Supporting Teachers to Promote Positive Classroom Climates and the Successful Engagement of All Students

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Factors associated with ineffective schools

- Few resources (access to specialists, etc.)
- Poorly coordinated services
- Lack of administrative support
- Autocratic and punitive approaches to discipline
- High rates of teacher absence
- Poor teacher morale
- Differential treatment of the most at-risk students (e.g., less instruction, less praise, greater levels of rejection)
- All of which associated with student behavior problems and poor academic performance
Interrelated Tasks that Impact Students’ Overall Functioning

- **Engagement** in instructional activities – learning new concepts and skills
- Following classroom rules and expectations – regulating their behavior in a way that doesn’t disrupt the instructional process
- Negotiating social interactions with peers – getting along with others
- Problems in one (or more) of these areas impacts functioning in other areas

Farmer, Reinke & Brooks (2014)
Performance-Based Model with Reciprocal Effects

Exposure → Instruction → Engagement → School Outcome

Task Quality → Instruction → Engagement
Van Acker, Grant, & Henry (1996)

- Mid-risk group

Volunteer → OTR → Correct Response → Praise

- High-risk group

Volunteer → OTR → Correct Response → Praise

- Students in high-risk group twice as likely to receive reprimand following inappropriate classroom behavior
Social-Emotional Learning Meta-Analysis (Durlak et al, 2011)

• Delivered by teachers

<table>
<thead>
<tr>
<th>Domain</th>
<th>SEL Skills</th>
<th>Attitudes</th>
<th>Positive Social Behavior</th>
<th>Conduct Problems</th>
<th>Emotional Distress</th>
<th>Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect size</td>
<td>0.57*</td>
<td>0.23*</td>
<td>0.24*</td>
<td>0.22*</td>
<td>0.24*</td>
<td>0.27*</td>
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</tbody>
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P < .05

• Note – 0.30 ES small, 0.50 ES medium, 0.80 ES large

• Of note – academic gains of 11 percentage points noted for SEL v. control
The Problem

• School districts often adopt multiple curricular, social/behavioral support, school safety and disciplinary programs
• Often without supporting evidence
• Teachers therefore may feel overloaded with PD
• Different program information and strategies may seem contradictory or incompatible
• Teachers may therefore be unresponsive to training they perceive as inconsistent with their own experiences and needs of students

Adapted from Farmer et al., 2014
Stages of Implementation

Exploration and Adoption

Program Installation

Initial Implementation

Full Operation

Innovation

Sustainability

Key Points in School-based Implementation

• Identifying need
• Identifying program with evidence to address need
• Matching program to resources and community

• Administrative support (District)
• Administrative support (Building)
  • Champions in the building
  • Training and resource support

• Administrative support (Building)
  • Champions in the building
  • Ongoing support and feedback

Fixsen et al., 2005
Prevention Model – Schoolwide

- **Primary**
  - School-wide – positive management, effective instruction, social skills instruction, family involvement

- **Secondary**
  - Early intervention – address risk factors and accentuate protective factors

- **Tertiary**
  - Intensive interventions – coordinated, intensive, culturally-appropriate, child and family-focused services and supports

1-3%

10-20%

75-90%
School-wide Positive Behavior Interventions and Supports (PBIS)

A framework for:

- School-wide procedures
  - Define, teach, reward and correct behavior
  - Setting procedures
- Scheduling, monitoring, and architectural
  - Classroom procedures
  - Teacher procedures
- Individual student procedures
  - FBA/BIP

But what do teachers do???
Supportive Professional Development for Teachers

- “Real world” centered
- Designed to be individualized and adapted to teachers’ special circumstances
- Contextual responsiveness
- Focus on general implementation criteria
- Administrative support
  - District level
  - Building level
People are unwilling to intervene in a social context in which the rules are unclear and people mistrust or fear one another.

Sampson, Raudenbush, & Earls, 1997
Responsive implementation supports

- Contextual responsiveness
  - Assessing current practices and capabilities
  - Available resources and needs
  - Determining what works and what doesn’t
  - Identifying how evidence-based approaches can be integrated into typical classroom structures
- Focus on general implementation criteria
  - Should emphasize general and essential core components of evidence-based practices
  - Emphasis on working through how practices can be used in relation to other practices
Two models for PD support

- Directed consultation
  - Project SEALS
- Practice-based coaching
  - BEST in CLASS
Supporting Early Adolescent Learning and Social Support (SEALS)

• Directed consultation

• Four components
  • Pre-intervention observations and interviews with school staff
  • Professional development workshops
  • Online training modules
  • Team-level implementation meetings
BEST in CLASS Training & Coaching

- Manualized teacher training (6 hrs)
- 14 weeks of practice-based coaching
- 7 learning modules which include the 6 BEST in CLASS practices (2 weeks/practice)

Components of the coaching:
- Facilitated instruction
- Shared goals and action planning
- Guided practice
- Reflection
- Direct focused observation
- Reflection and feedback
Coaching -> Teacher Implementation
Corrective Feedback - Adherence

Coaching

Training

Adherence

Week

BEST in CLASS
Comparison

Maint (14-16)
BEST in CLASS Outcomes (Effect Sizes)

Teacher Self-Efficacy
• Classroom management – 0.82
• Instructional strategies – 0.67
• Student engagement – 0.62

Child Outcomes
• Problem behavior – 0.43
• Social skills – 0.45

Classroom Atmosphere
• Classroom organization – 0.69
• Emotional support – 0.50
• Instructional support – 0.65
Social Validity

• “If the participants don’t like the treatment [practice/action] then they may avoid it, or run away, or complain loudly. And thus, society will be less likely to use our technology, no matter how potentially effective and efficient it might be” (M. Wolf, 1978, p. 206)
Conclusion

- Goal of classroom management/behavior management should be to foster success both for teacher and for students
- Effective programs are
  - Success oriented
  - Communicate a sense of shared responsibility between
    - Students
    - Students and Teachers
    - Teachers and Administrators