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An Analysis of the use of Evidence-Based Classroom Management Practices in Pre-Kindergarten Through Fifth Grade Classrooms

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AN ANALYSIS OF THE USE OF EVIDENCE-BASED CLASSROOM MANAGEMENT
PRACTICES IN PRE-KINDERGARTEN THROUGH FIFTH GRADE CLASSROOMS

by

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A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Early Childhood Development and Education
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ABSTRACT

The focus of this study was to analyze evidence-based classroom management practices and measure their effectiveness in enhancing organization in pre-kindergarten and elementary school classrooms. The scope was broken down into four purposes. The first purpose was to discover if teachers are currently using evidence-based classroom management strategies within their classrooms. The second purpose was to determine how regularly teachers are using these strategies within their classrooms. The third purpose was to conclude if teachers are finding these strategies to be effective in the classroom. The fourth purpose was to find what type of preparation and/or training have teachers received regarding evidence-based classroom management strategies. A total of 54 certified teachers in the Central Florida area responded to a questionnaire about evidence-based classroom management practices. The results of this study revealed that teachers are starting their first year of teaching feeling inadequately prepared in classroom management strategies. Also, the results indicated that teachers are knowledgeable about certain strategies and there is a correlation between the frequency a teacher implements a certain strategy in the classroom and its perceived effectiveness. In addition, the study revealed that the longer a teacher has been teaching in the field the more hours that teacher will receive in professional development training focused on classroom management strategies. Due to the limited responses, the results of the study are unable to be generalized based on data analysis.

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INTRODUCTION

Classroom management is a significant topic within the education community. There are a variety of different approaches as to how teachers can organize their students, environment, time, and materials within their classrooms. Recently a lack of classroom management preparation for new teachers has left them feeling frustrated, which has contributed to the current teacher turnover rate (Shernoff et al., 2011). Teachers are leaving the profession within the first five years due to student misbehavior and inadequate effective classroom management training (Shernoff et al., 2011). This study's focus was to analyze evidence-based classroom management practices and measure their effectiveness in enhancing organization in pre-kindergarten and elementary school classrooms.

Classroom management strategies are considered evidence-based only if they meet certain criteria. First, comprehensive research must be conducted and that research must show the strategy to be effective. Once this occurs the strategy must then be supported by at least three empirical studies that have been published and peer reviewed. (Simonsen et al., 2008). A study conducted at the University of Illinois indicates a direct correlation between effective classroom management practices and positive student-teacher relationships. This same study also showed that effective classroom management practices are associated with high student achievement and a decrease in classroom disruption (Shernoff et al., 2011). This demonstrates a need for teachers to be equipped with the best practices to improve their classroom management. The goal of classroom management is to increase teaching time and decrease time spend managing disruptive behavior. The purpose of this study was determined through the following research questions: (a) Are teachers currently using evidence-based classroom management practices within their classroom?, (b) How regularly are teachers implementing these practices?, (c) Are teachers

finding these practices to be effective?, and (d) What type of pre-service and/or in-service classroom management preparation have teachers gone through?

Definition of Terms

For a better understanding of this study, the following terms are operationally defined.

Certified. Refers to individuals that have competed their certification to teach in the State of Florida.

Degreed. Refers to individuals that have received a bachelor's degree or higher.

In-service. Refers to professional development that occurs once a teacher is teaching within the field.

Pre-service. Refers to teacher education that occurs before becoming a teacher

Rationale

My interest in this topic started after completing an undergraduate course in a professional preparation degree program, titled *Classroom Management and Guidance of Young Children.* The course opened my eyes to the importance of teachers having effective classroom management strategies at their disposal. After learning about different evidence-based classroom management practices, I spent some time in several classrooms in my area to observe their use and effectiveness. After careful observation, I realized that not all teachers were using evidence-based classroom management strategies in their classroom. Evidence-based classroom management strategies are proactive, rather than reactive (Martin et al., 2016). I observed strategies that are considered not evidence-based because the classroom teachers were using strategies that are considered reactive over proactive. Before starting my research, my goal was

to figure out where the gap was that left teachers feeling inadequately prepared when it comes to the use of classroom management strategies within their classrooms.

     My focus as a future educator is to ensure that my students are learning and that I am actively utilizing the best practices for my students to be successful. As a teacher I want to focus more of my class time on my students' academic learning rather than trying to control classroom behavior. Effective classroom management strategies are preventive so they set up children for success (Marquez et al., 2016). Due to my pre-service course, I feel prepared to enter into a classroom and use the strategies that I learned about in-depth.

REVIEW OF LITERATURE

What is Evidence-based Classroom Management Practices?

Classroom management practices are strategies teachers can use to create an overall productive and high achieving environment with minimal disruptions. There are a variety of classroom management practices available for teachers to use in their classrooms; however, only a certain amount are considered evidence-based. Evidence-based practices focus on proactive strategies to prevent inappropriate behavior in the classroom rather than reactive strategies that occur after inappropriate behavior has occurred (Voss et al., 2017). Evidence-based practices meet the following criteria: "(a) the use of comprehensive experimental design and appropriate analytical procedures, (b) empirical validation of effects, (c) clear implementation procedures, (d) replication of outcomes across implementation sites, and (e) evidence of sustainability" (Kerr & Nelson, 2010, p. 89). The classroom management strategies that will be discussed and observed in this study all fall under the criteria of evidence-based practices. Each of these strategies has been verified to be efficient by multiple observations, are clear as to what procedures they require, and are all sustainable. Effective classroom management strategies focus on proactive behavior with directed activities to maximize a teacher's time with the students, increase students' engagement, and increase the students' achievements (Cooper et al., 2018).

A main goal for teachers in their classroom is to make sure they are providing their students with the most effective practices for the students to successfully reach their own achievements. That is where evidence-based classroom management practices come into play. Teachers who (a) clearly state the rules, expectations, and routines of the classroom, (b) closely monitor the needs of their students, (c) allow students opportunities to respond, and (d) are able

to effectively respond to inappropriate behavior within the classroom allow their classroom environment to exist at its maximum level of efficiency (Borgmeier et al., 2016).

This study will break down five elements of evidence-based classroom management practices: (a) maximize structure, (b) post, teach, review, monitor, and reinforce a small number of positively stated expectations, (c) active engagement, (d) continuum of strategies to encourage appropriate behavior, and (e) continuum of strategies to discourage inappropriate behavior (Freeman et al., 2014). These five elements of classroom management will contain specific strategies that will be examined to identify if teachers are knowledgeable about the strategies, implement the strategies, and find the strategies to be effective.

<u>Effectiveness of Evidence-based Classroom Management Practices</u>

What makes evidence-based practices much more valuable in the classroom is that these practices have been supported by research. Research has been done on each of the strategies to prove that they are the most effective way to manage a classroom. Results have indicated that evidence-based classroom management practices have an 80% effectiveness on improving disruptive behaviors within the classroom and have significant positive effects on students' achievements and academic performance (Cooper et al., 2018). Teachers are ranking classroom management as their second greatest need within their classroom, yet opportunities to learn these strategies are not being efficiently provided for pre-service or in-service teachers (Cooper et al., 2018). Increasing the effectiveness of teachers' classroom management skills provides teachers the appropriate opportunity to guide and teach their students, while also allowing students the greatest opportunity to learn.

The teachers who practices these skills of positive interactions with their students, provide a safe environment, value the relationships they have established with their students, and model respect, encourage their students to also show respect, care, and display positive interactions among their peers. On the opposite end, if teachers show their students disrespect, do not provide a safe environment, or use negative language, this will provoke the students to be disruptive and practice inappropriate behaviors in the classroom (Martin et al., 2016). One of the main causes for interruptions in regular classroom activities is disruptive behavior which can be minimized with proactive classroom management strategies (Hagermoser Sanetti et al., 2018). Well-managed classrooms allow for the high level of student success, academic engagement, and fewer behavioral problems (Marquez et al., 2016).

According to Shernoff et al. (2011), when students are given the appropriate opportunities, environment, and rules to guide them as to what is expected of them, they perform better and have a closer relationship with their teachers. Evidence-based classroom management practices are imperative for a successful classroom because they provide a teacher with the strategies they need to be able to assist their students in the most efficient way possible (Cooper et al., 2018). A positive environment where students are engaged and practicing appropriate behaviors allows for the students in that classroom to thrive.

Teacher Preparation in Evidence-based Classroom Management

Pre-service Preparation

In this study, the first point of focus was to take a look at different pre-service programs and how effective they are in providing teachers with sufficient training in classroom management practices. Four programs that were looked at were (a) alternative certification

general education programs, (b) alternative certification special education programs, (c) college/university general education programs, and (d) college/university special education programs (Flower et al., 2017). Flower et al. (2017) study analyzes several course syllabi to determine the level of classroom preparation these programs offer teachers. The findings indicated that college/university special education programs provided their teachers with the most classroom management content within courses (Flower et al., 2017). Programs for special education at the college/university level even included some stand-alone courses that focused solely on classroom management skills. Programs that were found to have significantly less classroom management preparation courses were alternative certification general education programs (Flower et al., 2017). These programs were found to have little to no dedicated courses where the content was solely focused on classroom management skills. They even showed minimal classroom management preparation content embedded within their courses (Flower et al., 2017). The college/university special education programs, mostly taught practices focused on reactive strategies, which are not considered to be as effective as proactive techniques (Flower et al., 2017).

Teachers continue to feel inadequately prepared in evidence-based classroom management strategies before entering the classroom. Studies have shown that only 18% of teachers report that they learned classroom management skills in their pre-service courses and only 27% of teachers report that they had a stand-alone course on classroom management strategies (Ficarra & Quinn, 2014). This limited amount of exposure to different evidence-based classroom management practices in teachers' pre-service courses is causing first year teachers to feel unprepared to effectively manage their classrooms. One study showed that only 28 states require programs to have instruction on evidence-based classroom management practices

(Freeman et al., 2014). This demonstrates that a gap exists in teacher pre-service programs and the proper preparation of skills and knowledge teachers need before entering a classroom.

<center>In-service Preparation</center>

As previously discussed, some beginning teachers feel frustrated with the inadequate preparation of classroom management practices within their pre-service courses. Similarly, in-service teachers also feel frustrated with the lack of appropriate professional development programs focused on classroom management strategies. Studies have found that less than half of teachers (45.7%) have enrolled in a professional development program where its main focus is on evidence-based classroom management practices (Cooper et al., 2018). In-service teachers reported that currently most of them learn about classroom management strategies through mentors and peer interactions. Eighty-two percent of teachers learn new strategies by collaborating with peers (Ficarra & Quinn, 2014). Teachers need support when it comes to implementing appropriate classroom management strategies within their classrooms. Considering the lack of classroom management preparation in pre-service programs, teachers are seeking additional, adequate support in the field.

Unfortunately, the turnover rate for new teachers is alarming with 40% of them leaving within their first five years of teaching in the profession (Papay et al., 2017). The top two reasons for this turnover rate are the stress teachers face when it comes to lack of classroom management skills and student misbehaviors (Shernoff et al., 2011). Teachers report a lack of preparation to deal with disruptive behavior within the classroom (Shernoff et al., 2011).

Dedicated classroom management professional development programs need to be provided for teachers to learn how to adequately prepare the classroom and prevent the challenging behaviors that can occur. Teachers need effective professional development

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programs such as *The Incredible Years Teacher Classroom Management Training program*. This training program has been proven to be beneficial for in-service teachers to reduce the gap of teachers' classroom management knowledge (Webster-Stratton et al., 2011). This program focuses on training teachers on effective classroom management strategies. This professional development model is a hands-on, collaborative effort among participating teachers and instructors (Webster-Stratton et al., 2011). Instructors use demonstrations in sessions to help teachers gain classroom management skills. Another program that has been proven to be successful for in-service teacher training on effective classroom management practices is the online training program called *Classroom Management in Action (CMA)*. This program consist of videos, planning tools, online coaches, and tips for effective classroom management strategies (Marquez et al., 2016). The program was created so that teachers can have an easily accessible platform where they can learn about research-based classroom management strategies and how to effectively implement those strategies within their classroom to improve student behavior. *CMA* was found to be highly successfully with 97% of participants saying the program was useful, 94% saying they would recommend it to others, and 81% saying that it helped improve overall student behavior (Marquez et al., 2016). Programs such as these should be provided to in-service teachers so that they can be better equipped to deal with the high demands of managing a classroom.

Besides these programs teachers can also maintain the effectiveness of classroom management strategies by regularly self-monitoring themselves. A self-monitoring checklist for teachers that is focused on their use of classroom management strategies has been proven to maintain their implementations of those strategies (Oliver et al., 2015). These checklists are used so that teachers can be aware of how the strategies are working for their students and allows for

the teachers to self-evaluate their consistent use of the strategies. When teachers use this type of

checklist, they increase the likelihood of consistent implementation which increases the quality

of the practiced strategy (Oliver et al., 2015).

METHODOLOGY

Purpose and Research Questions

This study was guided by the following research questions:

(a) Are teachers currently using evidence-based classroom management practices within their classroom?

(b) How regularly are teachers implementing these practices?

(c) Are teachers finding these practices to be effective?

(d) What type of pre-service and/or in-service classroom management preparation have teachers gone through?

Procedures

To explore the research questions set forth above, a questionnaire was created based on assessments used in other research studies and following the format of the Classroom Management Assessment (Simonsen et al., 2008). Next, the study was submitted for approval to the Institutional Review Board (IRB). The IRB approval letter can be found in Appendix A. Once the study was approved by IRB, the recruitment process began and a letter of invitation was sent to approximately 38 schools administers. The letter of invitation to school administrators can be found in Appendix B. When a school agreed to participate in the study, a letter meant for the participating teachers was sent to the administrators to distribute out to their teachers. The letter for the teachers can be found in Appendix C. The letter for the teachers contained the instrument for the study which was an electronic Google Forms link to the study's questionnaire. The questionnaire can be found in Appendix D. Participating teachers will agree or disagree with an informed consent at the start of the questionnaire. Once teachers agreed to the informed consent, they were able to begin and complete the questionnaire. Completing this

questionnaire took approximately ten minutes. A descriptive analysis of the data was conducted to generate the results.

<center>Instrumentation</center>

A 61-item questionnaire was developed specifically for this study (Appendix D). The questionnaire was meant to reach degreed and certified pre-kindergarten through fifth-grade teachers in the Central Florida area. The first section of the questionnaire contained demographic questions in which teachers were to answer regarding themselves and their personal experiences. Questions asked in this first section were focused on the type of degrees they received, how adequately prepared they felt in classroom management strategies during their first year of teaching, and the number of pre-service courses they took that focused on classroom management strategies. The purpose of these questions was to determine if any of these demographic factors played a role in teachers feeling prepared in classroom management strategies.

The second section of the questionnaire contained 16 probes related to evidence-based classroom management strategies. Participating teachers were asked to rate their knowledge, implementation, and their perceived effectiveness of the specific strategy. The three specific statements that were asked for each of the 16 strategies were (a) I am knowledgeable about this strategy, (b) I implement this strategy, and (c) I find this strategy to be effective. These three statements were rated using a Likert-type five-point scale. The Likert-type five-point scale was used for these strategies where participants were asked to select their responses from the following choices: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree. The 16 strategies broke down into a total of 45 questions that asked participants

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to select one of the five responses that closely resembled their perceptions related to the statement. A breakdown of the participants responses to each of the 16 strategies can be found in Appendix E.

The questionnaire focused specifically on different evidence-based classroom management strategies that teachers can use within their classrooms. These practices are broken up into five general categories (a) maximizing structure, (b) posting, teaching, reviewing, monitoring and reinforcing expectation, (c) engaging students actively in observable ways, (d) using a continuum of strategies to acknowledge appropriate behavior, and (e) employing a variety of techniques to respond to inappropriate behavior. The 16 probes about evidence-based classroom management strategies that the participants were asked to rate in this questionnaire were adapted from assessments used in other research studies. One research study that informed this questionnaire was based on Simonsen et al. (2008), Project Muse Classroom Management Assessment. The descriptions and titles for these strategies were also influenced by research done by Freeman et al. (2014); Cooper et al. (2018); and Ficarra and Quinn (2014). These research studies concluded the effectiveness of each of these strategies, which is the reason for selecting them on this questionnaire. By using these strategies from the reviewed research, the questionnaire was able to investigate the participants degree of knowledge, implementation, and effectiveness of these evidence-based classroom management strategies.

Recruitment

Once the study was approved by IRB, school administrators were contacted via email with a letter explaining the purpose of the study, confidentiality measures, and the content of the questionnaire (Appendix B). The questionnaire included questions on demographics, along with

the knowledge, implementation, and effectiveness of 16 evidence-based classroom management strategies. Teachers were not asked to provide identifying information to maintain confidentiality. A week after contacting school administrators, a follow up email was sent to the schools who had not yet responded to the initial invitation. Once the schools agreed to participate in the study an email containing a letter meant for the teachers that explained the purpose of the study, how their identities would be protected during this research, and a link to the questionnaire was sent out to each of the administrators to distribute to their participating teachers (Appendix C). Once the questionnaire was sent out to the teachers there was a two-week time period for the participants to complete and submit their responses. The first form of contact to schools was an email sent to administrators in February 2020. While contacting the schools in February, COVID-19 had begun to rise and distance learning was starting to occur. Because of this occurrence, not enough schools had responded to the initial invitation to participate in the study. In April 2020, after the transition to online instruction had occurred for close to a month due to COVID-19, more emails containing letters of invitation to participate were sent out to school administrators. Once the schools accepted the invitation to participate, their teachers had two weeks to complete the questionnaire. After sending the second round of emails, 54 teachers agreed to participate by responding to the questionnaire. After the two weeks, collected data were reviewed and analyzed.

RESULTS

Introduction

Results from this research will be first discussed as an overview of what was found from reviewing the questionnaire. After going through an overview of the results found, an analysis of each of the research questions that were presented at the beginning of the study will follow: (a) Are teachers currently using evidence-based classroom management practices within their classroom, (b) How regularly are teachers implementing these practices, (c) Are teachers finding these practices to be effective?, and (d) What type of pre-service and/or in-service classroom management preparation have teachers gone through? Despite attempts to contact a large number of schools, only a small number of schools responded and agreed to participate in the study which resulted in a total of 54 respondents. These results are based on the 54 respondents who completed the questionnaire.

Overview of Results

Responses to the demographic questions indicated that 28 respondents (49.12%) received a degree in Elementary Education. Twelve of the respondents (21.05%) received a degree in Early Childhood Development. The rest of the 14 respondents received their degrees in either Exceptional Student Education, Education Leadership, Psychology, or another degree not pertaining to education. This data was based on the answers participants gave to question number six of the questionnaire. Results are displayed in Figure 1.
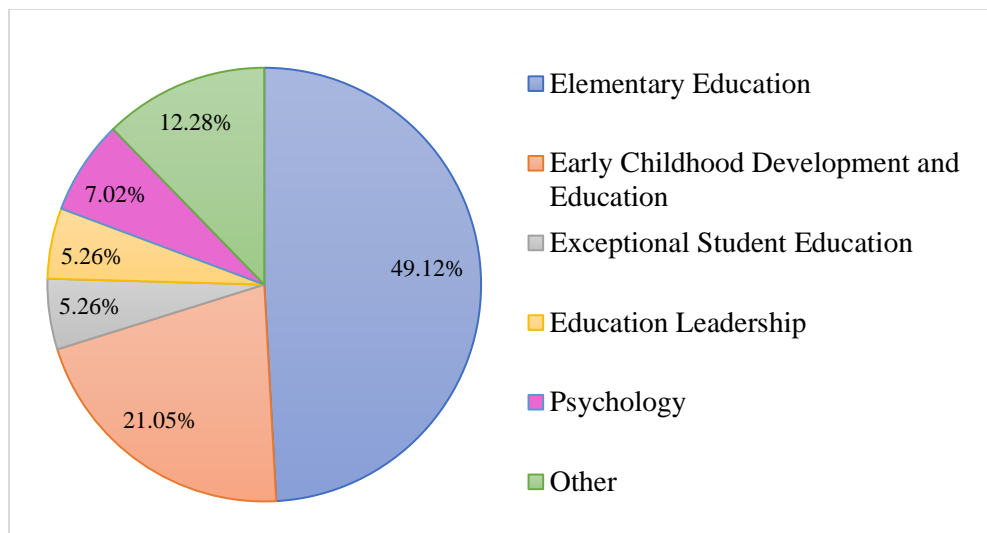
Figure 1. Participants' Degrees
Note. Percentages of the degrees each participant holds.

In the questionnaire, participates were asked how many years they have been teaching. The data shows that 66.70% of the participants have been teaching for 7 or more years. The rest of the 33.30% of participants have been teaching for less than seven years. Results are displayed in Figure 2.
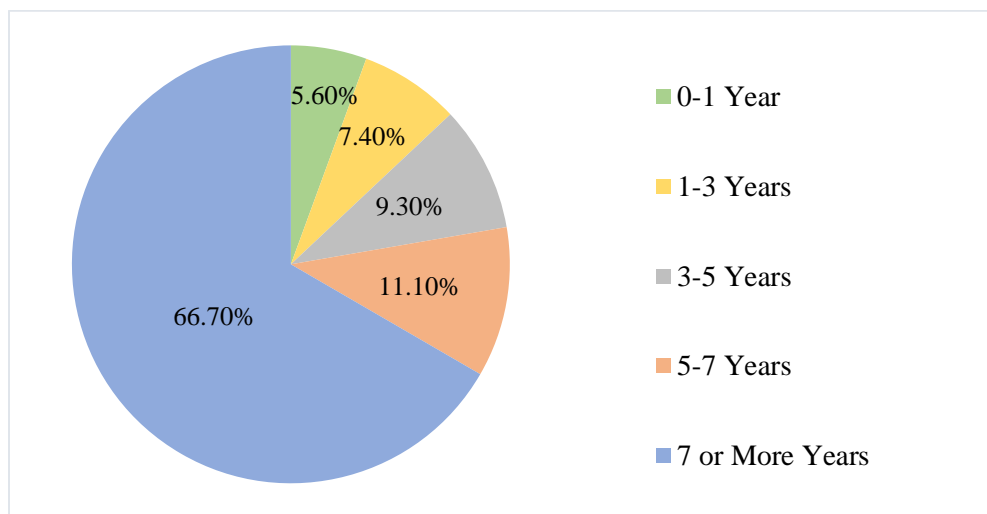
Figure 2. Years of Teaching
Note. Percentages of the years the patients have been teaching in the classroom.

The data indicated that 70.04% of respondents did not feel adequately prepared in evidence-based classroom management strategies in their first year of teaching. The remaining

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29.60% of participants responded that they did feel adequately prepared in evidence-based classroom management strategies in their first year of teaching. Of the 38 participants who responded saying they did not feel adequately prepared, 71.05% received their degree in either Early Childhood Development or Elementary Education. Of the 16 participants who said they did feel prepared in classroom management strategies their first year of teaching, 68.75% received their degree in either Early Childhood Development or Elementary Education. The responses suggest that more than half of the respondents did not feel prepared in classroom management strategies in their first year of teaching, regardless of the degree they received.

The total responses to questionnaire item 9 indicated that 31.48% of participants took zero stand-alone courses on classroom management strategies. Participants that took one stand-alone course on classroom management strategies made up 35.19% of the respondents. The remaining participants that took two or more stand-alone courses on classroom management strategies made up 33.34% of the respondents. Results are displayed in Figure 3.
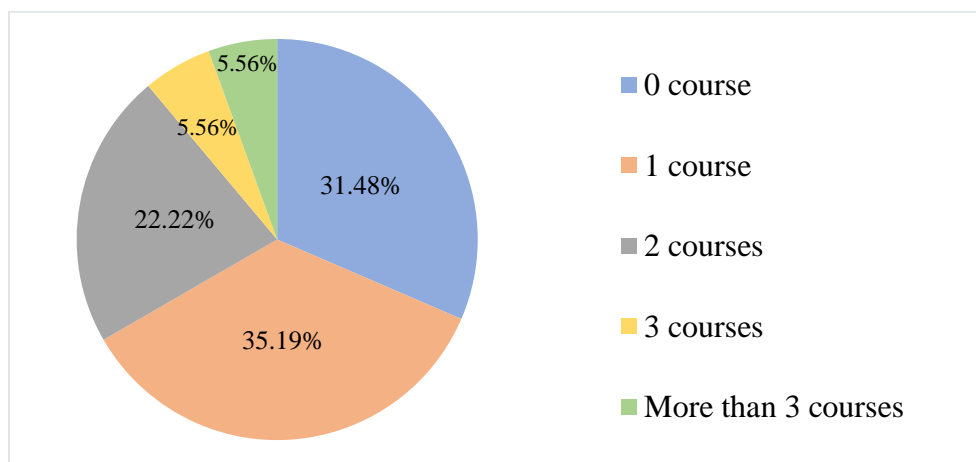
Figure 3. Stand-Alone Pre-Service Classroom Management Course(s) Taken
Note. Percentage of participants' stand-alone pre-service classroom management courses taken.

When compared to the teachers who did not feel adequately prepared (70.40%) in classroom management strategies in their first year of teaching, 42.11% of those respondents took zero courses in classroom management. Of the 12 participants (31.58%) who did not feel

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prepared took one course on classroom management strategies. Six of the participants (15.79%) that said they did not feel prepared took two stand-alone courses. The remaining four participants (10.52%) that said they did not feel prepared in classroom management strategies their first year of teaching took three or more courses on classroom management. The responses to questionnaire item 9 indicated that more than half of the teachers (66.67%) took one or no courses in classroom management strategies which likely played a role in their not feeling adequately prepared in classroom management in their first year of teaching. Results are displayed in Figure 4.

Figure 4. Courses of Teachers that did not Feel Adequality Prepared
Note. Percentages of the amount of courses teachers that indicated they did not feel adequality prepared in classroom management strategies their first year of teaching.

Now, taking a look at the respondents who said they did feel adequately prepared in classroom management strategies their first year of teaching (29.60%), one of those respondents took zero courses in classroom management (6.25%). Seven of those respondents (43.75%) took one course in classroom management. Six of those respondents (37.50%) took two courses in classroom management. Lastly, 12.50% of those respondents took three or more courses in classroom management strategies. Results are displayed in Figure 5.
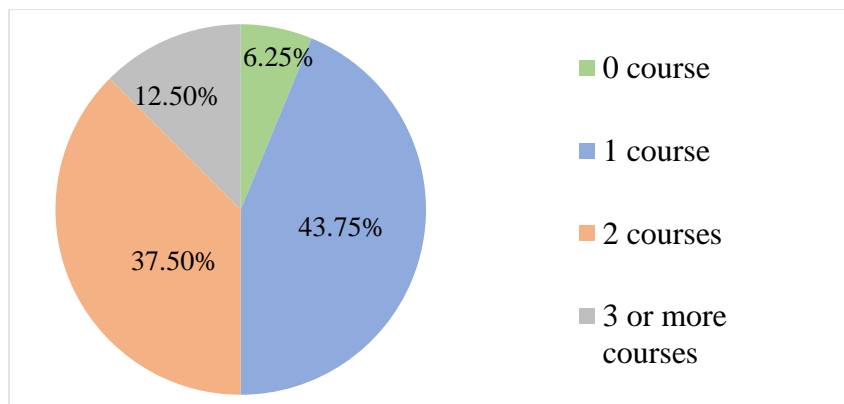
Figure 5. Courses of Teachers That did Feel Adequality Prepared
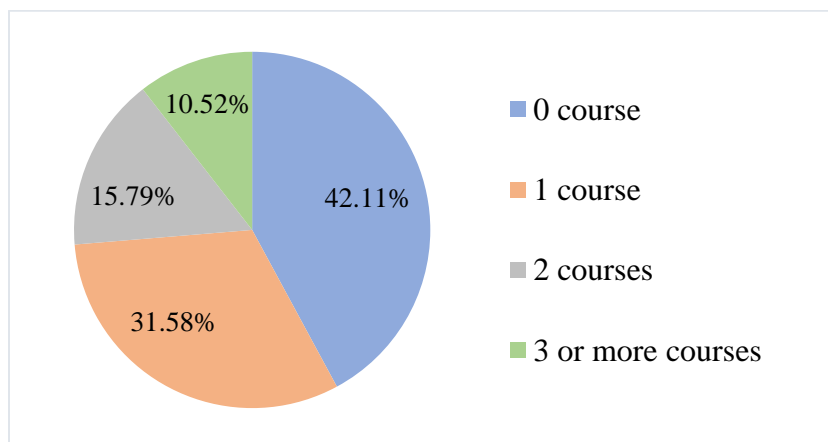*Note*. Percentages of the amount of courses teachers that indicated they felt adequality prepared in classroom management strategies their first year of teaching.

Responses to the 16 evidence-based classroom management strategies indicated that 83.91% of participants felt that they were very knowledgeable about the strategies, 60.65% of participants indicated that they often implement these strategies, and 59.72% found that these strategies to be very effective within their classrooms. The responses suggest that the degree in which a teacher regularly implements a strategy is correlated with how effective the teacher may find the strategy to be. Results are displayed in Figure 6.
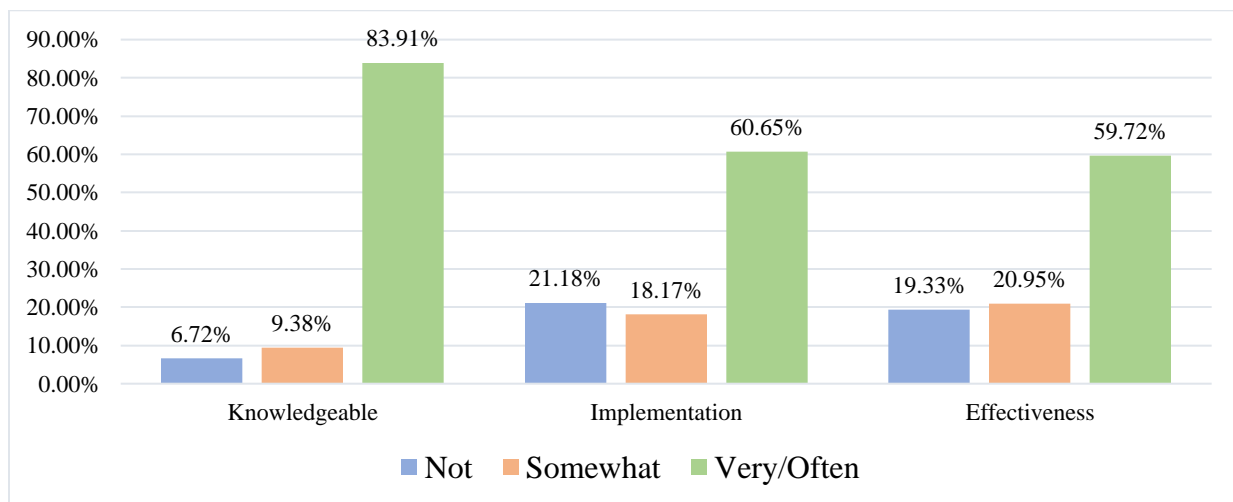
Figure 6. Evidence-Based Classroom Management Strategies
Note. Figure 7 displays the average of each of the 16 strategies that participants rated between three different categories of knowledge, implementation, and effectiveness. Each category was broken down into three levels. Category 1, knowledgeable, broke down into whether the participants found that they were not knowledgeable, somewhat knowledgeable, or very knowledgeable on a particular strategy. Category 2, implementation, broke down into whether the participants found that they were not implementing, somewhat implementing, or often implementing a particular strategy. Category 3, effectiveness, broke down into whether the participants found that they found a particular strategy to not be effective, somewhat effective, or very effective.

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<u>Analysis of Data</u>

The Sixteen Evidence-Based Classroom Management Strategies

Section two of the questionnaire was guided by the following 16 evidence-based classroom

management strategies:

(1) Structure within the classroom (ex. clearly defining routines, rules, and procedures)

(2) The physical arrangement of the classroom

(3) Teacher directly teaches expectations of the classroom

(4) Teacher actively supervises students and provides ongoing feedback (proximity control)

(5) Teacher allows students opportunities to respond

(6) Teacher uses computer-assisted instruction

(7) Teacher uses class-wide peer tutoring

(8) Teacher uses guided notes

(9) Teacher provides behavior-specific praise

(10) Teacher offers class-wide contingencies

(11) Teacher uses behavioral contracts

(12) Teacher develops token economies

(13) Teacher uses error correction for academic and social behavior

(14) Teacher gives students performance feedback

(15) Teacher practices planned ignoring

(16) Teacher provides time out from reinforcement

Research Question 1

Are teachers currently using evidence-based classroom management practices within their

classroom?

To answer this research question, the participants were given 16 examples of evidence-based classroom management strategies and asked if they are currently implementing these strategies. This data was retrieved by averaging all of the participant's ratings of each of the 16 strategies when asked if they implemented that particular strategy. In response to the question on whether teachers are using these strategies, the data shows that 78.82% of teachers indicated that they use these 16 strategies somewhat or often within their classroom. These results show that more than half of the teachers are currently using evidence-based classroom management strategies within their classrooms. To breakdown this percentage even further, 60.65% of respondents indicated that they use these strategies very frequently within their classroom. The portion of teachers that replied they use these strategies somewhat of the time was 18.17%. The remaining teachers that do not use these strategies within their classroom was 21.18%. With this breakdown, the data shows that more than half of the teachers are often using evidence-based classroom management practices within their classrooms. There is, however, a significant portion of teachers (21.18%) that are not using these strategies within their classroom.

<div align="center">Research Question 2</div>

How regularly are teachers implementing evidence-based classroom management practices within their classrooms?

Based on the analysis of the overall data, the participants were asked on each of the 16 classroom management strategies if they felt that they (a) never implement the strategy, (b) some of the time implement the strategy, or (c) frequently implement the strategy. The results concluded that 60.65% of the participants implement evidence-based classroom management strategies frequently within their classrooms. The data also showed that 18.17% of the respondents indicated that they implemented the strategies some of the time. The remaining

participants (21.18%) indicated that they never use these strategies. The majority of the participants are using these strategies regularly within their classroom, yet a significant portion of the participants do not implement the evidence-based classroom management strategies within their classroom.

<div align="center">Research Question 3</div>

Do teachers find these evidence-based classroom management practices to be effective within their classrooms?

When looking at this research question, the participating teachers were each asked if they found a particular evidence-based classroom management strategy to (a) not be effective, (b) be somewhat effective, or (c) be very effective within their classroom. According to the data that was collected 59.72% of the respondents found these strategies to be effective within their classrooms. Another portion of the participants (20.95%) found these strategies to be somewhat effective within their classrooms. The remaining respondents (19.33%) found the strategies to not be effective within the classroom. Results suggest over half of the respondents felt that the 16 strategies that were presented to them are effective within the classroom.

<div align="center">Research Question 4</div>

What type of pre-service and/or in-service classroom management preparation have teachers gone through?

The type of in-service classroom management preparation that teachers have gone through was not discovered, but the amount of instruction in dedicated in-service classroom management strategy professional development training was revealed through the questionnaire. The responses to questionnaire item 10 indicated that more than half of the respondents (75.93%) took an in-service professional development training that focused on classroom management

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strategies. The remaining 24.07% of respondents took zero in-service professional development training that focused on classroom management strategies. Of the participants who had not participated in any in-service professional development training on classroom management strategies, 69.23% of those respondents have been teaching for 7 or more years. The remaining of those respondents have been teaching for less than 7 years. Of those, 7.69 % have been teaching for one to three years, another 7.69% have been teaching from five to six years, and 15.38% have been teaching for one year or less. More than half of the participants that have not taken an in-service professional development training that focused on classroom management strategies are teachers that have seven or more years' experience. The results for teachers who have been teaching for a year or less could likely be attributed to the short amount of time they have been working in the field.

Of the participants that indicated that they have taken an in-service professional development training that focused on classroom management strategies, 65.85% of those respondents have been teaching for seven or more years. Of these respondents, 12.20% of them have been teaching for five to seven years. Another 12.20% of the respondents have been teaching for three to five years. Last, 9.76% of these respondents have only been teaching for three years or less. A closer look was taken to assess the number of hours each of these respondents participated in such training. Of these participants, 56.10% indicated that they received 10 or more hours of in-service training. Respondents that took seven to nine hours of training made up 9.76% of the respondents. The portion of the respondents that took four to six hours of training were 14.63%, and 7.32% of these respondents took one to three hours of training. Five of the participants (12.20%) did not provide a response. The data suggests that the

more years a teacher has been in the field, the more likely they are to participate in professional development training on effective classroom management strategies.

The data then allowed a look at the teachers who took 10 or more hours of professional development training focused on classroom management and compared the amount of years those teachers have been teaching. Of these teachers, 65.22% have been teaching for seven or more years. Next, 17.39% of these teachers have been teaching for five to seven years. Then, 13.04% of these teachers that have been teaching for three to five years. Last, 4.35% of these teachers have been teaching for one to three years. Results suggest that the longer a teacher has been teaching, the more hours they will likely participate in this type of professional development training.

Discussion

The purpose of this study was to analyze evidence-based classroom management practices and measure their effectiveness in enhancing organization in pre-kindergarten and elementary school classrooms. Due to the limited responses that the questionnaire received, the results of the study are unable to be generalized based on data analysis. Also, a pilot questionnaire should have been used to determine clarity of questions and to confirm that forthcoming responses would be able to answer the specific research questions. However, the results of this study revealed that regardless of the degree a teacher received, the majority of teachers did not feel adequately prepared in evidence-based classroom management strategies during their first year of teaching. Of the teachers that did not feel prepared their first year, a majority of them took only one or no stand-alone courses focused on classroom management strategies before entering the classroom. These results connect to prior research conducted

stating that only 18% of teachers report that they learned about classroom management strategies in their pre-service courses (Ficarra & Quinn, 2014).

The results of the study indicate that of the 54 respondents, a majority of the teachers had been teaching for seven or more years. The respondents also indicated that a majority of them do find themselves knowledgeable on the classroom management strategies that were presented to them. About half of the teachers indicated that they implement these strategies within the classroom, and half of the teachers indicated that they find these strategies to be effective in their classrooms. The results revealed a possible connection between teachers implementing a certain strategy and their perceived effectiveness of that strategy. The data suggest that the intensity or frequency with which teachers implement a strategy within the classroom may be connected to how effective they find that same strategy.

The results of the questionnaire indicate that majority of teachers in this study have taken in-service professional development training where the main focus is on classroom management strategies. Of the teachers who reported that they did not participate in such training, a small portion of those teachers has been teaching for a year or less. This report suggests that those teachers did not participate in this type of training perhaps because of the limited amount of time they have been in the field. Of the respondents who indicated that they participated in a professional development training where the main focus is on classroom management strategies, more than half of those teachers have been teaching in the field or 7 or more years. The data also indicated that the majority of those teachers received 10 or more hours of training on classroom management. Results suggest that the longer a teacher was in the field, the more hours of training they attended regarding classroom management.

The overall results of the study suggest that teachers starting their first year in the field are feeling unprepared in classroom management strategies. The findings of the questionnaire reveal that as teachers progress within the field, they are partaking in more hours of professional development training focused on classroom management strategies.

Limitations

The limitations of this study were as follows. First, the sample size was relatively small and therefore cannot be representative of teachers as a whole on the topic. The study consisted of only 54 teacher responses from 10 different schools. Second, the questionnaire that was administered to respondents was developed by the researcher and was not validated nor piloted with the targeted population that was studied. It was developed as an adaptation of established evidence-based classroom management strategies (Simonsen et al., 2008). Third, the data that was collected by the teachers was self-reported. Fourth, while the respondents answered the questionnaire the researcher was not present to answer any questions the respondents may have had. If a question was unclear to respondents then their answers did not reflect their opinion on the topic accurately. Last, during the recruitment process of schools COVID-19 might have impacted schools and teachers willingness to participate in the study.

Implications for Future Research

To examine teachers' thoughts and needs towards classroom management strategy support before joining the field and during, future research should use a larger sample size and target teachers from all over the country. Future research should also include a variety of schools including public, private, and charter. Further, a more robust questionnaire with proven

reliability should be used with the larger sample size to measure and discover the need for classroom management strategy education. Future research should take a close look into pre-service education courses' syllabi to determine the type of information teachers are learning from these courses. Further, research should look at the in-service professional development training models to see what specifically teachers are being taught by attending these types of training. Future research should ask teachers their confidence in classroom management strategies before entering the field and after taking dedicated training in classroom management strategies. Moreover, research should take a look at teachers' opportunities to participate in professional development training, taking into consideration the time and money required of teachers to participate. Finally, in any future studies, considerations should be given to further explore the importance of classroom management preparedness among teachers and opportunities to further advance teachers' knowledge on classroom management strategies.

APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF CENTRAL FLORIDA

<u>EXEMPTION DETERMINATION</u>

February 7, 2020

Dear Judith Levin:
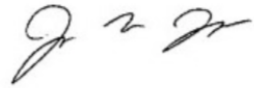
On 2/7/2020, the IRB determined the following submission to be human subjects research that is exempt from regulation:

Type of Review:	Initial Study, Category 2
Title:	An Analysis of the use of Evidence-Based Classroom Management Practices in Pre- Kindergarten Through Fifth Grade Classrooms
Investigator:	Judith Levin
IRB ID:	STUDY00001440
Funding:	None
Grant ID:	None
Documents Reviewed:	• Classroom Management Teacher Questionnaire, Category: Survey / Questionnaire; • HRP-254 EXPLANATION OF RESEARCH, Category: Consent Form; • HRP-255 Request for Exempt Determination , Category: IRB Protocol; • Invitation Letter to Teachers, Category: Other; • Letter, Invitation to School Administrator, Category: Recruitment Materials; • Teacher Questionnaire (Without Informed Consent), Category: Survey / Questionnaire;

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made, and there are questions about whether these changes affect the exempt status of the human research, please submit a modification request to the IRB. Guidance on submitting Modifications and Administrative Check-in are detailed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.   When you have completed your research, please submit a Study Closure request so that IRB records will be accurate.

Page 1 of 2

If you have any questions, please contact the UCF IRB at 407-823-2901 or irb@ucf.edu. Please include your project title and IRB number in all correspondence with this office.

Sincerely,

Racine Jacques
Designated Reviewer

APPENDIX B: LETTER OF INVITATION TO SCHOOL ADMINISTRATORS

Dear School Administrator,

My name is Erica Garcia. I am an Education Major at the University of Central Florida. Currently, I am writing an Honors in the Major Undergraduate Thesis. The thesis is a research study titled, "An Analysis of the use of Evidence-Based Classroom Management Practices in Pre- Kindergarten Through Fifth Grade Classrooms." The purpose of this letter is to invite your Pre-Kindergarten-5th Grade teachers to participate in this research study. Dr. Judith Levin is the Principle Investigator/Thesis Advisor; I am the co-investigator.

The purpose of this research is to determine what type of classroom management practices teachers are using within their classrooms. The study will also look at the extent of pre-service and in-service training teachers received in classroom management strategies. The objective of this study is to examine teachers' classroom management practices. We want to determine if teachers perceive their classroom management practices as effective.

Participants will complete a 61-item online questionnaire; the questionnaire takes approximately 10-15 minutes to complete. Participants' demographic information, identities, school, and IP addresses are completely non-identifiable. If you are comfortable with your school and teachers being a part of this research study, or if you have any questions, please contact me. Once we receive your approval for your school/teachers to participate, we will schedule a phone meeting to plan the next step for distributing the questionnaire to the teachers.

We are aware that teachers are currently teaching remotely due to COVID-19. Since this questionnaire is online, we are hopeful that teachers will take the time to complete the questionnaire for this research study.

There will be 50-100 teachers participating in this study from the Central Florida area. Once all data is submitted and analyzed, we will gladly share the results of this study with all participating schools. Please respond to this invitation by Friday, April 24, 2020.

We hope you, your faculty, and families are staying healthy and safe during this time.

Sincerely,

Erica Garcia
EricaG12075@knights.ucf.edu

Judith N. Levin, Ed.D.
Judith.Levin@ucf.edu
Associate Lecturer
Graduate Program Coordinator, Early Childhood Development and Education .

APPENDIX C: LETTER TO TEACHERS

Dear Teachers,

My name is Erica Garcia. I am an Education Major at the University of Central Florida. Currently, I am writing an Honors in the Major Undergraduate Thesis. The thesis is a research study titled, "An Analysis of the use of Evidence-Based Classroom Management Practices in Pre- Kindergarten Through Fifth Grade Classrooms." Dr. Judith Levin is the Principle Investigator/Thesis Advisor; I am the Co-investigator. The purpose of this letter is to invite you to participate in this research study.

The purpose of this research is to determine what type of classroom management practices teachers are using within their classrooms and if teachers perceive these practices as effective. The study will also look at the extent of pre-service and in-service training teachers received in classroom management strategies. Once the study concludes and the data is analyzed, the results can be accessed through the University of Central Florida.

Study participants will complete a 61-item online questionnaire; the questionnaire takes approximately 10-15 minutes to complete. Your participation in this study is completely voluntary and there is no identifiable information being collected (gender, assigned grade level, years of teaching, highest level of education, etc.). We will not ask for your name or the name of the school in which you teach.

We are aware that you are currently teaching remotely due to COVID-19. Since this questionnaire is online, we are hopeful that you will be able to take the time to complete the questionnaire for this research study.

If you are interested in participating in this study, the link below will give you access to the Informed Consent for the study and the online questionnaire. The deadline to complete this questionnaire is Friday, May 8, 2020. If you have any questions, please do not hesitate to contact us.

We hope you and your families are staying healthy and safe during this time.

Link to questionnaire: https://forms.gle/vcpzo6gFr6wuf8RM6

Sincerely,

Erica Garcia
EricaG12075@knights.ucf.edu

Judith N. Levin, Ed.D.
Judith.Levin@ucf.edu
Associate Lecturer, University of Central Florida
Graduate Program Coordinator, Early Childhood Development and Education

APPENDIX D: QUESTIONNAIRE

Classroom Management Teacher Questionnaire

Informed Consent Form

Hello!

I'd like to invite you to participate in a research study called "An Analysis of the use of Evidence-Based Classroom Management Practices in Pre- Kindergarten Through Fifth Grade Classrooms". This study is an undergraduate thesis and is being conducted by Dr. Judith Levin as the primary investigator and Erica Garcia, as the co-investigator/undergraduate student at the University of Central Florida.

The purpose of this research is to determine what type of classroom management practices teachers are using within their classrooms. This study will also look at the extent of training teachers received in their pre-service preparation and in-service training related to classroom management. We also want to see the type of training teachers have received on classroom management skills. The objective of this study is to get a closer look at a teacher's classroom, specifically, their classroom management practices. We want to see if teachers find their implemented classroom management practices are effective.

Participants will complete a 61-item questionnaire, which will take approximately 10-15 minutes to complete. The questionnaire includes non-identifiable demographic questions, your knowledge, implementation, and believed effectiveness of specific evidence-based classroom management strategies. Your participation in this study is completely voluntary. You have the right to withdraw from the study at any time. Online questionnaire participates can withdraw at any point prior to completing the questionnaire by simply abandoning the questionnaire. To have your responses included in this study please click the "submit" button at the end of the questionnaire.

Your responses will be kept completely confidential. We will not ask you for your name or which school you work for. We will not know your IP address when you respond to the internet questionnaire. The type of demographic questions that will be asked are non-identifiable (gender, position, grade level, years of teaching, highest level of education, ect). Only the researchers will see your individual questionnaire responses.

You must be 18 years of age or older to take part in this research study.

By clicking "I agree" below you are indicating that you are at least 18 years old, are a degreed and certified teacher, have read and understood the informed consent form, and agree to participate in this study.

Acknowledging the Informed Consent Form
I agree
I disagree

<p style="text-align:center">**Demographic Questions**</p>

This section contains demographic questions in which you will answer in regard to yourself and your personal experiences.

1. Gender
    Female
    Male
    Prefer not to say
    Other:

2. What position, if any, in addition to classroom teacher do you hold at your school? *
    Team Leader
    SAC Chair
    Other:

3. What grade level do you currently teach?
    Pre-kindergarten
    Kindergarten
    1st grade
    2nd grade
    3rd grade
    4th grade
    5th grade

4. Number of year teaching?
    0-1 year
    1-3 years
    3-5 years
    5-7 years
    7 or more years

5. Highest Level of Education
    Bachelor's degree
    Graduate degree
    Specialist
    Doctorate
    Other:

6. What do you hold your degree in?

_____

7. Who determines your classroom management strategies?
> Individual teachers
> Grade level team
> Administration/School wide
> Other:

8. Did you feel adequately prepared in evidence-based classroom management strategies in your first year of teaching?
> Yes
> No

9. If yes, how many stand-alone courses did you take on classroom management strategies?
> 0 courses
> 1 courses
> 2 courses
> 3 courses
> More than 3 courses

10. Have you taken any in-service professional development training focused on classroom management strategies?
> Yes
> No

11. If yes, approximately how many hours?

_____

12. Do you currently have a mentor or did you have a mentor during your first five years of teaching?
> Yes
> No

13. If yes, was your mentor helpful in providing support for classroom management? *
> Yes
> No
> Not Applicable

Classroom Management Strategies

In the next section, you will read about different evidence-based classroom management strategies where you are asked to rate your knowledge, implementation, and effectiveness of the strategy that is being described. Each strategy has a description and an example alongside it.

The evidence-based classroom management strategies that are listed in this questionnaire have been adapted from assessments used in other research studies. One research study these strategies were based on was Simonsen, Fairbanks, Briesch, Myers, and Sugai 2008 Project Muse Classroom Management Assessment. The descriptions and titles for these strategies were also influenced by research done by Freeman, Simonsen, Briere, and MacSuga-Gage in 2014; Cooper et al. in 2018; and Ficarra and Quinn in 2014.

Strategy 1: Structure within the classroom is through teacher-directed activities (ex. clearly defining routines, rules, and procedures)

14. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

15. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

16. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 2: The physical arrangement of the classroom is purposefully arranged to minimize distraction

17. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

18. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

19. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 3: The teacher directly teaches expectations of the classroom (ex. 3-5 positively stated rules are posted so students can see)

20. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

21. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

22. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 4: The teacher actively supervises students and provides ongoing feedback to the students (ex. Teacher is moving around the classroom observing students and stopping to make error corrections or reinforce behaviors based on the expectations of the classroom; Proximity Control)

23. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1	2	3	4	5

24. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

25. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 5: The teacher allows students opportunities to respond (ex. The teacher's behavior prompts a student's response; allows the class to answer a question in unison; uses erasable boards on which all students write their answer down and hold up the boards for the teacher to see)

26. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

27. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

28. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 6: The teacher uses computer-assisted instruction (ex. Use technology to present information to students, feedback, and academic instructions)

29. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

30. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

31. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 7: The teacher uses class-wide peer tutoring (ex. Students are assigned the roles of tutor and tutee; paired reading practices)

32. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

33. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

34. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 8: The teacher uses guided notes (ex. Provides an outline for lectures or chapters so that students can follow along and fill in details while the teacher is providing instruction).

35. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

36. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

37. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 9: **The teacher provides behavior-specific praise (ex. Specific positive statement provided by the teacher when a child performs the desired behavior)**

38. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

39. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

40. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 10: The teacher offers class-wide contingencies (ex. The whole group can earn extra recess time on a Friday if they all meet a common expectation/class commitment)
41. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

42. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

43. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 11: The teacher uses behavioral contracts (a document that specifically states the relationship between a behavior and a consequence)
44. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

45. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

46. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 12: The teacher develops token economies (ex. A system where individual students can receive tokens after an appropriate behavior and later traded in for a desired item/activity)

47. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

48. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

49. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 13: The teacher uses error correction for academic and social behavior (ex. When a teacher gives a brief statement in response to an undesired behavior and describes what behavior that student should do in the future)

50. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

51. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

52. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 14: The teacher gives students performance feedback regarding a targeted behavior (ex. Students are provided with data such as graphs or reports in regards to their appropriate and inappropriate behavior)

53. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

54. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

55. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Strategy 15: The teacher practices planned ignoring (ex. When a teacher withholds attention from a student when he or she is displaying an undesired behavior)

56. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

57. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

58. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1	2	3	4	5

Strategy 16: The teacher provides time out from reinforcement (ex. When a student is removed from a reinforcing environment to a less reinforcing environment due to undesired behavior; the child goes to a safe location)

59. I am knowledgeable about this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

60. I implement this strategy

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

61. I find this strategy to be effective

Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

APPENDIX E: BREAKDOWN OF QUESTIONNAIRE QUESTIONS

Question	Strategy	Response
Am I knowledgeable about this strategy?	(1) Structure within the classroom (ex. clearly defining routines, rules, and procedures)	Not knowledgeable = 1.85% Somewhat knowledgeable = 0.00% Very knowledgeable = 98.15%
	(2) The physical arrangement of the classroom	Not knowledgeable = 0.00% Somewhat knowledgeable = 5.56% Very knowledgeable = 94.44%
	(3) Teacher directly teaches expectations of the classroom	Not knowledgeable = 0.00% Somewhat knowledgeable = 5.56% Very knowledgeable = 94.44%
	(4) Teacher actively supervises students and provides ongoing feedback (proximity control)	Not knowledgeable = 0.00% Somewhat knowledgeable = 0.00% Very knowledgeable = 100.00%
	(5) Teacher allows students opportunities to respond	Not knowledgeable = 1.85% Somewhat knowledgeable = 5.56% Very knowledgeable = 92.59%
	(6) Teacher uses computer-assisted instruction	Not knowledgeable = 5.56% Somewhat knowledgeable = 9.26% Very knowledgeable = 85.19%
	(7) Teacher uses class-wide peer tutoring	Not knowledgeable = 9.26% Somewhat knowledgeable = 25.93% Very knowledgeable = 64.81%
	(8) Teacher uses guided notes	Not knowledgeable = 16.67% Somewhat knowledgeable = 14.81% Very knowledgeable = 68.52%
	(9) Teacher provides behavior-specific praise	Not knowledgeable = 0.00% Somewhat knowledgeable = 1.85% Very knowledgeable = 98.15%
	(10) Teacher offers class-wide contingencies	Not knowledgeable = 1.85% Somewhat knowledgeable = 11.11% Very knowledgeable = 87.04%
	(11) Teacher uses behavioral contracts	Not knowledgeable = 14.81% Somewhat knowledgeable = 11.11% Very knowledgeable = 74.07%

	(12) Teacher develops token economies	Not knowledgeable = 11.11% Somewhat knowledgeable = 7.41% Very knowledgeable = 81.48%
	(13) Teacher uses error correction for academic and social behavior	Not knowledgeable = 5.56% Somewhat knowledgeable = 11.11% Very knowledgeable = 83.33%
	(14) Teacher gives students performance feedback	Not knowledgeable = 25.93% Somewhat knowledgeable = 24.07% Very knowledgeable = 50.00%
	(15) Teacher practices planned ignoring	Not knowledgeable = 9.26% Somewhat knowledgeable = 7.41% Very knowledgeable = 83.33%
	(16) Teacher provides time out from reinforcement	Not knowledgeable = 3.70% Somewhat knowledgeable = 9.26% Very knowledgeable = 87.04%
Do I implement this strategy?	(1) Structure within the classroom (ex. clearly defining routines, rules, and procedures)	Do not implement = 1.85% Sometimes implement = 7.41% Frequently implement = 90.74%
	(2) The physical arrangement of the classroom	Do not implement = 0.00% Sometimes implement = 12.96% Frequently implement = 87.04%
	(3) Teacher directly teaches expectations of the classroom	Do not implement = 3.70% Sometimes implement = 9.26% Frequently implement = 87.04%
	(4) Teacher actively supervises students and provides ongoing feedback (proximity control)	Do not implement = 1.85% Sometimes implement = 0.00% Frequently implement = 98.15%
	(5) Teacher allows students opportunities to respond	Do not implement = 9.26% Sometimes implement = 14.81% Frequently implement = 75.93%
	(6) Teacher uses computer-assisted instruction	Do not implement = 12.96% Sometimes implement = 22.22% Frequently implement = 64.81%
	(7) Teacher uses class-wide peer tutoring	Do not implement = 31.48% Sometimes implement = 35.19% Frequently implement = 33.33%
	(8) Teacher uses guided notes	Do not implement = 50.00% Sometimes implement = 27.78% Frequently implement = 22.22%

	(9) Teacher provides behavior-specific praise	Do not implement = 0.00% Sometimes implement = 3.70% Frequently implement = 96.30%
	(10) Teacher offers class-wide contingencies	Do not implement = 20.37% Sometimes implement = 29.63% Frequently implement = 50.00%
	(11) Teacher uses behavioral contracts	Do not implement = 46.30% Sometimes implement = 24.07% Frequently implement = 29.63%
	(12) Teacher develops token economies	Do not implement = 51.85% Sometimes implement = 11.11% Frequently implement = 37.04%
	(13) Teacher uses error correction for academic and social behavior	Do not implement = 11.11% Sometimes implement = 24.07% Frequently implement = 64.81%
	(14) Teacher gives students performance feedback	Do not implement = 55.56% Sometimes implement = 12.96% Frequently implement = 31.48%
	(15) Teacher practices planned ignoring	Do not implement = 22.22% Sometimes implement = 24.07% Frequently implement = 53.70%
	(16) Teacher provides time out from reinforcement	Do not implement = 20.37% Sometimes implement = 31.48% Frequently implement = 48.15%
Do I find this strategy to be effective?	(1) Structure within the classroom (ex. clearly defining routines, rules, and procedures)	Not effective = 5.56% Somewhat effective = 3.70% Very effective = 92.59%
	(2) The physical arrangement of the classroom	Not effective = 1.85% Somewhat effective = 11.11% Very effective = 87.04%
	(3) Teacher directly teaches expectations of the classroom	Not effective = 3.70% Somewhat effective = 9.26% Very effective = 87.04%
	(4) Teacher actively supervises students and provides ongoing feedback (proximity control)	Not effective = 1.85% Somewhat effective = 1.85% Very effective = 96.30%
	(5) Teacher allows students opportunities to respond	Not effective = 3.70% Somewhat effective = 16.67% Very effective = 79.63%

	(6) Teacher uses computer-assisted instruction	Not effective = 12.96% Somewhat effective = 14.81% Very effective = 72.22%
	(7) Teacher uses class-wide peer tutoring	Not effective = 27.78% Somewhat effective = 38.89% Very effective = 33.33%
	(8) Teacher uses guided notes	Not effective = 38.89% Somewhat effective = 35.19% Very effective = 25.93%
	(9) Teacher provides behavior-specific praise	Not effective = 0.00% Somewhat effective = 5.56% Very effective = 94.44%
	(10) Teacher offers class-wide contingencies	Not effective = 25.93% Somewhat effective = 24.07% Very effective = 50.00%
	(11) Teacher uses behavioral contracts	Not effective = 46.30% Somewhat effective = 31.48% Very effective = 22.22%
	(12) Teacher develops token economies	Not effective = 33.33% Somewhat effective = 25.93% Very effective = 40.74%
	(13) Teacher uses error correction for academic and social behavior	Not effective = 11.11% Somewhat effective = 29.63% Very effective = 59.26%
	(14) Teacher gives students performance feedback	Not effective = 51.85% Somewhat effective = 18.52% Very effective = 29.63%
	(15) Teacher practices planned ignoring	Not effective = 24.07% Somewhat effective = 33.33% Very effective = 42.59%
	(16) Teacher provides time out from reinforcement	Not effective = 22.22% Somewhat effective = 35.19% Very effective = 42.59%

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