Excerpts from the responses provided that are particularly meaningful or useful will be posted on the page for others to review.

Summative evaluation. Does participation in a web-based platform and online PLN increase the efficacy of teachers in middles grades in the Upstate school district when faced with challenging classroom behaviors? Summative assessment measures the outcomes of the project. This question will be addressed by participant responses to the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), which uses a Likert-type scale, administered in August through the Edmodo classroom management page. The 24 item self-report survey will be posted again on the Edmodo classroom management page in May, at the end of the 2014-2015 school year. Responses will be analyzed using descriptive statistics to determine changes in response from August to May. A positive response or change will indicate that participation in the PLN does increase efficacy.

Through these evaluations of the project, the effectiveness of the PLN as a means to address classroom management, and thus address disproportionality in the district, can be determined. The benefit to stakeholders can also be discerned. Stakeholders relevant to this project study included teachers in the district, administrators, students, parents, and members of the local community.

Implications Including Social Change

Local community. The problem of disproportionality in discipline for middle grades students impacts the Upstate school district and other school districts and schools

across the world. Teachers face increasing class sizes, diverse learners, and challenging student behaviors. With increased pressure from legislatures related to high-stakes testing and the expectation of parents and other stakeholders for high achievement and performance, teachers struggle to capitalize on every moment of instructional time. Challenging behaviors and a lack of appropriate classroom management strategies interfere with maximizing that instructional time. Teachers need resources that effectively and efficiently provide solutions to challenging behaviors.

Results from this study and a review of the current literature indicate that the development of a professional learning network (PLN) would provide teachers with the resources that meet their current needs in the area of classroom management. This project is designed to provide a real-time, teacher driven, relevant platform for professional discourse and collaboration. A PLN will provide the teachers in this case with a common ground and a common purpose from which to address the problem of disproportionality in discipline that impacts student outcomes. Teachers who participate in the PLN will gain experience, insight, and a sense of community that will increase feelings of efficacy and improve best practices for managing challenging student behaviors in the classroom. As a result, instructional time will increase, which leads to improved learning opportunities for all students. Improved student outcomes are the definitive goal of this project.

Far-reaching. An effective PLN can transcend the local level and impact the global community. By creating a web-based community of professionals with the common goal of addressing classroom management, the option exists to invite teachers

from any place. Edmodo currently has over 6.5 million users and is the platform chosen for this project. The Edmodo classroom management page can be accessible by other teachers with similar interests and needs. Teachers struggling with challenging behaviors across the nation or across the world could view the information provided on this page. This project encourages participation, dialog, and collaboration among teachers.

In addition, this project can be used as an ongoing PD tool for the district. The questions, responses, and resources shared on this PLN could inform administrators about the strengths, weaknesses, and needs of the middle grades teachers as a whole. It could serve to help shape other PD designs. This project will challenge administrators and teachers to think creatively and proactively about classroom management, student behavior, and student achievement by promoting best practices and encouraging objective discourse. As teachers become familiar with the PLN and adept at practicing the strategies suggested, feelings of efficacy will increase, and student outcomes will improve.

Conclusion

The project designed as an outcome of this study created an opportunity for meaningful professional development. In addition, the project has an outcome of constructing a PLN, which is essentially an online PLC committed to addressing the needs of teachers in this study related to classroom management. The results of this project will impact the local community, as well as the national and global community. The use of an online, collaborative PLN to address classroom management increases teacher efficacy, increases instructional time and improves student outcomes. Section 4

will provide reflections on the project study, an analysis of my learning, and the strengths and limitations of this study. The implications for future research are also discussed.

SECTION 4: REFLECTIONS AND CONCLUSIONS

Introduction

A mixed methods inquiry was conducted to determine what was needed to address disproportionality by exploring classroom management for students within one school district in Grades 6, 7, and 8. A PLN was chosen as the vehicle to provide the PD appropriate to address the needs of some teachers because a PLN meets the requirements of effective, sustainable PD, encourages collaboration among teachers and provides on-demand solutions for challenging classroom behaviors (Kaufman & Ring, 2011; McLester, 2012; Trust, 2012). The participants revealed a need for classroom management strategies that were appropriate to address a wide range of student behaviors, from minor concerns like talking out during instructional time to major issues like disrupting the learning environment by arguing with the teacher. Participants also shared a desire for resources and PD during individual interview sessions, citing a lack of knowledge and expertise in the area of classroom management. Based on the findings of this study, the Edmodo Classroom Management PLN was created with elements that addressed the needs of some teachers. The PLN is designed to leverage the effectiveness of a PLC in a way that incorporates real-time, on-demand, sustained collaboration around a common goal in order to address a systemic issue within a school organization. Teachers who participate in the PLN will gain applicable knowledge, participate actively in constructing solutions, and improve student outcomes. In this section, I address the strengths and limitations of this project and recommendations for ways to address the problem differently. In addition, an analysis of the process of the development of the

project is included along with an analysis of the researcher. Finally, a discussion of the importance of the work, what has been learned, and implications for future research is provided.

Project Strengths

The defining strength of this project is that it will immediately impact the learning environment of students in a positive way. This project will encourage an immediate transfer from theory to practice, which will improve the learning environment for all learners (Mackey & Evans, 2011; Parnell, 2011). Participants in this study identified a need for on-demand strategies and solutions for challenging behaviors. Participants can also search and retrieve posts in any thread, with the knowledge base being maintained throughout the duration of the project. Time is valuable to classroom teachers and having a resource that is available immediately, with real-time interactions with other practitioners, is time effective. This project is also self-sustaining, requiring only the daily experiences of teachers to continue to grow in relevance. In addition, this project is easily implemented within the Upstate school district and is also easily maintained by me. The web-based application, Edmodo, is available for access and updating through any Internet access point, including mobile devices. The progress of the PLN can be monitored and assessed in real-time, as well.

The project is collaborative, which is a strength in design. Opportunities to collaborate increase the value of PD (Lee, 2010). Teachers will be a part of a PLN that draws upon the shared experiences of the participants and allows them to construct their own solutions based on those shared experiences. This creates a sense of community and

common purpose, which is essential to the success of the PLN. The PLN is self-directed in that it moves as a whole toward the most efficient and effective classroom management strategies and approaches presented naturally. The strategies used, shared, and reviewed allow the PLN to make more refined and responsive classroom management decisions, which improves outcomes in classrooms.

The Edmodo Classroom Management PLN is also cost-effective. With ever-tightening budgets for PD, this option is viable (Bolt, 2012). The Edmodo platform is free to use. There is no additional cost for Internet access or computers. Schools have Internet access in every classroom. Teachers are assigned both desktop and mobile computers. Because the trainers chosen at each of the four school sites will be teacher leaders with 190 day contract agreements, their July training sessions will require payment of stipends. However, this is a minimal expense. The rest of the participants will be trained during staff development days, which will require no additional expense. A minimal expense for paper products is expected for subsequent training sessions.

Recommendations for Remediation of Limitations

While the strengths of this project are many, there are some weaknesses. The study findings were taken from a small sample of participants. Participants chosen for the study were taken from a pool of volunteers, with a purposeful sample selected. There were no ninth-grade teachers selected because the ninth-grade principal declined to have the staff participate. Therefore, only teachers in the middle Grades 6 through 8 were included. Twenty participants completed the survey, so the sample size for the quantitative inquiry was small. Of those, only nine volunteered to be observed and

interviewed. A criterion of teaching at least one African American male with EBD was set, and six of the nine did not meet that criterion. Only three participants were observed, with a total of nine observations completed. Three interviews were conducted. These limited data impeded the design of the project. To remediate this limitation, additional participants would be selected from the original pool of volunteers. Additional participants for observation and interview may have produced variant results, which could have impacted the project design. The findings might have been stronger or more indicative of a relevant projection option with a greater number of participants.

The voluntary participation of the teachers was also a weakness of the project. A PLN requires the participation of the community to be effective, successful, and self-sustaining. Teachers must be willing to participate and dedicated to the common purpose of the PLN. They must also be honest about classroom management challenges and open to the suggestions of others in the community. The reticence of teachers to share openly and participate actively may interfere with the success of the project. Having the support of the district-level administrators and building supervisors may help to remediate this limitation. Leaders in the district would be encouraged to participate in the PLN. Their expertise managing challenging behaviors would benefit the PLN, and their active participation would encourage others to participate, as well.

Alternative approaches to PD aside from the Edmodo Classroom Management PLN may be explored through formative evaluations collected during the school year. Feedback provided by participants though informal survey could indicate a need to adjust the project to continue to meet the needs of teachers in this area. Results of those

informal inquiries could suggest a need for more face-to-face training. There may also be a need to increase the knowledge of building administrators and teacher leaders in mentoring others seeking to be proficient classroom managers.

Scholarship

Scholarship is the pursuit of learning at a higher level. It is an active process of challenging a person to move ever further into the realm of knowledge, seeking more than just *to know*, but to experience *knowing*. Schön (1983) described this as reflection-in-action. This higher level order of thinking is an awareness of all that is and a critical analysis of all that may be based on the action taken at a moment. The process of this study has created within me a sense of knowing that I was wholly unaware existed prior. It has also encouraged the development of capability and capacity for reflection-in-action. As I conducted the research design I had mapped to address the problem of disproportionality, I became aware of a change in my thinking. I became confident in my decision making, feeling sure that the patterns I saw emerging in the data were accurate, and the interview questions I chose to ask were relevant. I also began to make connections in action. When reviewing a transcript, I began to feel tendrils of recognition ignite and leap from the research data in hand to a peer reviewed article read weeks before. From the data emerged findings. From the findings emerged conclusions. And from those conclusions, a project unfurled.

As my confidence grew, so did my ability to view the data objectively. As I collected observation data, I became competent in identifying those actions, words, and passive behaviors that were key to the themes of the data analysis. Through data

analysis, I learned to listen for nuances in the voice of the interviewee. In this way, I heard more than just the words communicated by each teacher. I heard the feelings driving their perspective and practice. These subtle differences in me as a researcher had a great impact on the project I have designed. I learned that my exercise in scholarship was not just about *knowing*, but about being *knowledgeable*. This is more than pedantic facts and figures, although those must be a solid, firm base from which to build. Scholarship is achieved when the scholar is able to ascertain facts and figures, realize the needs of others, and fit them solidly together with practical solutions.

Project Development and Evaluation

During the development of this project, I drew upon my experience as a special education teacher. Special education teachers are well-versed in identifying the needs of individual students and developing specialized instruction that addressed those specific needs. Further, special education teachers are highly skilled in differentiating instruction to meet the needs of all learners, monitoring student learning and adjusting instructional objectives, and ongoing formative and summative assessment. Each of these skills was essential to developing a cohesive, comprehensive project to address the needs of the teachers in this area. Just as specialized instruction is designed based on student needs, the Edmodo Classroom Management PLN was designed based on the specific needs of teachers. Teachers could benefit from training and resources in classroom management strategies to address challenging student behaviors. My approach to designing a project that effectively addressed the needs of teachers was differentiated to encompass the varied time constraints, levels of support needed, and method of delivery required for a

diverse group of teachers. Finally, informal assessment of the effectiveness of the project was built in with goals for the participation of participants.

The effectiveness of any educational planning is based on outcomes and determined by assessment. The formative and summative assessment for this project is naturally aligned with the project's implementation schedule. Participant responses in the discussion boards, coupled with responses to intermittent, informal survey questions posted on the webpage, will guide the direction of the Edmodo Classroom Management PLN. This formative, ongoing assessment will also provide insight into what topics are more important to the community, where additional resources are required, and what areas need addressed in future face-to-face PD sessions. The Teachers' Sense of Efficacy Scale (Tschannen-Moran, & Woolfolk Hoy, 2001) will provide summative assessment data for analysis. Participant responses will be collected in August and again in May. A comparison of change in feelings of efficacy will indicate the level of success of this project. It will also provide direction for ongoing PD in the area of classroom management.

Leadership and Change

Successful leaders are those who motivate others toward meaningful change. As a leader in my own school organization, I have learned that the best way to motivate others to change is to be active in creating change. It is not sufficient to observe an organization, make scholarly judgments about policy or practice and demand change. One must observe and make scholarly judgments, yes. But one must practice the change in order to bring about meaningful, responsive innovations. Already, I have

demonstrated that I am willing to participate actively in the work required to address the problem. I chose to conduct a research study, reaching out to colleagues and generating awareness of classroom management practices. In this way, others have come to recognize my knowledge of classroom management. I am recognized as a leader in this area. Through the design of my project, I have assigned myself the role of webpage administrator. This means I am responsible for the training of others; the content presented, the ongoing assessments and the overall success of the project. This is the type of involvement needed from any leader advancing an organization through change.

Analysis of Self as Scholar

I recall the very beginning of this journey, sitting in a crowded banquet room in an Atlanta hotel, listening to speakers from Walden University, who hoped to inspire those assembled. I remember only the exact words of one: "Look to your left. Look to your right. Of the three of you, only one will complete this journey." Those words have echoed in my mind so many times along the way, urging me forward to be that one. In the pursuit of being a scholar, I have faced many challenges and moved forward victorious. Time management, family commitments, and professional responsibilities do not abate for the educator professional seeking higher knowledge. The hydra has many heads, so to speak, and I have only one sword. Yet I have persevered where I thought, at times, I might fail. I have learned who I am as a scholar, as an educator, and as a leader.

As a scholar, I have grown from desiring to know, to knowing, to knowledgeable. I started the project study because I wanted to know how to assess the needs of the organization. Through the process of identifying a problem within a learning

organization, I learned how to do that. I developed the skills needed to gather statistical data already existing around suspected phenomena. Once I had the background for my study, I sought to design a research plan based on what I wanted to know. I needed several new skills in order to carry out the research plan. I had to become proficient with organizing and planning each step in the data collection phase of the study. I also had to develop the capacity to listen beyond words in order to effectively grasp the meaning in observation and interview data. The greatest lesson for me, though, was patience. As I reflected upon myself during the data analysis stage, I realized my expectations for myself were far more stringent than necessary. Once set upon a task, I am wholly committed to seeing it through. I also tend to be impatient. I have found a well of patience within myself, first and foremost for myself, as part of this process. I am now knowledgeable.

Analysis of Self as Practitioner

As an education practitioner, I have a responsibility to seek out best practices. I have a duty to investigate those burning questions that arise within learning organizations. Prior to the experience of the project study, I felt competent in the classroom. Through the process of research, analysis, and project development, I am now competent as a leader within the school organization. I have honed the skills needed to effectively evaluate a body of research, make connections to practice, and develop a responsive plan of action. I am also proficient in reflecting on my practice and making adjustments when appropriate. I feel comfortable with assuming the role of leader practitioner in the field of education. I am proud of the accomplishments I have achieved

through this process of completing a project study. I am a competent and knowledgeable practitioner.

Analysis of Self as Project Developer

The project developed to address the needs of participants in this study challenged my abilities as a project developer. I have learned through the development of this project that I can draw upon my expertise as a behavior interventionist to plan, organize, and implement a project to address the needs of my learning organization. I have strengthened my evaluative skills as a researcher and my organizational skills as a project developer. Gaining confidence and experience in critically analyzing and evaluating data allowed me to make decisions that were key to creating a responsive, effective project. I also have become masterful with organizing priorities and carrying out phases of project development and design. My understanding of my own abilities and limitations when working within time constraints and with limited resources has allowed me to gain a depth of understanding about being flexible. I am more cognizant of the needs of others and respectful of their perspectives. I have also learned to accept the opinions and advice of others, making a diligent effort to not only accept constructive criticism, but to use it to become a better researcher and a better teacher. I have developed a strong sense of determination and emerged from this process prepared for the challenges of a leader.

The Project's Potential Impact on Social Change

This project's potential impact on social change begins in one district, but resonates beyond the local level to the national level for those practitioners who seek to gain exemplary skills for classroom management as a means of improving student

outcomes. Classroom management was researched as a way to address disproportionality in discipline leading to exclusionary consequences for learners in middle grades. Findings from the study conducted indicated that the participating teachers had few effective strategies for managing classrooms and felt they had even fewer resources available to help them gain confidence and improve efficacy. The PLN developed as part of the project design will generate a self sustaining, responsive, collaborative resource. This resource will benefit both teachers and students. Teachers will gain a comprehensive resource promoting the implementation of appropriate classroom management strategies. Students will gain a safe, productive learning environment. This project could bring about social change by providing teachers with the resources needed to increase instructional time through effective classroom management, which improves students' learning opportunities and academic achievement.

Implications, Applications, and Directions for Future Research

The findings of this project study include implications for training teachers to implement appropriate classroom management interventions in middle grades classrooms. This project study was designed to explore classroom management styles, practices, and perceptions of the efficacy of teachers. Results of the study indicated that the participating teachers had both IM and BM approaches to classroom management, demonstrated few effective strategies in practice, and reported low levels of efficacy. The implication of these findings is the need for appropriate resources to support the development of effective classroom management strategies and increase efficacy among teachers. The purpose of the project designed is to provide teachers with a PLN designed

to leverage the effectiveness of a PLC in a way that incorporates real time, on demand, sustained collaboration around a common goal in order to address a systemic issue within a school organization. Teachers who choose to participate in the project will gain a unique perspective on classroom management within the learning organization that will improve learning environments, increase effective instructional time, and lead to increased academic achievement for all learners.

Many applications stem from this project study and the project design that are consistent with best practices for managing challenging student behaviors and for professional development. Teachers who can successfully manage challenging student behaviors protect instructional time, create a safe learning environment and promote student engagement and achievement. Teachers who effectively implement IM techniques with behavior management strategies have organized, responsive, and high performing classrooms. Supporting teachers seeking to increase the effectiveness in managing the classroom environment may also increase feelings of efficacy. Increasing confidence in practice leads to improved job performance, which translates to higher achieving students. Schools facing challenges to meet the demands of high stakes testing could benefit from increasing instructional time, which is highly correlated with effective classroom management. Applications of this research highlight connections between student achievement and effective classroom management. Applications from this study indicated sustained professional growth and increased best practices development through the implementation of effective classroom management.

While this project study was sufficient address the questions posed based on the problem of disproportionality, in this case, there are indications for future research. This study should be replicated, both using similar parameters and on a larger scale, to determine if the results can be replicated. Teacher perceptions of the effectiveness of a PLN as a professional development tool should be explored as it relates to classroom management. Also, research addressing the relationship between effective classroom management practices and increased student achievement on standardized testing should be explored. Also, the rate of teacher efficacy related to classroom management prior to participation in a PLN, during participation, and after participation should be explored. Classroom management is not an exclusive determining factor of student achievement, however. Additional research is exploring other factors related to student behavior, and achievement may also contribute to the underlying causes of overall student growth and success.

Conclusion

This section includes my personal insights and critical reflections of the project study. The results of this study show that the development of a PLN could improve classroom management, in this case, which impacts teacher efficacy and student achievement. The research and project development started with acknowledging a local problem and addressed the need for resources to improve classroom management within the Upstate school district. Through responsive leadership and collaborative learning, teachers in the district will be provided the resources and supports needed to develop

effective classroom management strategies and practices. Reactive research to address new challenges in teaching and learning will be a part of ongoing best practices.

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Appendix A: The Project

PD Timeline: Training and Implementation of Web-based Teacher Forum
Edmodo; Classroom Management

May 2014

- Solicit volunteers from each school site (Trainers/Contacts for the PD program)
- Choose 1 volunteer from each school site--Total of 4 Trainers

July 2014

- 2 Day Train-the-Trainer Program
  - Day 1: What is Edmodo?: Navigating the Webpage
  - Day 2: How to Train Your Staff--Tips for Presenting the PD, Encouraging Staff Participation

August 2014

- Trainers provide a 4-hour training session for each school site during the five staff development days scheduled prior to the start of the school year for students
- Forum Requirement for Participants: Make one post to the discussion board.

September 2014

- Forum Requirement for Participants: Review video provided and respond in the discussion thread.

October 2014

- Forum Requirement for Participants: Share a classroom management problem or experience and respond to a colleague's post with a strategy to address their problem or experience.

November 2014

- Forum Requirement for Participants: Attend scheduled webinar about resources available online and in schools for teachers to help with challenging student behaviors.

December 2014

- Forum Requirement for Participants: Read and respond to an article posted in the discussion thread.

January 2015

- Trainers conduct a 2-hour face-to-face discussion and collaboration session during the staff development day set aside prior to student return from Winter Break

- Forum Requirement for Participants: Review video provided of a challenging behavior and respond with strategies for prevention and/or intervention.

February 2015

- Forum Requirement for Participants: Respond to a colleague's post or generate a post for the discussion thread.

March 2015

- Forum Requirement for Participants: Attend scheduled webinar about success stories in classroom management shared by participants.

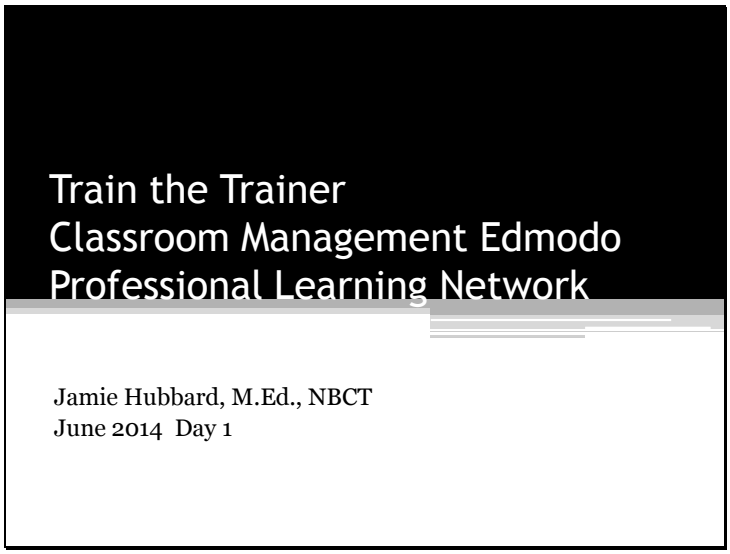
April 2015

- Trainers will share mini-videos of challenging behaviors on the web page.
- Forum Requirement for Participants: View videos posted by the trainers and provide a review to the discussion thread.

May 2015

- Trainers present a 3-hour face-to-face review and debriefing session on the last staff development day of the academic school year
- Forum Requirement for Participants: Voluntary completion of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001)

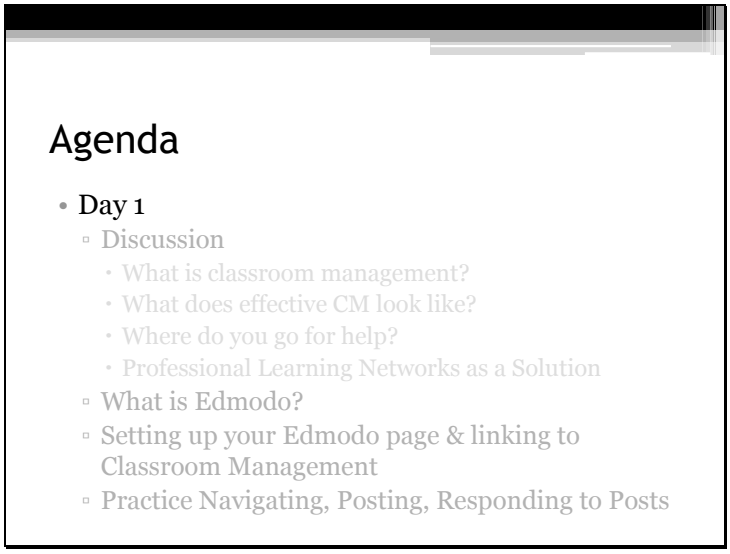
Slide 1



Materials Needed: LCD projector, copies of slideshow for participants, multi-colored post it notes, highlighters, markers, large post-it poster sheets, pens, hard candies, bottled water, bite-size candy bars, Trainer Materials packets (jump drive with powerpoints loaded and supplemental materials as determined), laptops/PCs, internet access

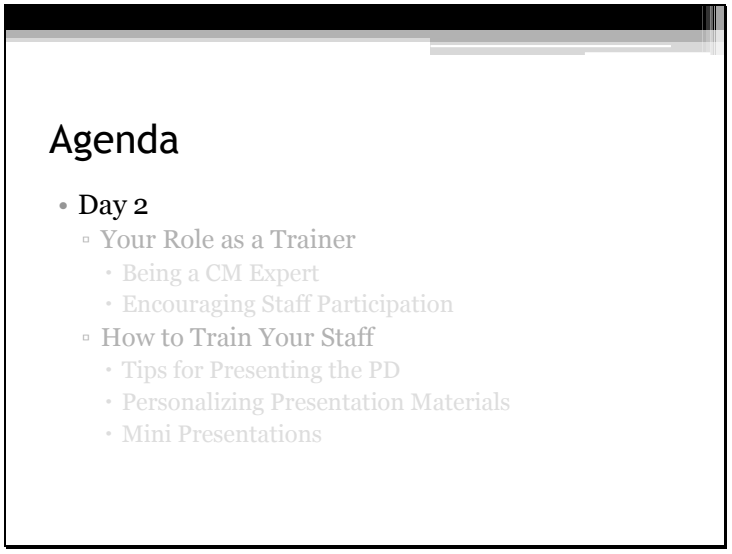
Prior to beginning: Place several post it poster sheets around the room for use during the presentation; Write “Classroom Management” across the top of the one nearest the focal point of the presentation; Write “Effective” on one, “Ineffective” on another

Slide 2



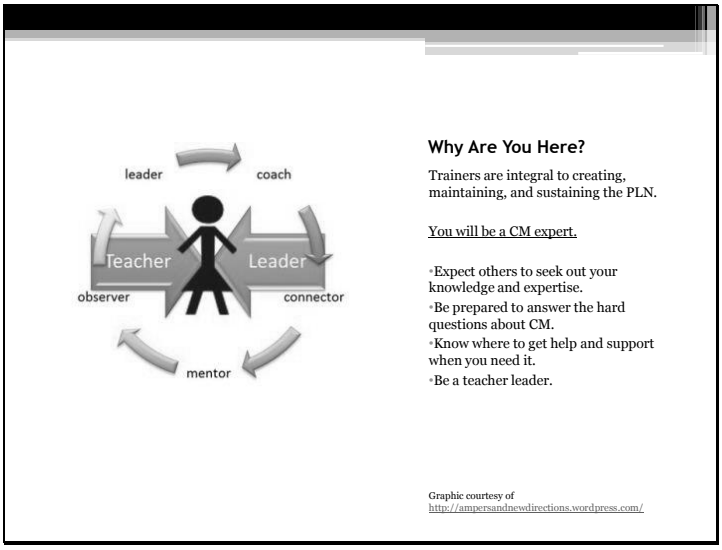
Day 1 8 a.m. until 4 p.m. On one poster post it, draw a clock face. Write Break 1, Lunch, and Break 2 below the clock face. Break 1 should be around 9:45, which should be after the second activity. Plan for 10-15 minutes. Lunch should be from 11:30-1 p.m. Break 2 should be around 2:30. Explain to participants that you will respect their time and expect the same consideration. You will adhere to the schedule.

Slide 3



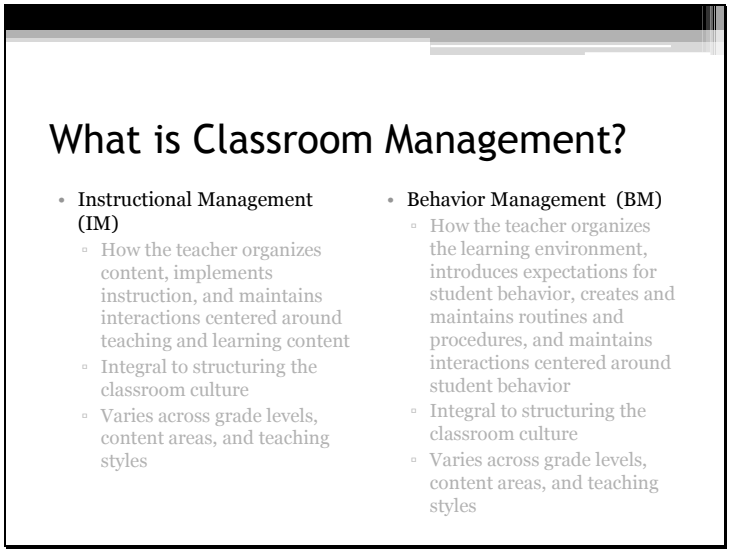
Day 2 8 a.m. until 4 p.m. Use same strategy for timing as Day 1. Expect Day 2 to end early; however, do not indicate this to participants. Ending early as a surprise or reward causes the participants to associate positive feelings with the presenter and by association, the topic presented.

Slide 4



Take this opportunity to pitch this PD to trainers. Be excited and convey that excitement in voice and knowledge. Sideline for a moment about the possibilities of this PLN. Allow passion for this project to show.

Slide 5



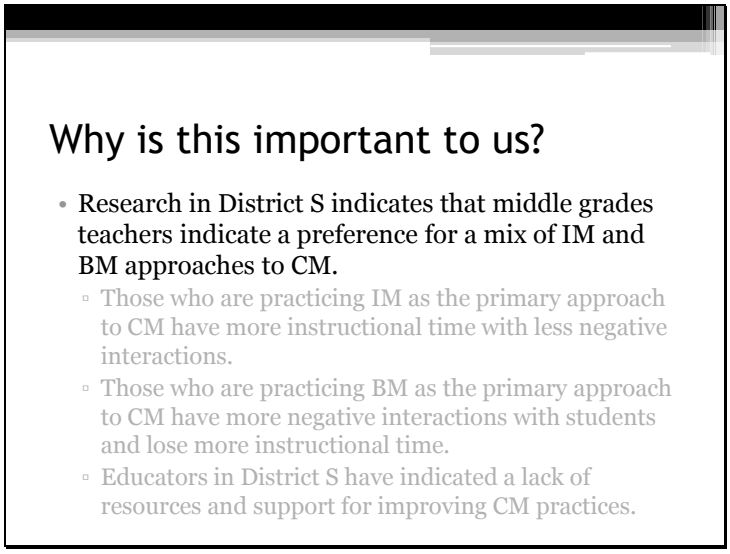
Allow header to fill in. Ask participants to take a moment to consider CM. (Activity 1) Instruct participants to write their own definitions of CM on post its and place post its on the large post it poster with the heading “Classroom Management”. Briefly discuss responses. Use positive, encouraging feedback.

Slide 6

Which is more important: IM or BM?

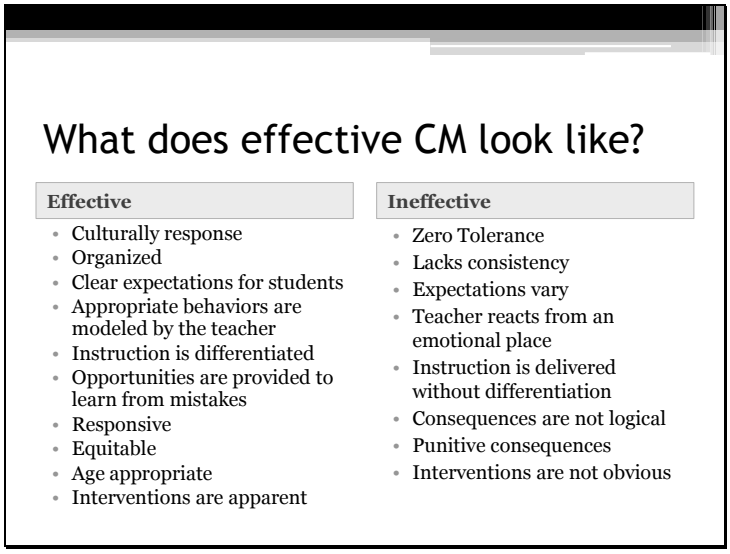
- Unal and Unal (2009) found that teacher efficacy and training had the most impact on effective CM, regardless of the teachers' preference for a IM or BM approach.
- A responsive, reflective, and cooperative community or practice with a shared purpose finds the most gains for student achievement through CM from either an IM or a BM approach. (Wenger, McDermott, and Snyder, 2002)

Slide 7



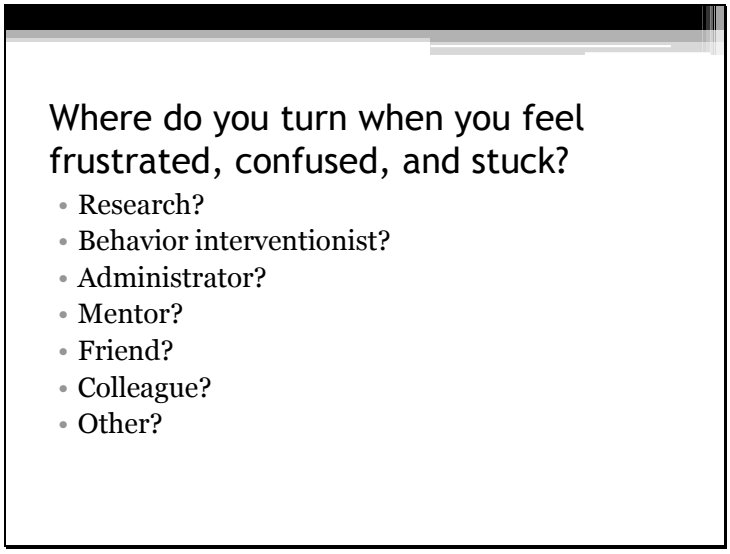
Relate research directly to practices in District S. Give personal stories from classrooms observed. Draw upon experience.
Talk about IM without CM—Andrews classroom where the material is always well planned and organized, but the content delivery is bland, monotone, and boring.
Talk about CM without IM—negative interactions, always giving consequences because kids are not challenged and frustrated with the work assigned because there's just no instruction.
Point toward specific examples of lack of resources and support without seeming judgmental.

Slide 8



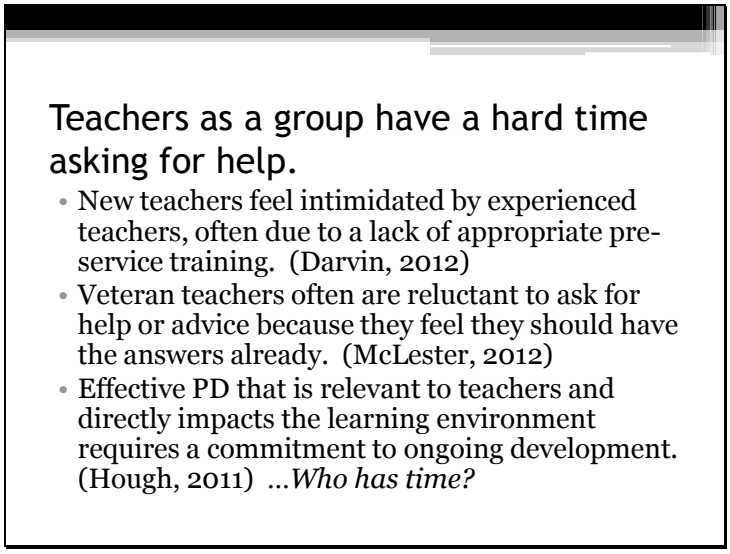
Reveal the header for this slide. (Activity 2) Break the trainers into two groups of two. Present each group with a classroom scenario. Ask each group to come up with some effective strategies for CM based on the scenario and then ineffective strategies. Allow several minutes for the groups to work. Ask them to write only the strategies on the corresponding posters, not revealing the scenarios. Then, critique the response of the other group, leaving feedback written on post its and placed on the posters. Review with the whole group. Read each scenario aloud. Guide participants to realize that it is easier to generate strategies when you have someone to use as a resource or support. It is also hard to judge the effectiveness of someone's strategy accurately without knowing the background information. Reveal the remainder of the slide and continue. 15-20 minute break

Slide 9



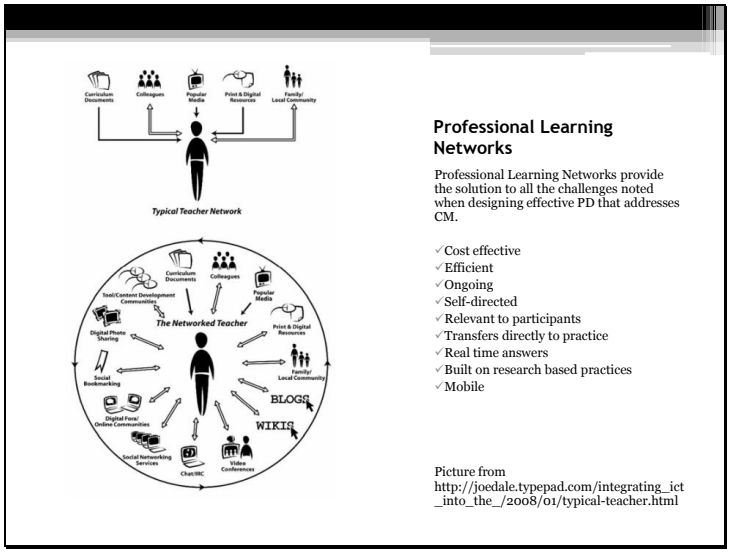
Solicit answers from group.

Slide 10



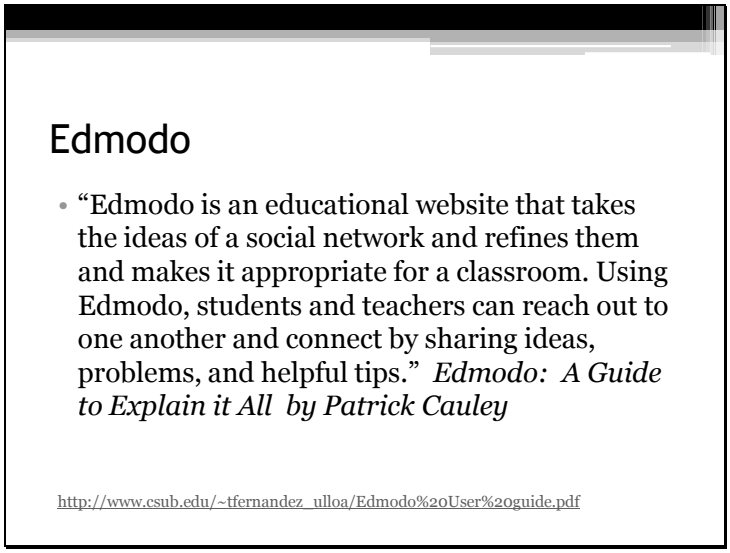
Query the group: Are there solutions to designing and implementing effective PD to address CM? While simultaneously providing the resources teachers need in real time? And ensuring that the context of unique classrooms are considered? Of course…

Slide 11



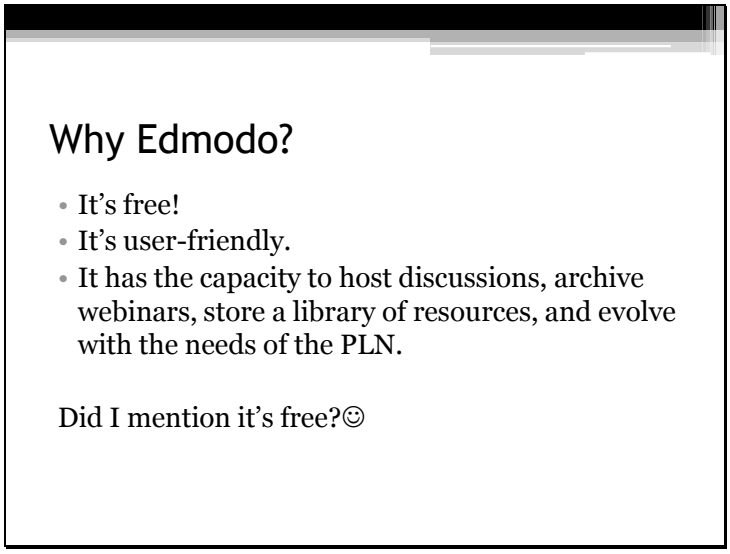
Solicit responses from the group. Have participants share what types of media they are using currently and their experiences with that media.

Slide 12



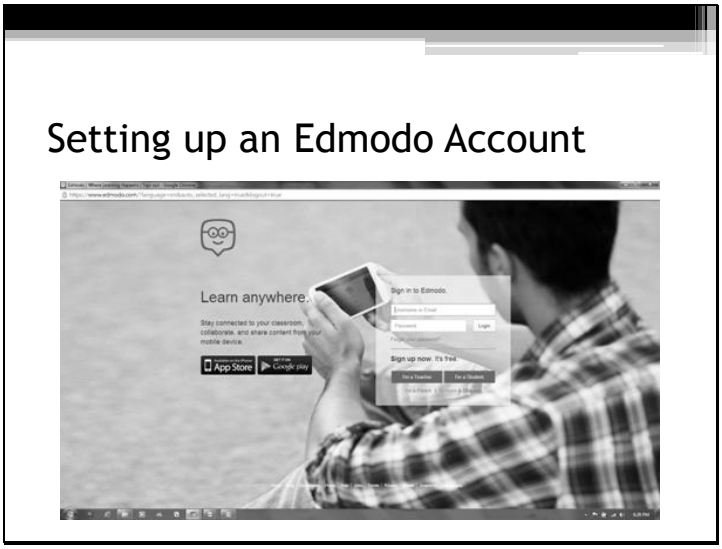
Encourage the participants to share with their respective schools that Edmodo is versatile and easy to use. Stress ease of use.

Slide 13



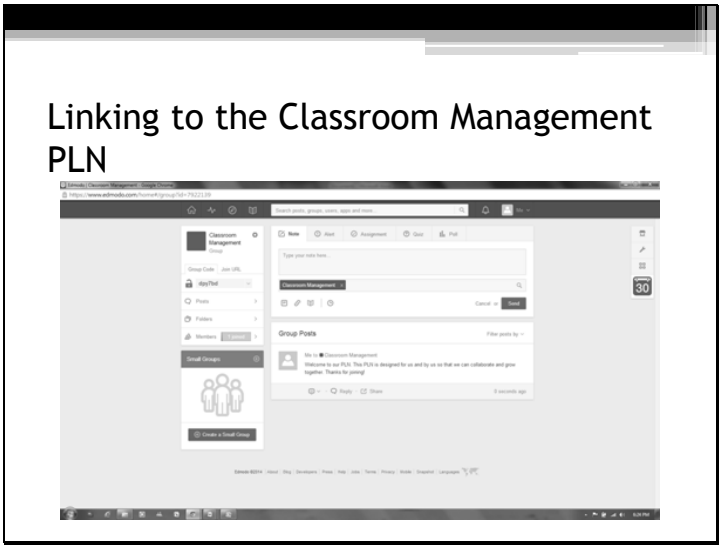
This is a good time to break for lunch.

Slide 14



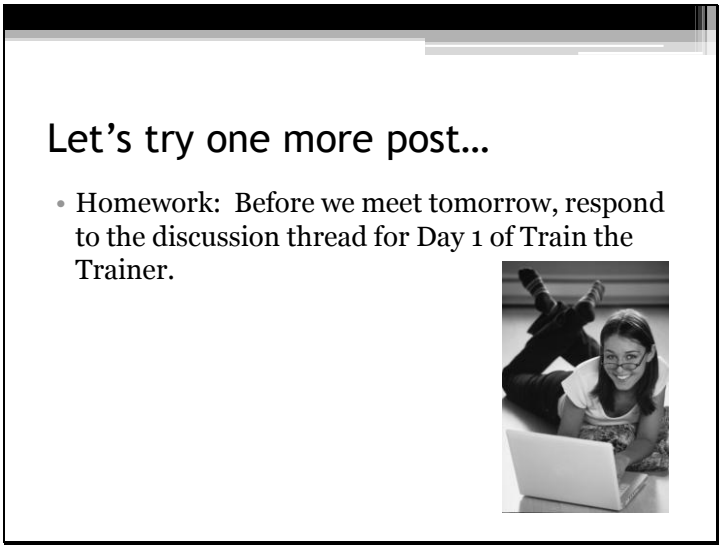
After every has returned from lunch, allow the group to settle. Play “Welcome Back, Cotter” music to cue group to become attentive. Instruct group members to open laptops/PCs and bring up a search engine, navigate to Edmodo, and login to an existing account or create an account. Move around the group to ensure everyone is able to get to a logged in state and troubleshoot any problems that may occur. Expect this to take 15-20 minutes, as the after lunch hour is sometimes difficult.

Slide 15



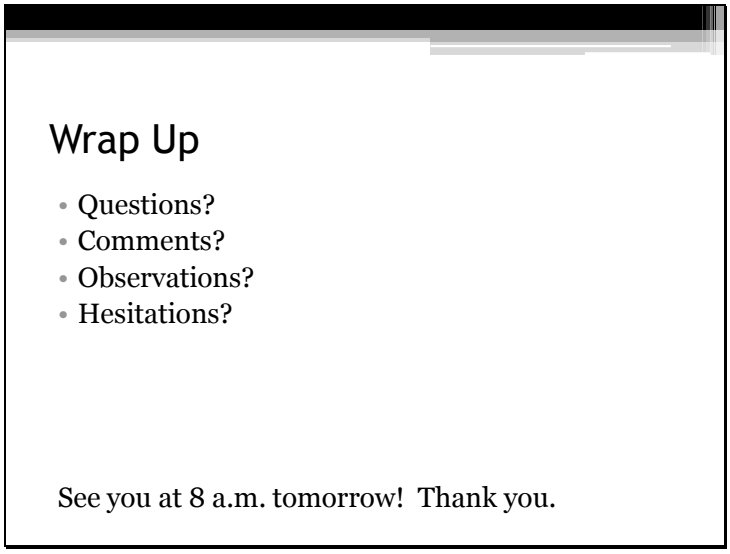
Indicate the Group Code for the Classroom Management Page. Instruct each trainer to link to the group using the code. Once each trainer is linked, they should post to the welcome thread by replying to the welcome message. This will verify the correct linkage to trainers. Switch over to an internet page and show the page in real time. Indicate to the group various resources already posted to the page. Highlight at least one element of each of the following: discussion thread, web link, poll, quick query, research article, video link. Give the group a 15 minute break at this point.

Slide 16



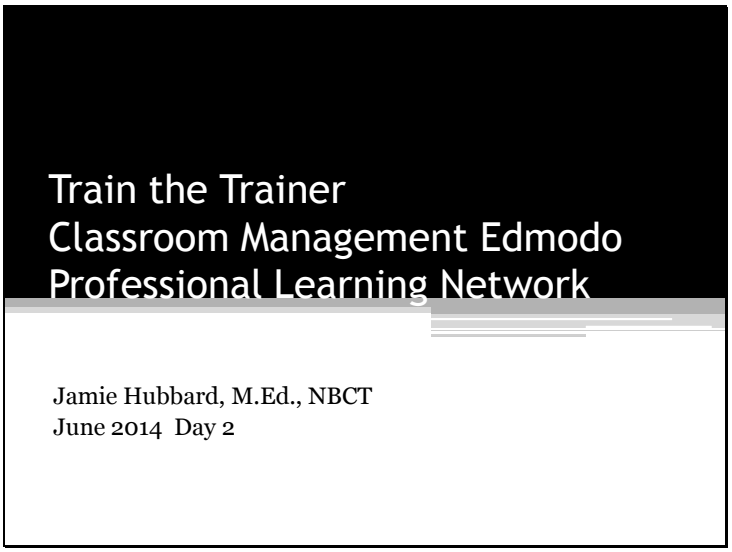
Encourage everyone to reflect. Prompt them to discuss a particular activity they enjoyed, a piece of information that was surprising, or how they plan to use the platform with folks at their school sites.

Slide 17



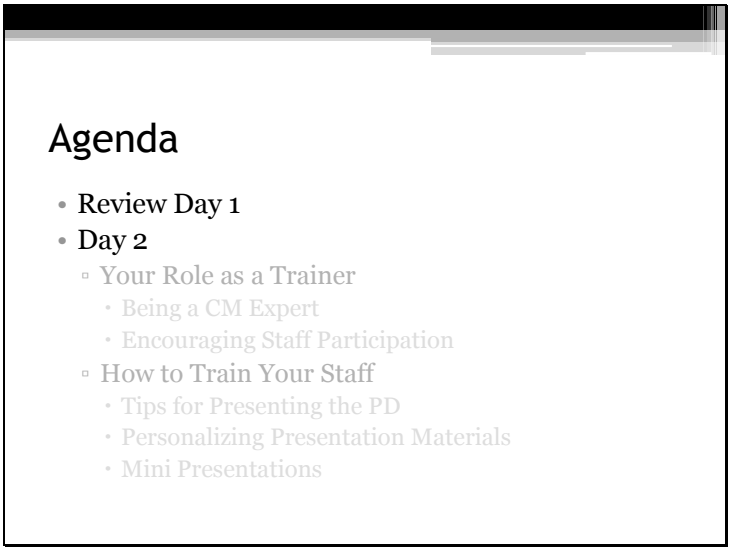
End on time!

Slide 1



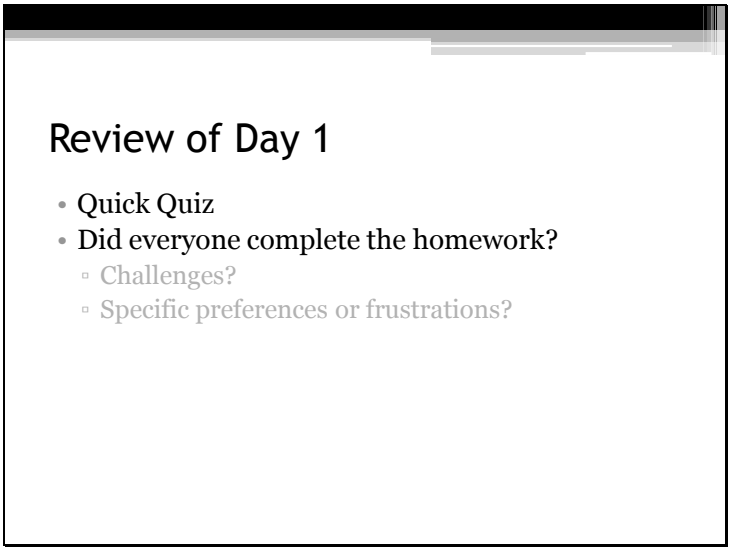
Materials Needed: LCD projector, copies of slideshow for participants, multi-colored post it notes, highlighters, markers, large post-it poster sheets, pens, hard candies, bottled water, bite-size candy bars, Trainer Materials packets, laptops/PCs, internet access, individual sized whiteboards, dry erase markers

Slide 2



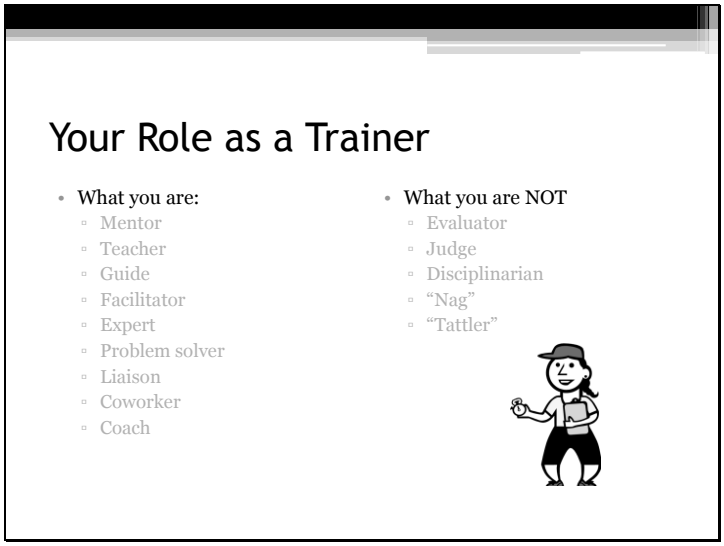
Briefly provide an overview of the agenda. Day 2 8 a.m. until 4 p.m. Use same strategy for timing as Day 1. Expect Day 2 to end early; however, do not indicate this to participants. Ending early as a surprise or reward causes the participants to associate positive feelings with the presenter and by association, the topic presented.

Slide 3



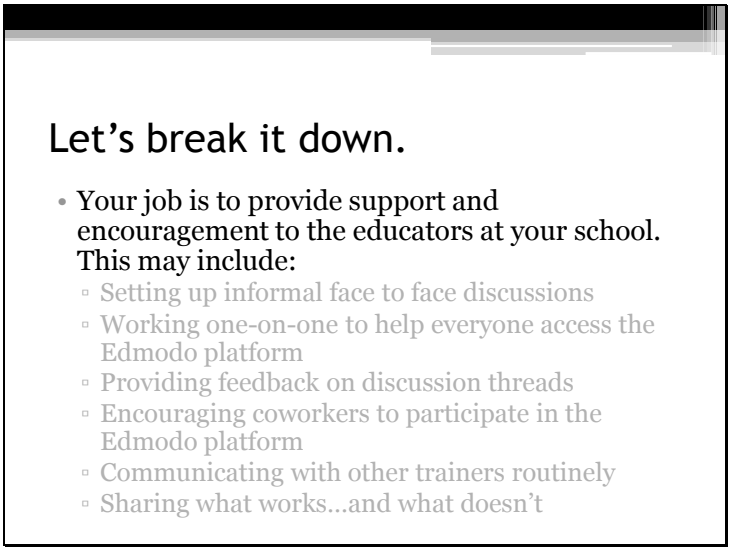
Quick Quiz—provide each participant with an 11 X 13 inch whiteboard and a dry erase marker. Instruct participants to respond to each toss out question. Assess knowledge of key concepts and terms from Day 1 with about ten questions. Discuss any misconceptions as needed. Afterwards, discuss the homework assignment.

Slide 4



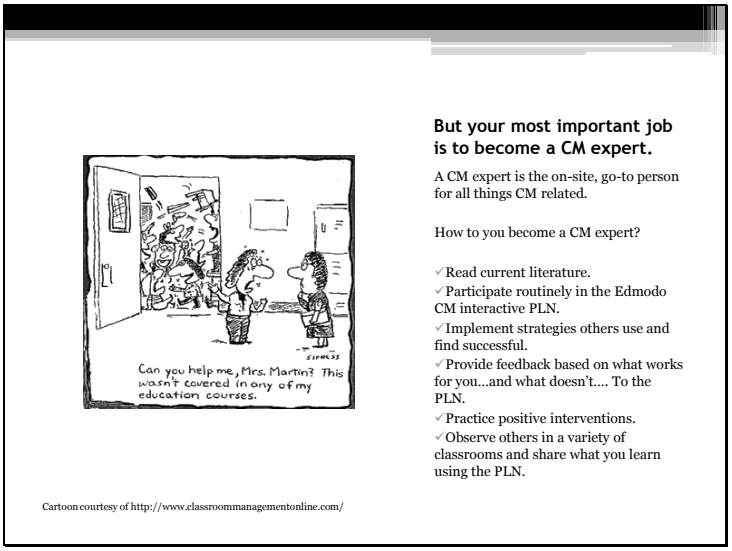
Define each of these as they manifest on the slide.

Slide 5



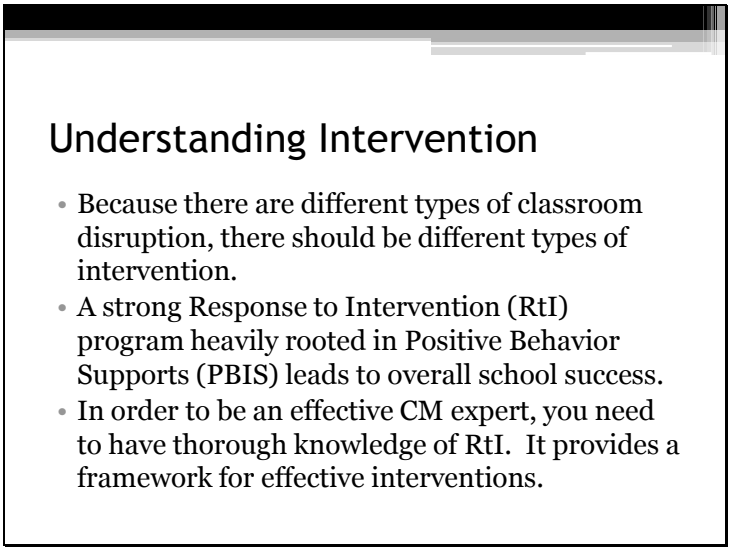
Discuss this in depth. Allow trainers to share their own reservations and uncertainties. Remind participants that trainers are a support system for each other and that you are all those things for them.

Slide 6



After reviewing this slide, give the group a 15 minute break. While they participants are enjoying a break, place four large post its around the room. Number them 1-4. Write IM and BM across the top and divide the sheets.

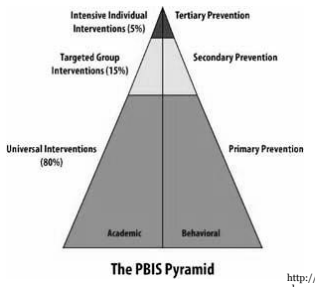
Slide 7



Explain that understanding culture and the context of school for various cultures helps the CM expert begin to frame an effective CM plan.

Slide 8

RtI covers academic (instructional management) and behavioral (behavior management) concerns.

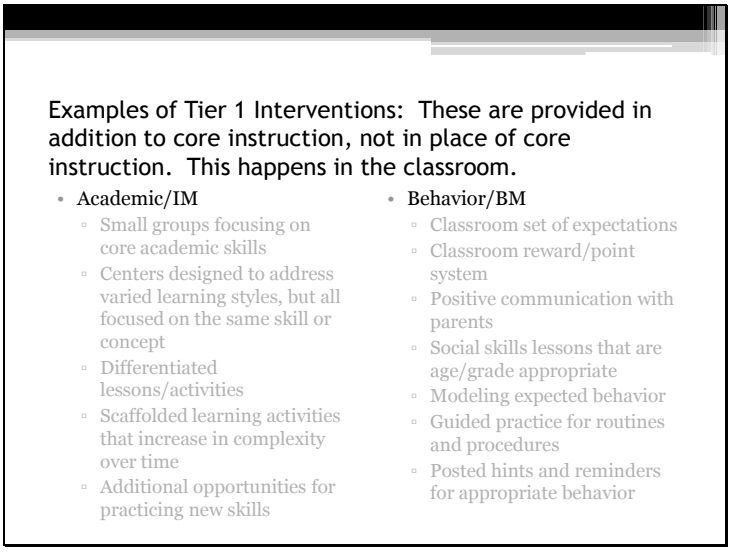


The PBIS Pyramid

http://www.educationworld.com/a_curr/columnists/jones/jones047.shtml

Take a few minutes to discuss the RtI pyramid. Stress the link between academic intervention and IM and behavior intervention and BM. Teachers must be proficient with both in order to demonstrate effective CM.

Slide 9



Allow the group to add additional interventions for each area. Discuss how a responsive classroom looks to a visitor. Stress that every classroom teacher should be proficient with Tier 1 interventions. This IS best practice.

Slide 10

http://ghoststudents.com/pay-attention-to-me/

What happens when Tier 1 doesn't work?

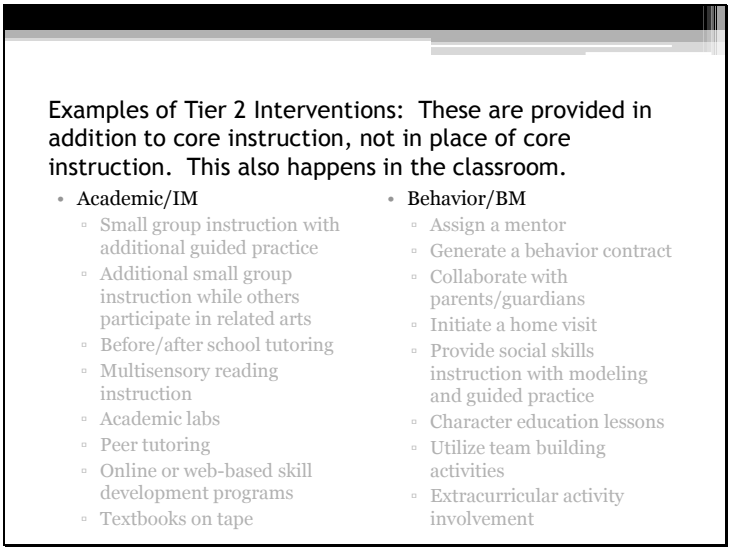
It should work for about 80% of the classroom. An average classroom includes about 25 students.

For the 15% , or 3.75, who need a little bit more....

Creativity is needed!

Move to Tier 2 interventions.

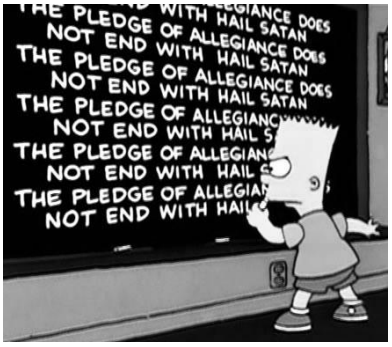
Slide 11



Remind the group that these are in addition to the Tier 1 interventions. Discuss other strategies with the group.

Slide 12

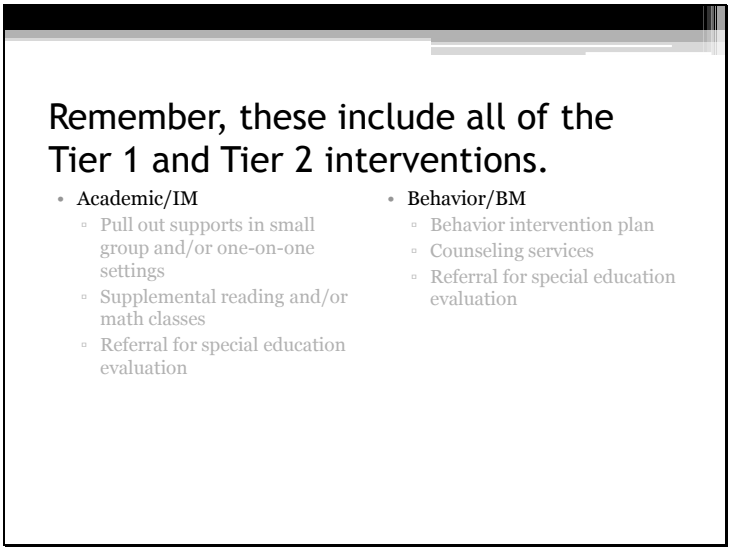
Tier 3 Interventions are for those in the less than 5% margin. These happen outside the classroom.



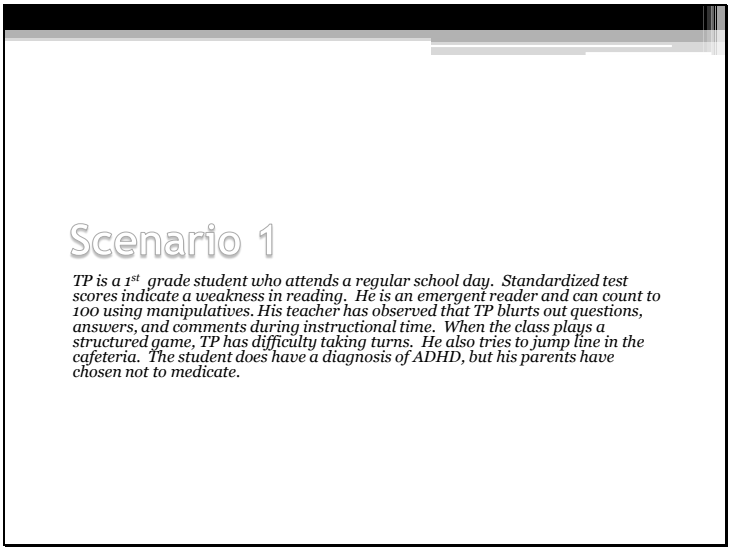
http://firstyearschoolpsych.blogspot.com/2012/03/establishing-maintaining-positive_24.html

Let's look at some examples. Although this is outside of your lane in your role as trainer, you will need to be knowledgeable if you are asked to help advise your school's SIT (School based Intervention Team) with designing some effective 3rd Tier interventions.

Slide 13

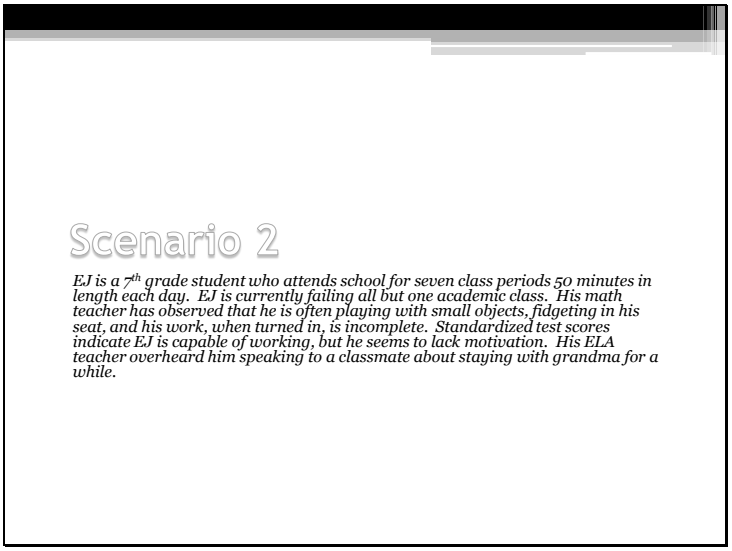

Remember, these include all of the Tier 1 and Tier 2 interventions.
Academic/IM
Pull out supports in small group and/or one-on-one settings
Supplemental reading and/or math classes
Referral for special education evaluation
Behavior/BM
Behavior intervention plan
Counseling services
Referral for special education evaluation

Slide 14

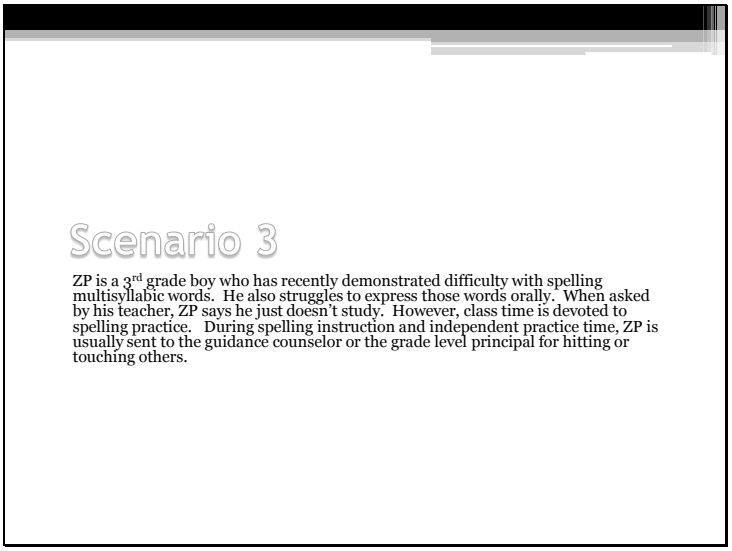


Instruct the group to work together to generate Tier 1, Tier 2, and Tier 3 interventions for IM/BM as appropriate for the following Scenarios. They should use the posters hung up around the room and any other materials needed to record responses. Allow 10-15 minutes for each scenario. As they work, observe, listen, and advise. Place printed copies of each scenario on the table. Discuss each scenario as completed. Model using appropriate, positive language.

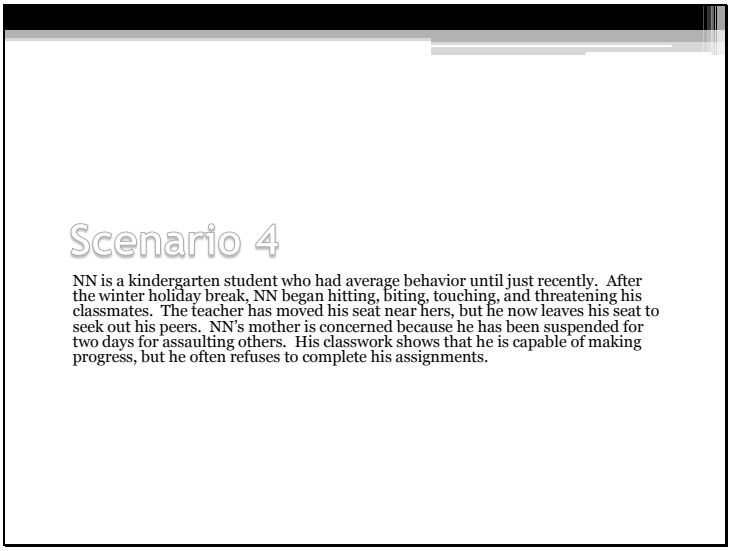
Slide 15


Scenario 2
EJ is a 7th grade student who attends school for seven class periods 50 minutes in length each day. EJ is currently failing all but one academic class. His math teacher has observed that he is often playing with small objects, fidgeting in his seat, and his work, when turned in, is incomplete. Standardized test scores indicate EJ is capable of working, but he seems to lack motivation. His ELA teacher overheard him speaking to a classmate about staying with grandma for a while.

Slide 16

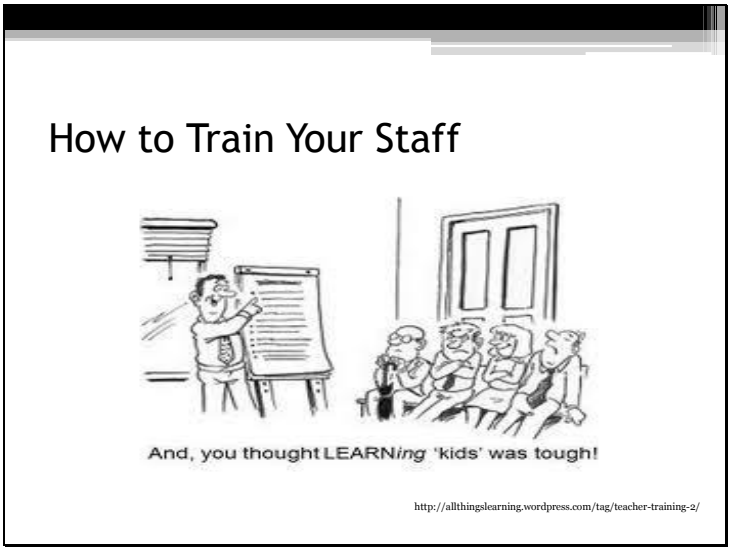

Scenario 3
ZP is a 3rd grade boy who has recently demonstrated difficulty with spelling multisyllabic words. He also struggles to express those words orally. When asked by his teacher, ZP says he just doesn't study. However, class time is devoted to spelling practice. During spelling instruction and independent practice time, ZP is usually sent to the guidance counselor or the grade level principal for hitting or touching others.

Slide 17



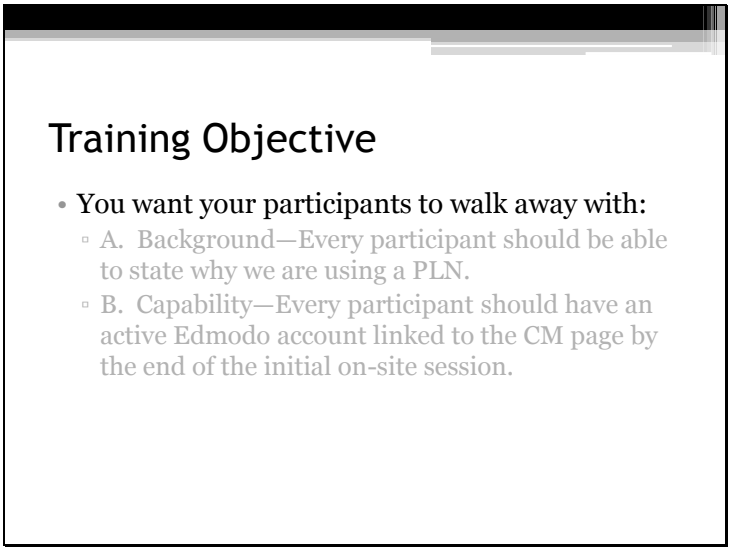
At the completion of this scenario, break for lunch. Lunch should run the same amount of time as the previous day. Noon-1:30 p.m. Instruct the group that a survey will be posted on Edmodo when they return and should be completed before the next session begins. The survey will be one to two questions about confidence in answering questions about CM after the morning session.

Slide 18



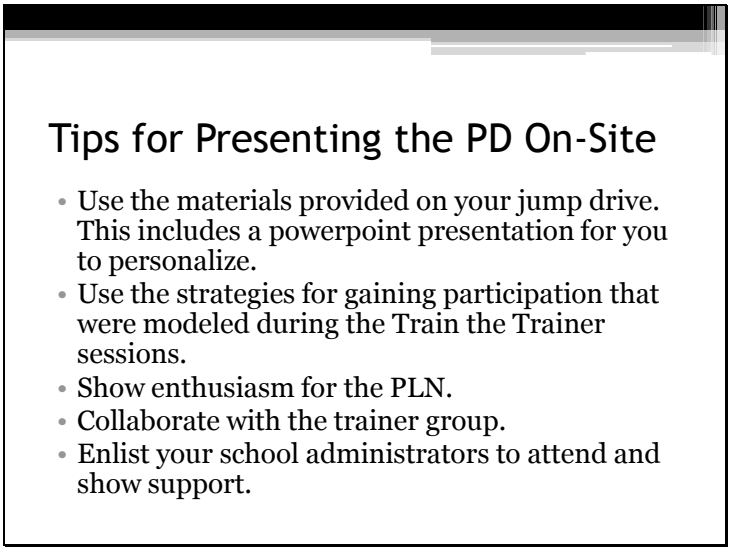
Briefly review the survey results. Play soft music, “Baby, Come Back”, as the group filters in and settles after the lunch break.

Slide 19



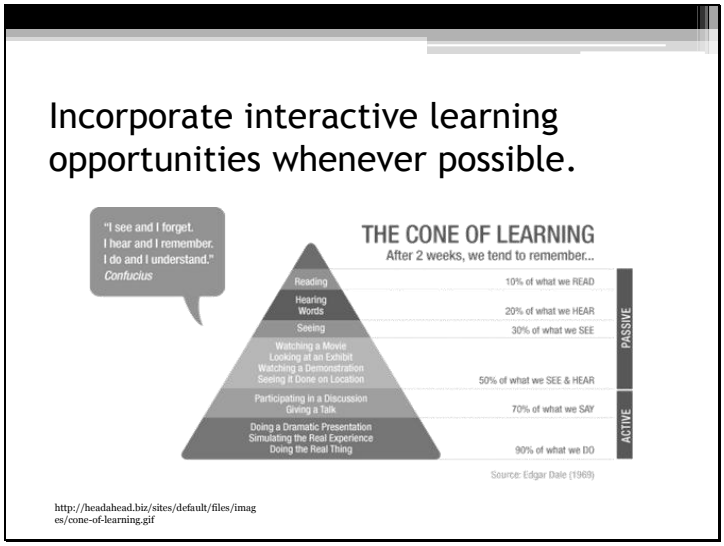
Talk for a few minutes about what your goals were during this train the trainer experience. You want your trainers to have background knowledge and capability. This is the same for what participants at each school site need. But you also want your trainers to have confidence in the knowledge they have gained as CM experts.

Slide 20



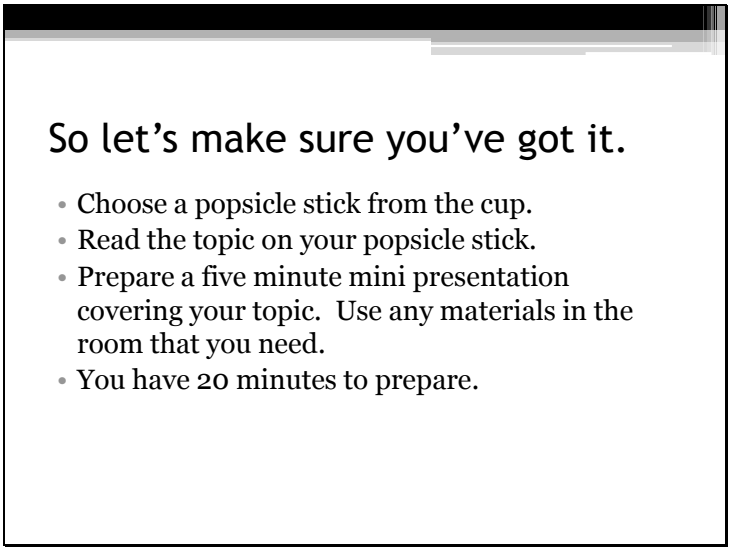
Remind trainers that materials for the first on-site training session are on the jump drives provided. Review some of the instructional strategies used during the training sessions. Be encouraging.

Slide 21



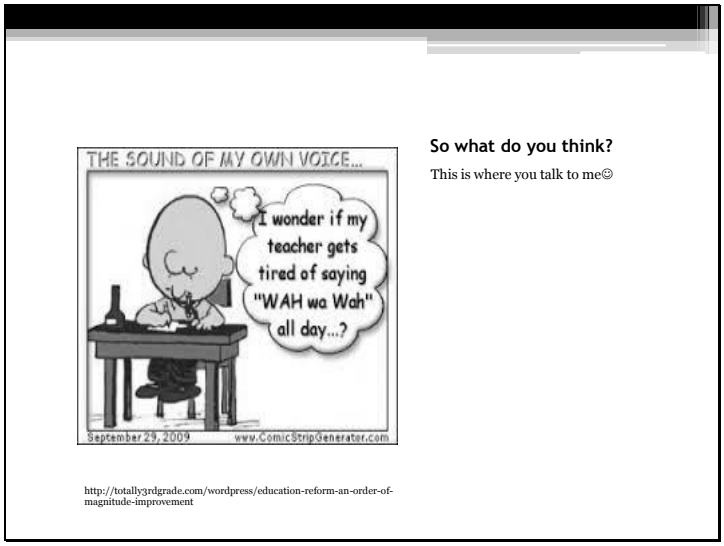
Review Edgar Dale's cone of learning. Emphasize that this is just as effective in the classroom setting!

Slide 22



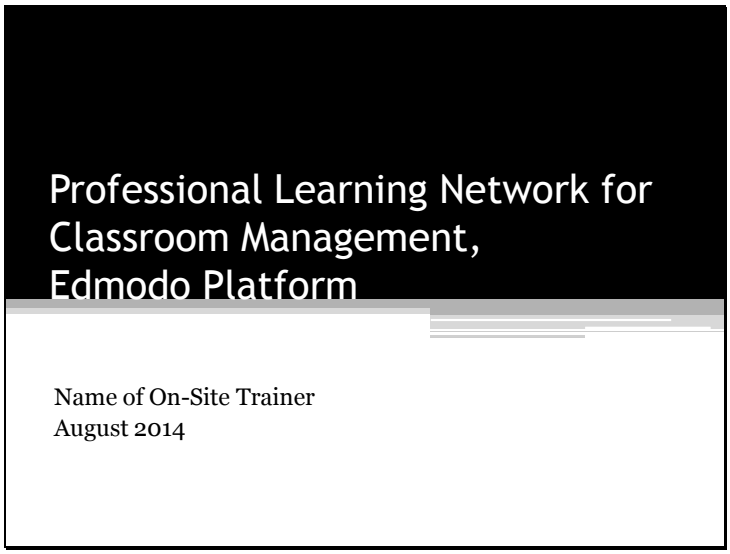
Have at least double the number of popsicle sticks as trainers. Topics should include: Classroom Management, Instructional Management, Behavior Management, Edmodo, PLN, role of trainer, RtI, etc. After 20 minutes, play "Let's Get It Started in Here" to pull the group back together. After presentations, discuss.

Slide 23



Spend a few moments thanking participants and taking final comments. Remind trainers that you will be visiting each school site during their training sessions just to provide support. Provide the goody bags and explain that often participants enjoy rewards for good effort. Bags include district logo items, office supplies, etc. to use as door prizes. Play the Peanuts theme song as participants leave---at least 30 minutes early!

Slide 1

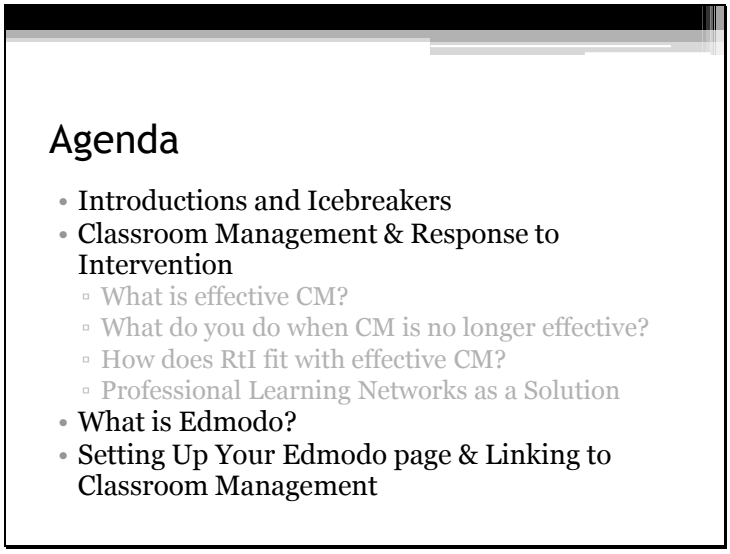


Materials Needed: LCD projector, copies of slideshow for participants, multi-colored post it notes, highlighters, markers, large post-it poster sheets, pens, hard candies, bottled water, bite-size candy bars, Trainer Materials packets (jump drive with powerpoints loaded and supplemental materials as determined), laptops/PCs, internet access

Play soft music as the participants are assembling. Choose music that elicits positive feelings. (Some suggestions: Happy by Pharrel, Some Nights by Fun)

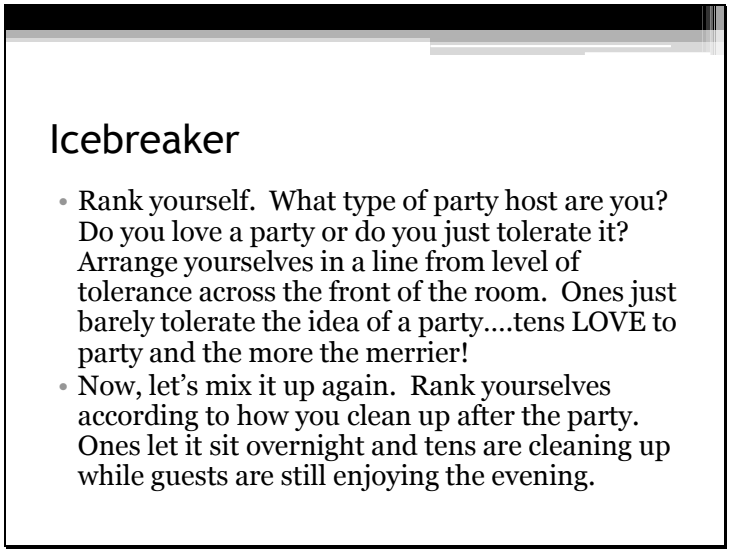
Prior to beginning: Place several post it poster sheets around the room for use during the presentation; Write "Classroom Management" across the top of the one nearest the focal point of the presentation; Write "Effective" on one, "Ineffective" on another

Slide 2



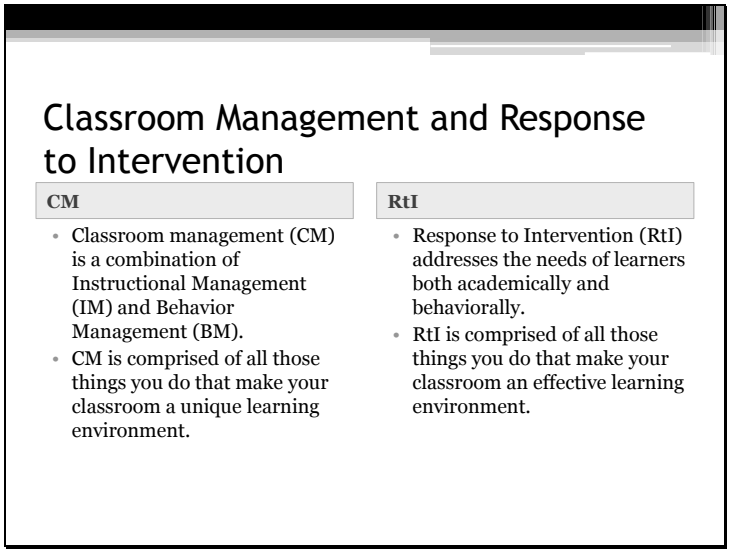
Training session is designed to be completed within a 4 hour window. It is recommended that you plan for 8 a.m. until noon or 1 p.m. until 5 p.m. On one poster post it, draw a clock face. Write Break 1 and Break 2 below the clock face. Break 1 should be around an hour and a half into the session. Break 2 should be about an hour before completing. Explain to participants that you will respect their time and expect the same consideration. You will adhere to the schedule. Ask that cell phones/mobile devices be muted and if calls must be accepted or messages returned, participants should leave the training area to take care of those needs.

Slide 3



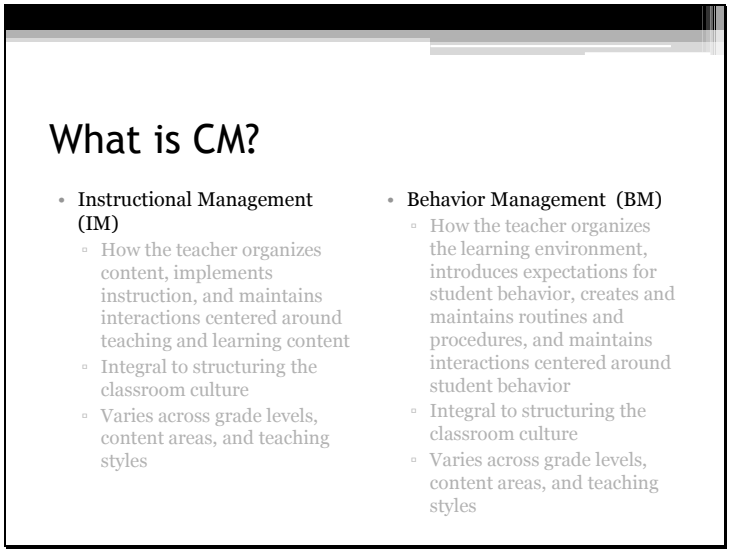
Play party themed music for a minute or two as participants line themselves up and then line up again. In between, note who is where and ask questions that engage participants and get them smiling. This attitude will carry over to the serious information to come. Before participants sit down, have them make two "dates" and jot down the names of their dates on a post it note.

Slide 4



Draw clear correlations between these two elements. This is critical to setting a foundation for these participants in moving toward positive behavior supports and interventions.

Slide 5



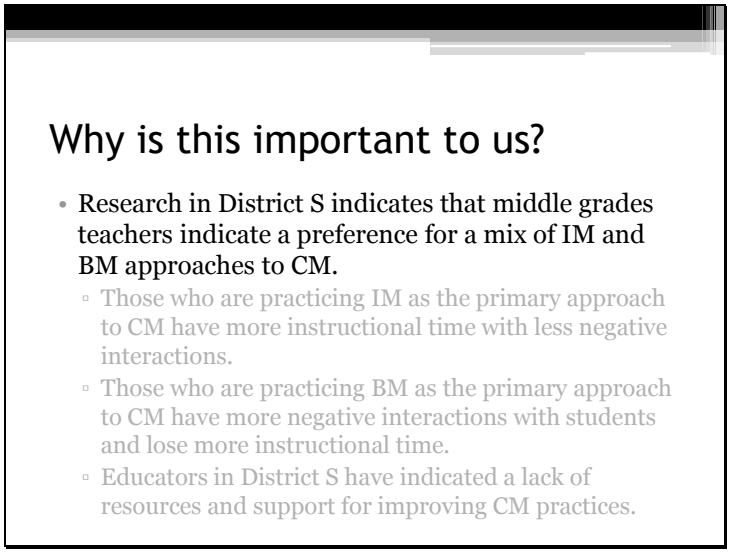
Allow header to fill in. Ask participants to take a moment to consider CM. (Activity 1) Instruct participants to write their own definitions of CM on post its and place post its on the large post it poster with the heading “Classroom Management”. Briefly discuss responses. Use positive, encouraging feedback.

Slide 6

Which is more important: IM or BM?

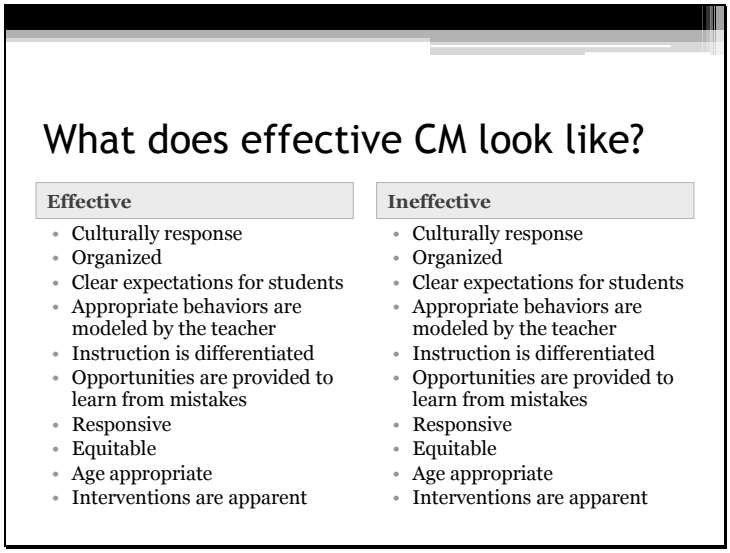
- Unal and Unal (2009) found that teacher efficacy and training had the most impact on effective CM, regardless of the teachers' preference for a IM or BM approach.
- A responsive, reflective, and cooperative community or practice with a shared purpose finds the most gains for student achievement through CM from either an IM or a BM approach. (Wenger, McDermott, and Snyder, 2002)

Slide 7



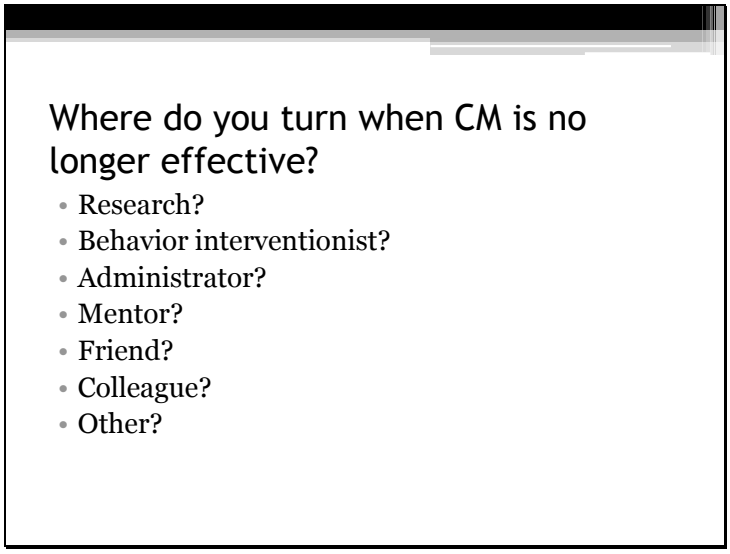
Be mindful of audience losing interest or feeling defensive at this point. You may alter this slide if you feel your school climate would be more responsive to a different format here. But it is important to also be honest about why we are choosing to address CM. Relate research directly to practices in District S. Give personal stories from classrooms observed. Draw upon experience.
Talk about IM without CM
Talk about CM without IM
Have participants meet their first appointments to discuss so far. Instruct them to share how they feel about CM from a personal perspective—give at least one area of weakness that you could work and have the date respond with one strategy that might help address that weakness. Allow 5-7 minutes for this meeting and play "I've finally found someone" at low volume. When the "date" is over, play "I gotta go" and allow the group to settle.

Slide 8



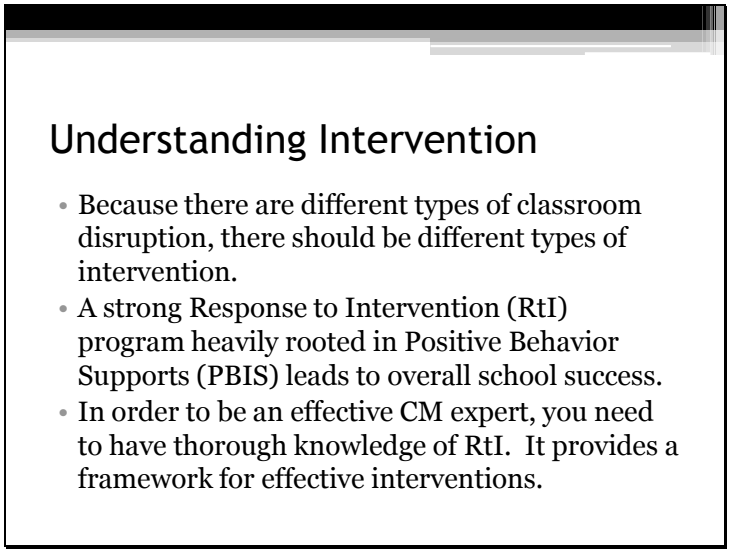
Reveal the header for this slide. Break the trainers into groups of four. Present each group with a prepared classroom scenario. Ask each group to come up with some effective strategies for CM based on the scenario and then ineffective strategies. Allow several minutes for the groups to work. Ask them to write only the strategies on the corresponding posters, not revealing the scenarios. Then, critique the response of the other group, leaving feedback written on post its and placed on the posters. Review with the whole group. Read each scenario aloud. Guide participants to realize that it is easier to generate strategies when you have someone to use as a resource or support. It is also hard to judge the effectiveness of someone's strategy accurately without knowing the background information. Reveal the remainder of the slide and continue. 15-20 minute BREAK 1

Slide 9



Solicit answers from the group.

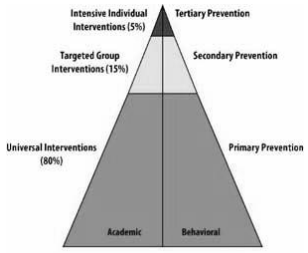
Slide 10



Explain that understanding culture and the context of school for various cultures helps the CM expert begin to frame an effective CM plan.

Slide 11

RtI covers academic (instructional management) and behavioral (behavior management) concerns.



The PBIS Pyramid

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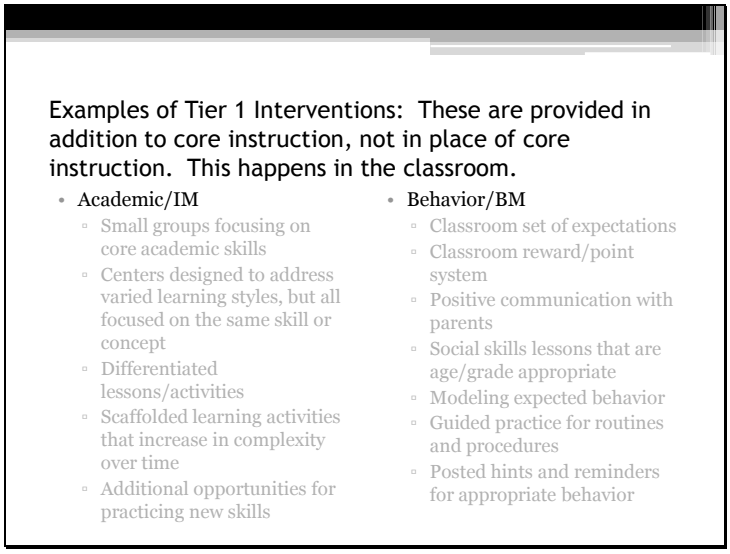

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http://ghoststudents.com/pay-attention-to-me/

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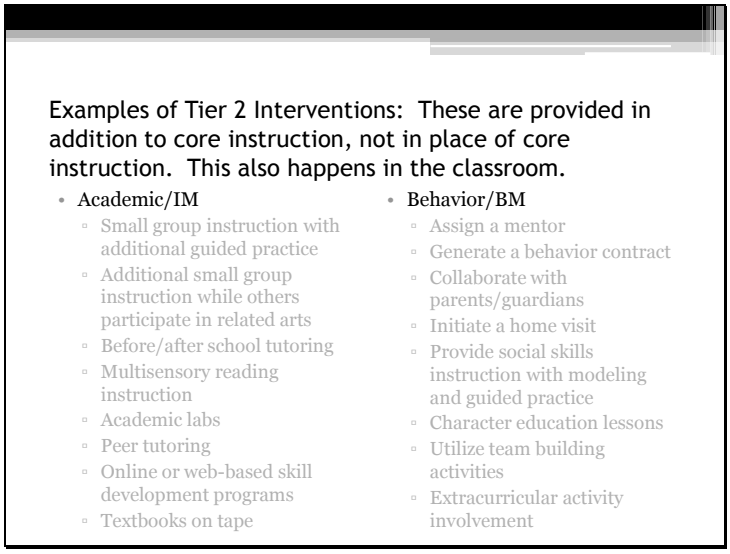
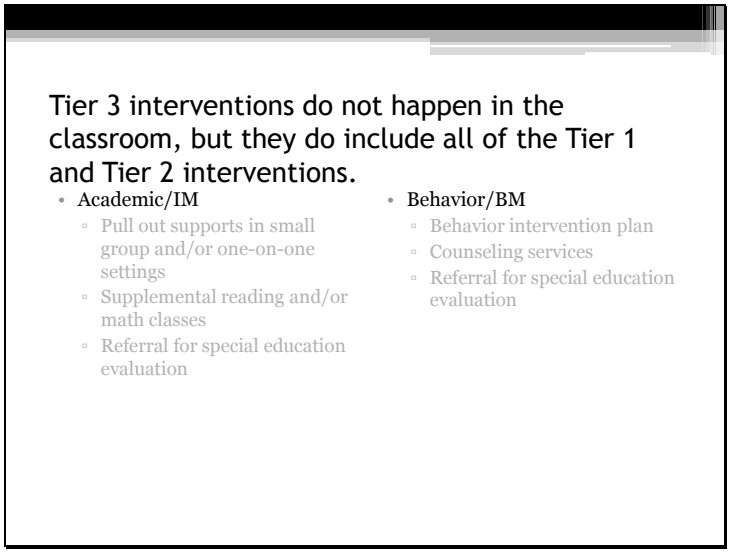


Remind the group that these are in addition to the Tier 1 interventions. Discuss other strategies with the group.

Slide 15


Tier 3 interventions do not happen in the classroom, but they do include all of the Tier 1 and Tier 2 interventions.
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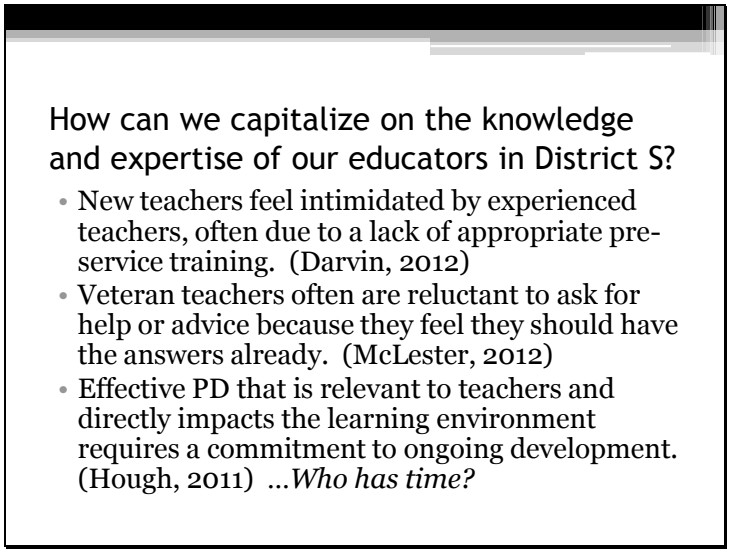
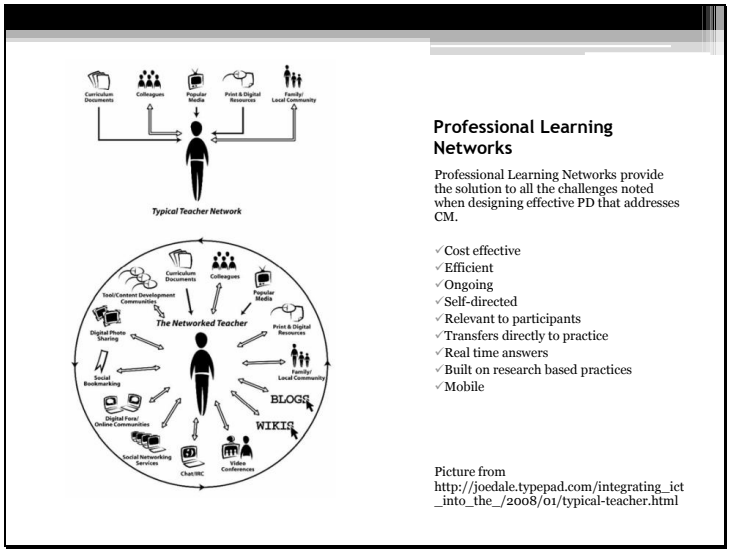
Referral for special education evaluation
Behavior/BM
Behavior intervention plan
Counseling services
Referral for special education evaluation

Slide 16



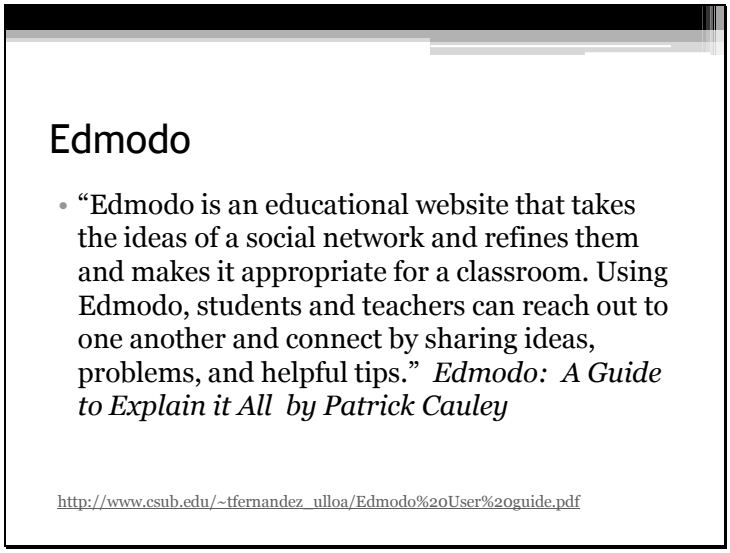
Query the group: Are there solutions to designing and implementing effective CM? While simultaneously providing the resources teachers need in real time? And ensuring that the context of unique classrooms are considered? Of course…

Slide 17



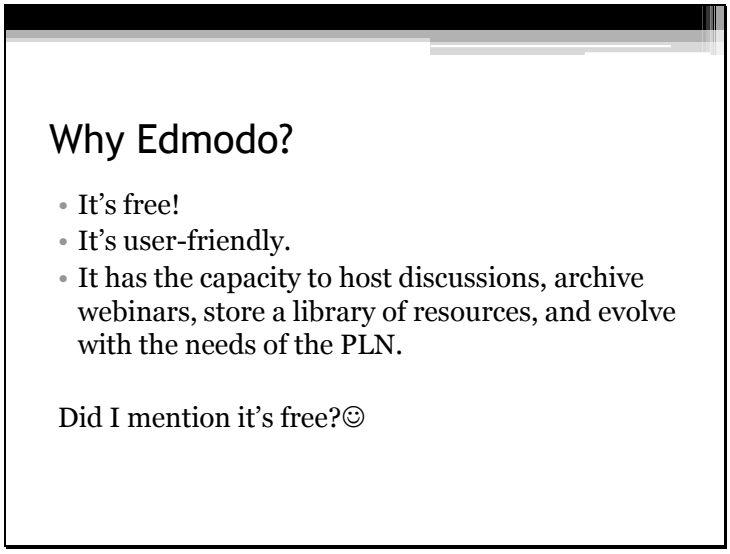
Solicit responses from the group. Have participants share what types of media they are using currently and their experiences with that media.

Slide 18



Encourage the participants to share with their respective schools that Edmodo is versatile and easy to use. Stress ease of use.

Slide 19

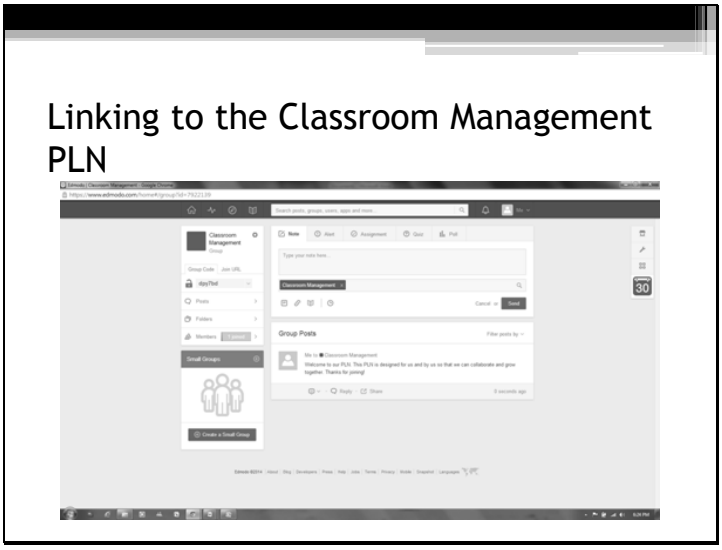


This is a good time to have participants find their second dates. They should use this opportunity to share their thoughts about using a PLN to improve CM. What are your positives and negatives? Play "The Lady in Red" on low volume while meeting for 5-7 minutes or through the song. Signal time to return to seats by playing "Somebody that I used to know". Give the second break. (10-15 minutes)

Slide 20

As participants return, play the theme song to “Welcome Back, Cotter.” Instruct group members to open laptops/PCs and bring up a search engine, navigate to Edmodo, and login to an existing account or create an account. Move around the group to ensure everyone is able to get to a logged in state and troubleshoot any problems that may occur. Expect this to take 10-15 minutes.

Slide 21



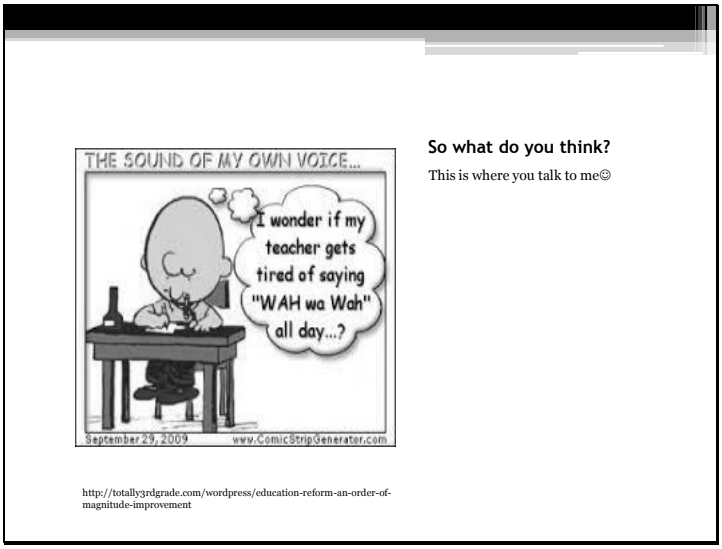
Indicate the Group Code for the Classroom Management Page. Instruct each trainer to link to the group using the code. Once each trainer is linked, they should post to the welcome thread by replying to the welcome message. This will verify the correct linkage to trainers. Switch over to an internet page and show the page in real time. Indicate to the group various resources already posted to the page. Highlight at least one element of each of the following: discussion thread, web link, poll, quick query, research article, video link.

Slide 22

Homework

- For this month, you requirement is to make one post to the discussion board.
- Check frequently for updates to the monthly requirements for participants.
- Look for new videos, blog posts, research paper links, polls, queries, and webinars often.

Slide 23



Spend a few moments thanking participants and taking final comments. Remind trainers that you will be visiting each school site during their training sessions just to provide support. Provide the goody bags and explain that often participants enjoy rewards for good effort. Bags include district logo items, office supplies, etc. to use as door prizes. Play the Peanuts theme song as participants leave.

.

Appendix B: Data Collection and Analysis Tools

Dear Educator,

My name is Jamie Hubbard. I am a special education teacher at M------- Middle School in [Upstate School District] in [Upstate], South Carolina. I am also a doctoral candidate at Walden University.

I am conducting a research study, and I would like to invite you to participate. I am studying classroom management and how it is used to address the behaviors of African American males with emotional and behavior disorders in the middle grades. This study will provide valuable information to educators seeking to improve school success for all students.

If you decide to participate in this study, you will be asked to complete an anonymous online survey about your classroom management beliefs and style. You will find the electronic survey link below.

In addition, you will be asked if you would like to participate in three separate classroom observations and one interview session.

Taking part in this study is your decision. You do not have to be a part of this study if you do not wish to. You may also relinquish your participation in this study at any time you wish, and you do not have to answer any questions you do not feel comfortable answering. Your willingness to participate in the survey, observation and interview, in any combination, will be greatly appreciated by myself and other educators who are interested in classroom management and students with disabilities.

Thank you for your consideration.

Sincerely,

Jamie H. Hubbard
[Street Address]
[Upstate], SC 29XXXX
jamie.hubbard@XXXXXXX.edu

To take the 15-20 minute, 24 item online survey, please go to http://www.surveymonkey.com/s/9CKBKHN All educators working with students in middle grades are invited to participate in the survey.

To volunteer to participate in the classroom observations and interview, please reply to this email at jamie.hubbard@XXXXXXX.edu. Please note, you must teach at least one African-American male student with an emotional or behavior disorder to participate in

this portion of the study. For the purpose of this study, Emotional Disability (ED or EH), Other Health Impaired-ADHD/ADD (OHI-ADHD/ADD) and Autism are considered acceptable.

Informed Consent Forms are attached. Please retain a copy of General Consent for your records if you are participating in the survey portion of the study.

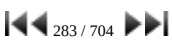
Survey Items

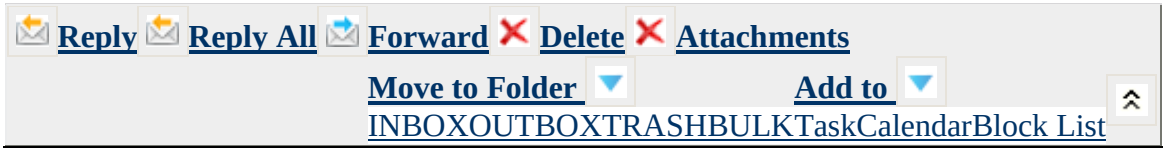
Directions: For each statement, please mark the response that best describes what you do in the classroom. For administrators, please indicates responses that best describe what you would do in the given instance, as you have classroom experience. There are no right or wrong answers. Please respond as honestly as possible.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I nearly always intervene when students talk at inappropriate times during class. (BM1)	6	5	4	3	2	1
2. I use whole class instruction to ensure a structured classroom. (IM1)	6	5	4	3	2	1
3. I strongly limit student chatter in the classroom. (BM2)	6	5	4	3	2	1
4. I nearly always use collaborative learning to explore questions in the classroom. (IM2)	6	5	4	3	2	1
5. I reward students for good behavior in the classroom. (BM3)	6	5	4	3	2	1
6. I engage students in active discussion about issues related to real world applications. (IM3)	6	5	4	3	2	1
7. If a student talks to a neighbor, I will move the student away from other students. (BM4)	6	5	4	3	2	1
8. I establish a teaching daily routine in my classroom and stick to it. (IM4)	6	5	4	3	2	1
9. I use input from students to create classroom rules. (BM5)	6	5	4	3	2	1
10. I nearly always use group work in my classroom. (IM5)	6	5	4	3	2	1
11. I allow students to get out of their seat without permission. (BM6)	6	5	4	3	2	1
12. I use student input when creating student projects. (IM6)	6	5	4	3	2	1

13. I am strict when it comes to student compliance in my classroom. (BM7)	6	5	4	3	2	1
14. I nearly always use inquiry-based learning in the classroom. (IM7)	6	5	4	3	2	1
15. I firmly redirect students back to the topic when they get off task. (BM8)	6	5	4	3	2	1
16. I direct the students' transition from one learning activity to another. (IM8)	6	5	4	3	2	1
17. I insist that students in my classroom follow the rules at all times. (BM9)	6	5	4	3	2	1
18. I nearly always adjust instruction in response to individual student needs. (IM9)	6	5	4	3	2	1
19. I closely monitor off task behavior during class. (BM10)	6	5	4	3	2	1
20. I nearly always use direct instruction when I teach. (IM10)	6	5	4	3	2	1
21. I strictly enforce classroom rules to control student behavior. (BM11)	6	5	4	3	2	1
22. I do not deviate from my pre-planned learning activities. (IM11)	6	5	4	3	2	1
23. If a student's behavior is defiant, I will demand that they comply with my classroom rules. (BM12)	6	5	4	3	2	1
24. I nearly always use a teaching approach that encourages interaction among students. (IM12)	6	5	4	3	2	1

The Behavior and Instructional Management Scale (Martin & Sass, 2010)





Received : from VA3EHSOBE004.bigfish.com (va3ehsobe004.messaging.microsoft.com [216.32.180.14]) by c2mail2.campuscruiser.com (8.13.8/8.13.8/TCC) with ESMTP id pB2MAgED007640 for <jamie.hubbard@waldenu.edu>; Fri, 2 Dec 2011 17:10:42 -0500 from mail187-va3-R.bigfish.com (10.7.14.238) by VA3EHSOBE004.bigfish.com (10.7.40.24) with Microsoft SMTP Server id 14.1.225.22; Fri, 2 Dec 2011 22:10:42 +0000 from mail187-va3 (localhost [127.0.0.1]) by mail187-va3-R.bigfish.com (Postfix) with ESMTP id 44E5D4E0259; Fri, 2 Dec 2011 22:10:42 +0000 (UTC) from mail187-va3 (localhost.localdomain [127.0.0.1]) by mail187-va3 (MessageSwitch) id 1322863841103124_28059; Fri, 2 Dec 2011 22:10:41 +0000 (UTC) from VA3EHSMHS030.bigfish.com (unknown [10.7.14.238]) by mail187-va3.bigfish.com (Postfix) with ESMTP id F10D3600042; Fri, 2 Dec 2011 22:10:40 +0000 (UTC) from pearl1604.UTSARR.NET (129.115.104.20) by VA3EHSMHS030.bigfish.com (10.7.99.40) with Microsoft SMTP Server id 14.1.225.22; Fri, 2 Dec 2011 22:10:32 +0000 from quartz1604.UTSARR.NET ([129.115.102.27]) by pearl1604.UTSARR.NET with Microsoft SMTPSVC(6.0.3790.4675); Fri, 2 Dec 2011 16:10:30 -0600 from 10.22.2.95 ([10.22.2.95]) by quartz1604.UTSARR.NET ([129.115.102.27]) with Microsoft Exchange Server HTTP-DAV ; Fri, 2 Dec 2011 22:10:29 +0000

Thread-Index : AcyxP/SAg9V/+FxUfEq08U1gPWHXCg==

Date : Fri, 2 Dec 2011 16:15:53 -0600

To : Jamie Hubbard <jamie.hubbard@XXXXXXX.edu>

Return-Path : <Nancy.Martin@XXXX.edu>

Message-ID : <CAFEAA3B.24919%nancy.martin@XXXX.edu>

CC : Daniel Sass <Daniel.Sass@XXXX.edu>

Subject : Re: ABCC-R
Thread-Topic : ABCC-R
In-Reply-To : <15095010.71401322863547098.JavaMail.root@c2app2>
X-SpamScore : -30
Content-Type : multipart/mixed; boundary="B_3405687355_1486570"
MIME-Version : 1.0
User-Agent : Microsoft-Entourage/12.31.0.110725
X-OriginatorOrg : utsa.edu
X-Forefront-Antispam-Report : CIP:129.115.104.20;KIP:(null);UIP:(null);IPV:NLI;H:pearl1604.UTSARR.NET;RD:pearl1604.utsa.edu;EFVD:NLI
X-BigFish : VPS-30(zzbb2dK9371Kbd9aJb3bRc85dh62a3K1432N98dKzz1202hzzz2dh668h839h34h61h)
X-OriginalArrivalTime : 02 Dec 2011 22:10:30.0924 (UTC) FILETIME=[34874CC0:01CCB13F]
From : Nancy Martin <nancy.martin@XXXX.edu>
Attachment : TATE1395-Final-Version.pdf (This document is clean)

Subject : **Re: ABCC-R**

Date : Fri, Dec 02, 2011 04:15 PM CST
From : **Nancy Martin <nancy.martin@XXXX.edu>**
To : Jamie Hubbard <jamie.hubbard@XXXXXXX.edu>

CC : Daniel Sass <Daniel.Sass@XXXX.edu>
Attachment : TATE1395-Final-Version.pdf

Jamie,
I no longer provide permission to use the ABCC-R because we have created a higher quality instrument, the Behavior and Instructional Management Scales (BIMS). I think it will serve your purposes much better than the ABCC or the ABCC-R. The article describing the new instrument's psychometric properties is attached. The instrument is also included (in the appendix at the end of the article).

Thank you for your interest in our work. If I can provide you with any other information regarding this instrument, please let me know. Good luck with your study.

On 12/2/11 4:05 PM, "Jamie Hubbard" <jamie.hubbard@XXXXXXX.edu> wrote:

Professor Martin,

I am a graduate student attending Walden University. I am currently working toward a doctoral degree in education with an emphasis on administrator leadership. My study has evolved into a mixed method analysis of educator attitudes and practices concerning discipline of students with documented emotional and/or behavioral disorders.

I have read about the Attitudes and Beliefs of Classroom Control Inventory (Revised) and I believe this research instrument would provide rich data for my study. I have been unable to find the instrument in its entirety for perusal or purchase. I am writing to request information about how to obtain the instrument and permission to use the instrument to collect data for my study.

I appreciate your consideration.

Sincerely,

Jamie H. Hubbard
Ed.D. Candidate--Administrator Leadership for Teaching and Learning
A0014077XX

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Nancy K. Martin, Ed.D.
Professor of Educational Psychology
Associate Vice Provost — Core Curriculum & QEP
The University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

Phone: XXX-XXX-XXXX
Fax: XXX-XXX-XXXX
Email: nancy.martin@XXXX.edu
Web Site: [OMIT]
New Office Location: [OMIT]

Dear Educator,

This is a reminder email requesting voluntary participation in an education research study.

To take a 15-20 minute, 24 item online anonymous survey about classroom management, please go to **http://www.surveymonkey.com/s/9CKBKHN** *All educators working with students in middle grades are invited to participate in the survey. The survey will be open until midnight Sunday, February 3, 2013.*

To volunteer to participate in the classroom observations and interview, please reply to this email at **jamie.hubbard@XXXXXXX.edu**. *Please note, you must teach at least one African-American male student with an emotional or behavior disorder to participate in this portion of the study. For the purpose of this study, Emotional Disability (ED or EH), Other Health Impaired-ADHD/ADD (OHI-ADHD/ADD) and Autism are considered acceptable. Participation is confidential.*

Informed Consent Forms are attached. Please retain a copy of General Consent for your records if you are participating in the survey portion of the study.

Taking part in this study is your decision. You do not have to be a part of this study if you do not wish to. You may also relinquish your participation in this study at any time you wish, and you do not have to answer any questions you do not feel comfortable answering. Your willingness to participate in the survey, observation and interview, in any combination, will be greatly appreciated by myself and other educators who are interested in classroom management and students with disabilities.

Thank you for your consideration.

Sincerely,

Jamie H. Hubbard

CONSENT FORM--OBSERVATION

You are invited to take part in three research observation sessions. You were chosen for the observation because you responded to an email requesting volunteers and you meet the criteria set by the researcher. Please read this form and ask any questions you have before agreeing to be part of the observation.

This observation is being conducted by a researcher named Jamie H. Hubbard, who is a doctoral student at Walden University. Jamie is also a special education teacher at M---------- Middle School.

Background Information:
The purpose of this observation is to learn about classroom management practices. The classroom environment will be observed, including the physical layout and social interactions.

Procedures:
If you agree, you will be asked to participate in three classroom observation periods of approximately 50 minutes.

Voluntary Nature of the Observation:
Your participation in the observations is voluntary. This means that everyone will respect your decision of whether or not you want to be observed. No one at any district institution will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. If you feel stressed during the observation, you may stop at any time.

Risks and Benefits of Being Observed:
There is the minimal risk of psychological stress during this observation. If you feel stressed during the observation, you may stop at any time. There are no benefits to you from participating in this observation. The observer will benefit by gaining data related to the study.

Compensation:
No compensation is offered.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this study. Also, the researcher will not include your name or anything else that could identify you in any reports of the observation. All data collected during the course of this study will be stored in the researcher's home office. Any data collected in hard copy such as field notes will be stored in a locked filing cabinet. Any data collected via the online survey website will be stored in a secure account registered to the researcher and password protected. Any data

analysis will be completed using the researcher's personal computer, which is also password protected. All data will be destroyed within five years of completion of this study.

Contacts and Questions:
The researcher's name is Jamie H. Hubbard. The researcher's course instructor is Dr. Adair White-Johnson. You may ask any questions you have now. Or if you have questions later, you may contact the researcher via jamie.hubbard@XXXXXXX.edu or XXX-XXX-XXXX or the instructor at adair.white-johnson@XXXXXXX.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-XXX-XXXX, extension XXXX.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☐ I have read the above information. I have received answers to any questions I have at this time. I am 18 years of age or older, and I consent to participate in the observation.

Printed Name of Participant _____

Participant's Written or Electronic* Signature _____

Researcher's Written or Electronic* Signature _____

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Observation Protocol—estimated time 50 minutes

Date: Time: Participant Designation: School: Grade: Subject: Number of Students Total: Number of AA males with EBD: Designation Code(s):	Classroom layout (Sketch)
Descriptive Notes	*Reflective Notes*

CONSENT FORM--INTERVIEW

You are invited to take part in a research interview about your perspective of what is needed in the area of classroom management to improve school success for students. You were chosen for the interview because you responded to an email requesting volunteers and you meet the criteria set by the researcher. Please read this form and ask any questions you have before agreeing to be part of the interview.

This interview is being conducted by a researcher named Jamie H. Hubbard, who is a doctoral student at Walden University. Jamie is also a special education teacher at M---------- Middle School.

Background Information:
The purpose of this interview is to learn about the participant's perspective concerning what is needed in the area of classroom management to improve school success for African American males with emotional and behavior disorders.

Procedures:
If you agree, you will be asked to participate in an audio-recorded interview, lasting 20-30 minutes.

Voluntary Nature of the Interview:
Your participation in this interview is voluntary. This means that everyone will respect your decision of whether or not you want to be in the interview. No one at any district institution will treat you differently if you decide not to be in the interview. If you decide to join the study now, you can still change your mind later. If you feel stressed during the interview, you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Interview:
There is the minimal risk of psychological stress during this interview. If you feel stressed during the interview, you may stop at any time. There are no benefits to you from participating in this interview. The interviewer will benefit by gaining data related to the study.

Compensation:
No compensation is offered.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this interview project. Also, the researcher will not include your name or anything else that could identify you in any reports of the interview. All data collected during the course of this study will be stored in the researcher's home office. Any data collected in hard copy such as field notes will

be stored in a locked filing cabinet. Any data collected via the online survey website will be stored in a secure account registered to the researcher and password protected. Any data analysis will be completed using the researcher's personal computer, which is also password protected. All data will be destroyed within five years of completion of this study.

Contacts and Questions:
The researcher's name is Jamie H. Hubbard. The researcher's course instructor is Dr. Adair White-Johnson. You may ask any questions you have now. Or if you have questions later, you may contact the researcher via jamie.hubbard@XXXX or XXX-XXX-XXXX or the instructor at adair.white-johnson@XXXXXXX.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Director of the Research Center at Walden University. Her phone number is 1-800-XXX-XXXX, extension XXXX.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☐ I have read the above information. I have received answers to any questions I have at this time. I am 18 years of age or older, and I consent to participate in the interview.

Printed Name of Participant _____

Participant's Written or Electronic* Signature _____

Researcher's Written or Electronic* Signature _____

Electronic signatures are regulated by the Uniform Electronic Transactions Act. Legally, an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically.

Interview Protocol—estimated time 20-30 minutes

Background Information

Purpose statement:

The purpose of this study is to determine what is needed in the area of classroom management that would improve school success for African American males with emotional and behavior disorders in the middle grades.

You are not required to answer all of the questions posed during the interview session. You may stop the interview at any time. There are no penalties for withdrawal from the interview or the study.

Potential Interview Questions—The questions may not be asked in order. Some of the questions may be omitted during the interview. Additional follow up questions may be asked during the interview session.

Greetings and Introductions

Please describe your approach to classroom management.

- What does classroom management mean to you?
- Do you have posted rules?
- Do you solicit student input about classroom procedures?
- Do you discuss the classroom environment with students?

How do you feel about student behavior?

- Do you think students want to be good?
- How do you feel when students misbehave?
- Do you feel supported by teachers? Administrators? Parents?

What do you think is needed in the area of classroom management in order to improve school success for African American males with EBD?

- What could make you a better classroom manager?
- What would you like to know more about? Crisis intervention? Behavior intervention? Token economies? School-wide programs?

Would you please share any other thoughts or feelings you may have?

Thank you.

Follow up information

Please remember, all responses are confidential. Some of the questions may not be asked and additional questions may arise as the interview progresses.

Codes for Observations

Observation Theme: Classroom Management

Instructional Management **IM** Yellow					
Effective e			Ineffective i		
Group G	Individual I		Group G	Individual I	
	Target T	Other O		Target T	Other O

Behavior Management
BM
Orange

Effective e					
Punitive P			Nonpunitive N		
Group G	Ind. I		Group G	Ind. I	
	Target T	Other O		Target T	Other O

Ineffective i					
Punitive P			Nonpunitive N		
Group G	Ind. I		Group G	Ind. I	
	Target T	Other O		Target T	Other O

Example Codes:

IMeG
IMiIT

IMiO

BMeNIT
BMiPIT

Modified Matrix for comparing Quantitative & Qualitative Data

	eNG	ePG	iNG	iPG	eNIO	ePIO	iNIO	iPIO	eNIT	ePIT	iNIT	iPIT
Behavior Management Most Prevalent--Observation 117	20	1	6	0	24	4	15	1	24	4	17	1
Observation (patterns from each set of data)	PA: Humor PA: visual aide timer PA: "3, 2, 1" strategy PB: using names for whole group PC: greet all at door		PB: struggle to get started with class		PA: using names PA: prox.		PB: ack. blurt outs PC: verbal redirect		PC: uses prox. to AA male w/ EBD PC: non verbal prompts with AA male w/ EBD PC: verbal praise		PB: gives directive but does not require compl. PB: ignoring	

Interview--Philosophy	PA: "Show those kids that you respect them and you expect that amount of respect in return." PB: "I want to be fair to all--fair to the students related to their disability." PC: "I have a set of procedures when the students come in...they follow the procedures...if not, there are consequences."

	eG	iG	eIO	iIO	eIT	iIT
Instructional Management **Most Prevalent--Survey 99**	38	13	19	2	19	8
Observation (patterns from each set of data)	PA: Foldable	PA: "use your peers"			PC: verbal praise for AA male w/ EBD	PA: football analogy PC: spends one on one time w/ AA male w EBD explaining instructions
Interview	PB: "There are things that--there are things I know that I should do...I'm still learning how to do that [IM]...there are a lot of things I need to learn from an instructional management standpoint..." PC: "I like to take other people's ideas and implement them in my own way."					

Audit Trail

Date	Item
12/02/2011	Received permission via e-mail from Dr. Nancy Martin to use the Behavior and Instructional Management Scale (BIMS) in the study
12/19/2012	Received permission via e-mail from Deputy Superintendent to conduct the study
01/14/2013	Sent e-mail requests to each of the three middle grades principals and the ninth grade principal, requesting permission to solicit participation from the teachers at each school site
01/14/13	Received permission from two middle grades principals
01/18/13	Received permission from the third middle grades principal
01/20/13	Used district listserv to create e-mail lists for teachers at all three approved school sites
01/21/13	Sent out Letter of Invitation to the survey, survey link, and Letter of Invitation to participate in interview with instructions to e-mail lists created for all three school sites, including Consent Forms
01/21/13	Responded to various e-mail queries asking for clarification, further instructions, etc.
01/22/13	Received volunteer participant e-mail from middle grades science teacher
01/22/13	Received volunteer participant e-mail from another middle grades science teacher (from same school)
01/28/13	Reminder e-mail with survey link, Letters of Invitation, and Consent Forms
01/28/13	Received volunteer participant in person from middle grades special education self-contained teacher
02/03/13	Received volunteer participant e-mail from a middle grades special education resource teacher
02/03/13	Received volunteer participant in person from middle grades special education resource teacher
02/03/13	Received volunteer participant e-mail from middle grades art teacher
02/03/13	Closed online survey at midnight
02/04/13	E-mailed participants chosen for observation and interview; requested schedules and preferences for observations and interviews
02/07/13	Downloaded survey data from surveymonkey into Excel and SPSS for analysis
02/10/13	Finalized observation and interview schedule with each participant
02/11/13	Participant A; Observation 1 9:07--9:50 a.m.

02/11/13	Participant B; Observation 1 10:10--11 a.m.
02/11/13	Participant C; Observation 1 12:15--1 p.m.
02/11/13	Participant C; Observation 2 1:35--2:20 p.m. (same group of students)
02/13/13	Participant A; Observation 2 9:07--9:50 a.m.
02/13/13	Participant B; Observation 2 10:10--11 a.m.
02/13/13	Participant C; Observation 3 12:15--1 p.m.
02/13/13	Participant C; Interview 1--1:40 p.m.
02/19/13	Participant A; Observation 3 9:07--9:50 a.m.
02/19/13	Participant B; Observation 3 10:10--11 a.m.
02/22/13	Analyzed survey data using SPSS; generated charts for review
03/06/13	Participant B; Interview 3:30-4:15 p.m.
03/21/13	Participant A; Interview 3:20-3:55 p.m.
03/22/13	Transcribed participant interviews from audio-recording
03/23/13	Reviewed transcribed interviews again to ensure there were no errors in transcription; began coding interviews for emergent themes
	Example: Researcher: "So, could you describe your approach to classroom management?" Participant B: [pause] "I don't know that I can succintly describe it. I want to be fair to all--fair to the students related to their disability. But at the same time you have to have a good management of the classroom in order to get--in order to be able to teach the student well." ***notes in margins: philosophy; fairness Researcher: "All right. Um, can you tell me what you think is your approach to classroom management?" Participant A: "Um, show those kids that you respect them and you expect that amount of respect in return." ***notes in margins: philosophy; big on mutual respect Researcher: "Okay. Do you have classroom rules posted? I think I saw them...the Commandments for Chemistry, or..." Participant A: "Ahh, I have three rules. Um, don't invade my nest (motions with hands)--my desk. Respect me. And don't disrespect other students. That's my three rules." Researcher: "...how you approach classroom management?" Participant C: "Well, I have a set of procedures when the students come in. And they know the procedures. They follow the procedures. And if not, there are consequences. Um, but, I have a friendly classroom management. As far as coming in

	the room and they know the rules they're supposed to follow. And...[pause]" ***notes in margins: teacher in control/highly structured
03/27/13; 04/01/13; 04/02/13	Began coding observation data to emerging patterns; started by looking for teacher-student interactions, then categorized those as either behavior management or instruction management; after that stage, began determining if the interactions were effective or ineffective (did the disruptive or off task behavior stop or continue); went through the data again to determine then if the interactions were punitive or non punitive; finally, determined if each interaction was group or individual
04/02/13	Finalized matrix with codes and began to synthesize the interview and observation data (open ended codes and matrix can be found in Appendix E)
04/08/13	Completed analysis of data; began revising and rewriting section 2 of the study

Curriculum Vitae

Jamie H. Hubbard

Objectives and Competencies
Professional Objective
Director of Special Services

Competencies

- Conversant with special Education issues and trends
- Knowledgeable about regulatory compliancefor state and federal special education laws
- Behavior Intervention
- Proficient with policy and procedure development for special education programs and instruction
- Experienced with research-based instruction
- Organizing and developing in-service training
- Skilled in IEP database maintenance
- Knowledgeable about implementing differentiated instruction
- Proficient with diagnostic teaching
- Certified ADEPT Mentor
- Certified SAFE-T Evaluator

Educational Overview
Special Education Teacher, 8 years
Director of Special Education, 1 year

Degrees
Converse College, Spartanburg, South Carolina
Master of Education Degree, 2007 Special Education—Behavioral Disorders

University of South Carolina—Upstate, Spartanburg, South Carolina
Bachelor of Science Degree, 2005 Special Education—Learning Disabilities

Additional administrative course work completed at
Walden University, Minnesota Fall 2008-Present
Doctor of Education Program Administrator Leadership for Teaching & Learning

Converse College, South Carolina Spring 2008
Education Specialist Program Administration & Supervision

Supervisory & Administrative Experience

Spartanburg Preparatory School, Spartanburg, South Carolina, 2013-2014
Director of Special Education

- Manage daily special education schedules, activities, and operations
- Contract with outside service provides for low-incidence service delivery
- Coordinate outside service providers, schedules, and service delivery
- Supervise special education staff and outside service providers
- Observe and evaluate special education staff and outside service provider performance
- Examine and analyze student performance data, including norm-referenced, criterion-referenced, and curriculum-based measures
- Supervise the Response to Intervention (RtI) initiative school-wide
- Generate grant proposals for supplementary reading and math programs and materials
- Create and present professional development for special education and general education teachers
- Collaborate with faculty regularly concerning student progress and achievement
- Maintain special education records and database
- Attend Individual Education Program (IEP) meetings as the Local Education Agency (LEA) representative
- Provide guidance and expertise regarding student discipline and behavior management
- Create and maintain positive student, teacher, and parent relationships
- Advocate for special education programs to other administrators and school board officials
- Mentor beginning teachers

Classroom Experience

McCracken Middle School, Spartanburg, South Carolina, 2007-2013
Lead Teacher, Rehabilitative Behavioral Health Services (RBHS)—Cross-categorical disabilities

Whitlock Junior High School, Spartanburg, South Carolina, 2005-2007
Resource Teacher, Pull-out Resource & Modified Resource Model
After-School Program Instructor

- Constructed and implemented differentiated and multimodal lesson plans for diverse learners
- Designed a series of parental involvement initiatives
- Organized field trips
- Supervised other RBHS staff, including teachers' assistants, a recreational therapist, and school-based counselor

- Collaborated with other school staff to provide inclusive education to students with severe disabilities
- Coordinated efforts to provide students in need with clothes, food, and other basic necessities
- Mentored practicum students from local universities
- Mentored student teachers from local universities

Licensure

South Carolina Professional Teaching Certificate—Master's Degree Plus 30

Elementary Education—HQ	Generic Special Education—HQ
Emotionally Disabled—HQ	Learning Disabilities—HQ

Current Service & Leadership

Special Recognition

- Teacher of the Year, 2013-2014, Spartanburg Preparatory School
- Council for Exceptional Children Exceptional Educator of the Year Nominee, 2013-2014, South Carolina Public Charter School District
- National Board Certified Teacher, Awarded November, 2010—Early Childhood through Young Adulthood Exceptional Needs Specialist

Special Projects

- Enrich Trainer, South Carolina Public Charter School District, 2014
- Special Education Panel Member—South Carolina Education Oversight Committee, Social Studies Standards Revision, 2010

Presentations

- "Special Education Law: Implementing Services and Documenting Accommodations"--Faculty meeting, November, 2013
- "Special Education: Policies and Procedures at SPS"--Presented to special education staff, August, 2013
- "Behavior Goals: How to ensure mastery, document progress, and use data to drive present levels"--District Level Special Education Meeting, February, 2013
- "FBA & BIP: Writing Effective, Data-Based Behavior Interventions"--7Shares Instructional Fair, August, 2012
- "Building a Culturally Responsive Classroom Management Plan"—7Shares Instructional Fair, August, 2010
- "Using Data Effectively: Determining Appropriate Measures of Behavior, Using Data to Drive Behavioral Goals, and Interpreting Behavioral Data to Determine Student Outcomes"—District Level Special Education Meeting, January, 2010
- "Success in PRS: A Guide for Parents, Students, and Teachers"—Parent Luncheon, September, 2009

- "Engaging Parent Support for Special Educators"—7Shares Instructional Fair, August, 2009

Conferences & Other Professional Development

- Research to Practice, South Carolina Department of Education, July 2014
- ADEPT Mentor Training, South Caroline Department of Education, September, 2013
- Research to Practice, South Carolina Department of Education, July 2013
- American Heartsaver CPR AED/First Aid--Adult & Child, American Heart Association, August 14, 2012
- Crisis Prevention & Intervention Training, Train the Trainer, July 2010—Certified Trainer
- Leadership Residency, Walden University, 2009

Mentoring

- Induction Teacher Certified Mentor, South Carolina Public Charter School District, 2013
- Special Education Student Teacher, University of South Carolina--Upstate, Spring 2012
- Special Education Clinical Student, University of South Carolina—Upstate, Fall 2009; Fall 2010; Spring 2011 (45-hour requirement; self-contained model)
- Special Education Practicum Student, Converse College, Fall 2009 (behavior analysis and intervention)

Professional Affiliation

Palmetto State Teachers Association, Member since 2009