Middle School Classroom Management Interventions that Work!

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Classroom management defined

- Variety of skills and techniques used to
  - create and maintain appropriate behavior in classrooms
  - ensure lessons run smoothly despite disruptions
  - keep students organized, orderly, focused, attentive, on task, and academically productive during class

What we know

- Teachers report being undertrained in classroom management across grade levels (Baker, 2005)
- Lack of research for academic and behavioral difficulties in middle school

What drives this gap?

- Secondary teachers may feel unequipped or even unwilling to deal with behavioral issues (Baker, 2005)
- Structural issues impede researcher entry and negatively impact intervention implementation (Prewett et al., 2012)
- Interventions, though effective, differ in teacher acceptability
  - Perceived diffusion of responsibility in middle school?

Assumptions

- Teacher responsibility transitions from 18-25 students to over a hundred
- They need interventions that are
  - Effective
  - Quick
  - Easy to implement

(Kehle et al., 2000)

Literature review:
Inclusion criteria

- Empirical in nature
- Occur in middle school setting
- Teacher implemented class-wide intervention
  - Targeted students could be selective, but the intervention needed to be class-wide
- Collect directly observed student behavior as an outcome
  - Teacher behavior, ODRs were fine, as long as student behavior was also collected

Search Method

- Key words search terms
  - Classroom management
  - Middle school
  - Junior high
  - Class-wide

Results

- 18 articles (1984-2016)
- 13 single case
- 5 group design

Dependent Variables

- On-task/engagement behavior 9 of 13
- Disruptive behaviors 2 of 13
- Academic responding 2 of 13
- Transition time 1 of 13

Intervention Component Overview

	Antecedent strategies	Timer to prompt behavior	Active supervision	Group contingency	Class-wide self - management	Class-wide peer assisted strategies	Reinforcement
Briesch, Hemphill, & Daniels, 2013	✓	✓			✓		✓
Burke et al., 2006	✓						
Chafouleas, 2012				✓	✓		✓
Dart, Radley et al., 2016		✓			✓		✓
Haydon, DeGreg, 2012	✓	✓	✓	✓			✓
Johnson, Stoner, & Green, 1996	✓				✓		
McDonnell et al., 2001						✓	✓
McNamara, 1984	✓						
McNamara, Evans, & Hill, 1986	✓				✓		✓
McNamara et al., 1987	✓						
Mitchem et al., 2001	✓	✓			✓	✓	
Ness, Sohlber, & Albin, 2010					✓		✓
Pisacreta, Tincani, et al., 2011	✓		✓				✓

Antecedent Strategies

- Precorrection
  - Review of specific setting rules
  - To reduce problem behavior and increasing appropriate behavior immediately before activity
  - Used by Haydon, DeGreg, Maheady, & Hunter, 2012; Johnson, Stoner, & Green, 1996; McNamara, Evans, & Hill, 1986
- Classroom Seating Arrangements
  - Structured arrangement of classroom environment
  - Used by McNamara, Evans, & Hill, 1986

Class-wide Self-Management

- Self-management
  - A multitude of strategies that involve the student keeping track of and managing their own behavior (Fantuzzo & Polite, 1990)
- Self-monitoring
  - Observe and record
  - Students place check marks/tallies on small forms
  - Often used in class-wide strategies

Sample Classwide Interventions

5 Component Behavioral Intervention Package

McNamara, Evans & Hill, 1986

- Two remedial math classes, 2nd and 3rd year (ages 12-14)
- 1 teacher, 32 students, 45 min/period
- Baseline = “Chaos”

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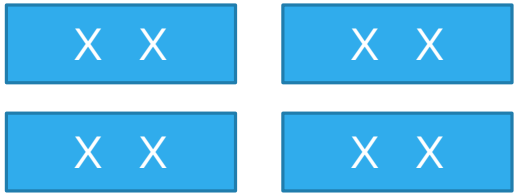
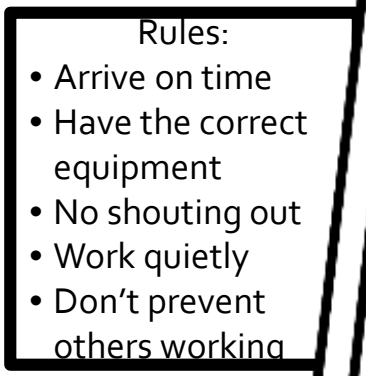
McNamara, Evans & Hill, 1986

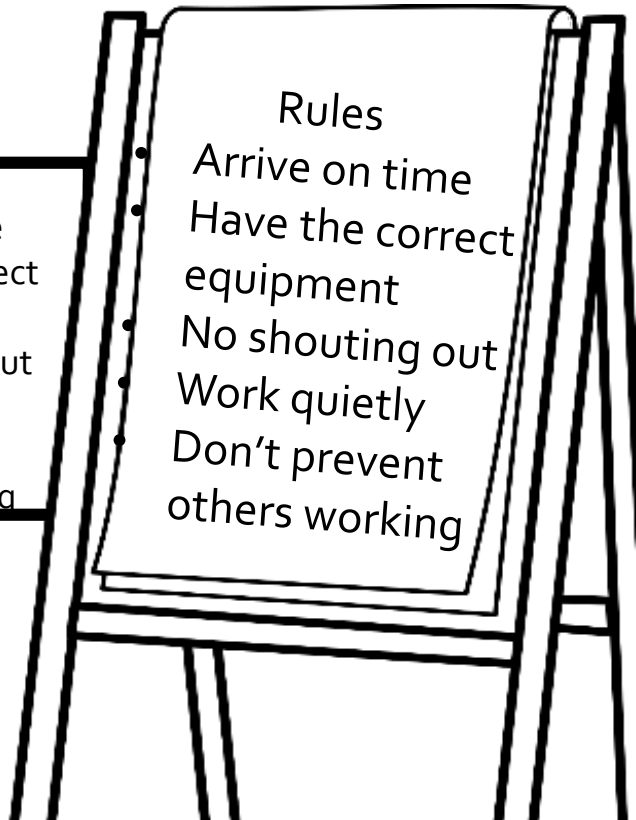
- Seating arrangement



- Rules prominently displayed

AND individual charts given





- Precorrect (beginning, middle, end)

Academic lesson

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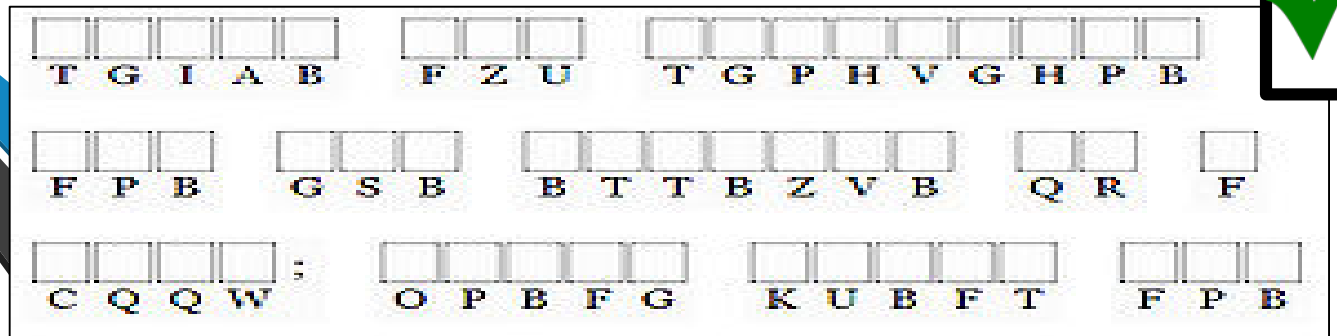
McNamara, Evans & Hill, 1986

- Performance feedback

Class, good job! You were all on time and had the correct equipment today!

- Classwide self-monitoring (collected by teacher)
- 10 min reinforcement at the end, if teacher evaluated class behavior positively

Rules:
- Arrive on time
- Have the correct equipment
- [illegible]houting out
- [illegible]k quietly
- Don't prevent others working



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McNamara, Evans & Hill, 1986

- Intervention = significant effect

	On-task Baseline	On-task Intervention	Pos:Neg Baseline	Pos:Neg Intervention
Class One	49%	75%	1:2.8	1:1.5
Class Two	54%	69%	1:4.4	1:2.8

Classroom Password

Dart, Radley, Battaglia, Dadakhodjaeva, Bates, & Wright, 2016

- 3 teachers, 41 students, 7th and 8th grade
- Science, reading, and history; 60 min class periods
- Baseline = Difficulty attending to instruction at beginning of class

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Dart, Radley, Battaglia, Dadakhodjaeva, Bates, & Wright, 2016

Classroom password: "Picnic" Reward: 25 pieces of candy
X
Total:

- Hand out record forms
- Announce password and reward
- Use MotivAider to prompt delivery during instruction
  - Predetermine how many times password would be said
  - Within 1 min, integrate password into regular instruction
- Students put "X" on record form when hear password

Collect forms at end of 15 min

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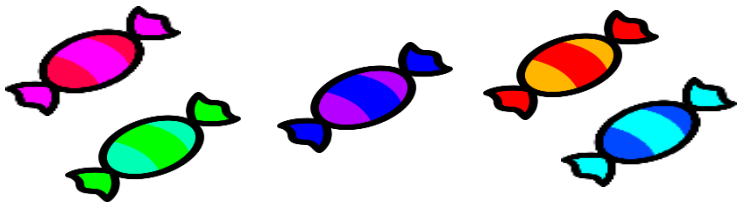
Dart, Radley, Battaglia, Dadakhodjaeva, Bates, & Wright, 2016

- Collect forms
- Announce correct number

Classroom password: "Picnic" Reward: 25 pieces of candy				
X	X	X X	X	X
Total:6				

- Randomly select 5 correctly submitted record forms
- Distribute reward (i.e., 25 pieces of candy = 5 pieces of candy per selected student)



- Consider awarding a partial award for students close to the correct number i.e. +/- 1

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Dart, Radley, Battaglia, Dadakhodjaeva, Bates, & Wright, 2016

- Intervention = moderate to large effect

	Academic Engagement		Disruptives		Off-Task	
	Baseline	Tx	Baseline	Tx	Baseline	Tx
Class One	57%	78%	22.6%	4.6%	19.4%	16.8%
Class Two	50.3%	71.6%	26.7%	6%	23.3%	23%
Class Three	56.3%	80.6%	22.5%	5.6%	20.8%	14%

SLANT

Briesch, Hemphill, & Daniels, 2013

- Two 7th grade pre-algebra classes
- 1 teacher, 45 students, 50 min periods
- Baseline = Low engagement reported

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Briesch, Hemphill, & Daniels, 2013

- Posted in each classroom, but not taught or reviewed

SLANT

Sit up straight
Lean forward
Ask questions
Nod your head
Track the speaker

…Continued

Briesch, Hemphill, & Daniels, 2013

- Remind students of SLANT acronym at beginning of class
- Set the timer for 10-15 min
- Timer beeps at least three times during the period
- Students give feedback
- Teacher matches with a random group (group contingency)
- Tally points at the end, record the total, provide feedback
- Provide reward at start of the next week for reaching 80+% (if applicable)

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Briesch, Hemphill, & Daniels, 2013

SLANT

Sit up straight
Lean forward
Ask questions
Nod your head
Track the speaker

All expectations

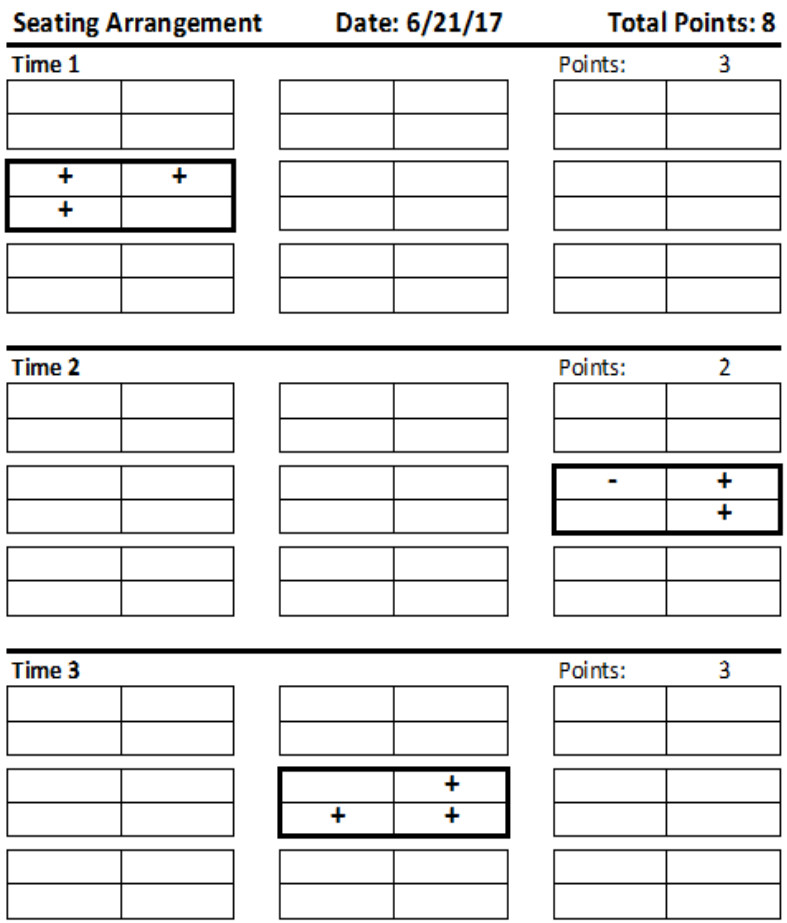
Some expectations

None expectations

…Continued

Briesch, Hemphill, & Daniels, 2013

- One randomly selected table per interval
- Group contingency
  - one point for each match up to 3; 3 students x 1 point each
- 80% accuracy/week
  - 3 pts x 3 timers = 9 points; 7-8 points per period
- Small prize on Monday
- Maintained average during trimester = larger prize



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Briesch, Hemphill, & Daniels, 2013

- Intervention = moderate to strong effect

	Engagement Baseline	Engagement Treatment
Class One	78%	89%
Class Two	77%	92%

- Students were able to accurately rate their behavior compared to teacher ratings (96%)

Our Current Project

- Middle School Class-wide Function-related Intervention Teams (CW-FIT)
  - To improve middle school teachers' classroom management practices
  - Develop/Adapt Tier 1 components to improve student behaviors and learning
  - Develop/Adapt Tier 2 components for students in need of additional classroom supports
- Five middle schools in Kansas and Utah
- Implement in core academic classes, grades 6-8.

What is CW-FIT?

- Class-wide Function-Related Intervention Teams
  - Wills et al., 2010
  - Multi-tiered classroom management & behavior intervention program
  - Effective in elementary school general education and special education classrooms to improve teacher and student behaviors
  - For details visit www.cwfit.ku.edu or session tomorrow:

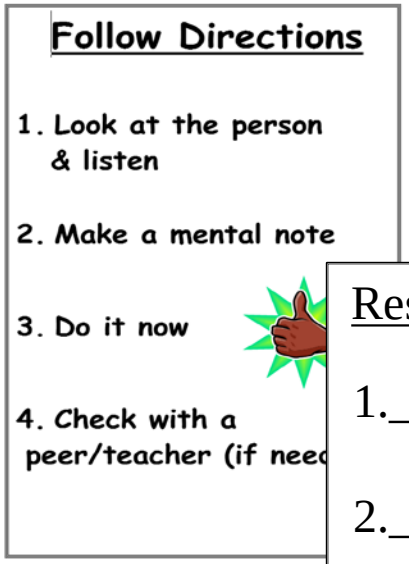
Thursday 6/22/2017	**12:45 PM–1:45 PM**	**CW-FIT – A Classroom Management Intervention that Works!**

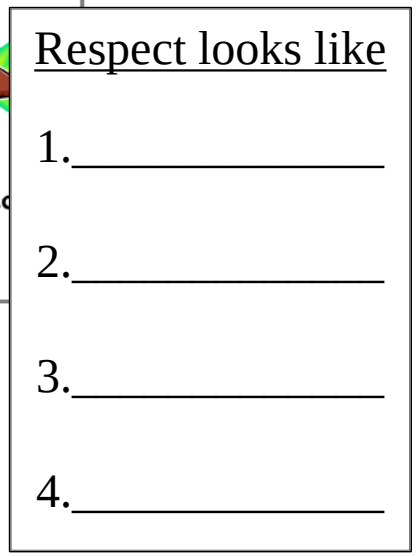
CW-FIT Tier 1

- Components:
  - Lessons (Teaching skills)
  - Group contingency
    - Teams, Goals
    - Points, Praise, Rewards (Reinforcement)
- Address common functions of behavior:
  - Escape
  - Teacher/peer attention

CW-FIT Lessons

- Direct instruction of skills to meet expectations
  - Define
  - Model
  - Examples
  - Feedback
  - Practice
- Teach and practice (2 days)
- Pre-correct at start of instruction
- Incidental teaching





CW-FIT Group Contingency

- Teams
- Daily point goal set by teacher
  - Points awarded every 5 min to groups
  - All in group must display appropriate behaviors to earn points
- Paired with behavior specific teacher praise
- Reward given at end of class to all groups who met goal

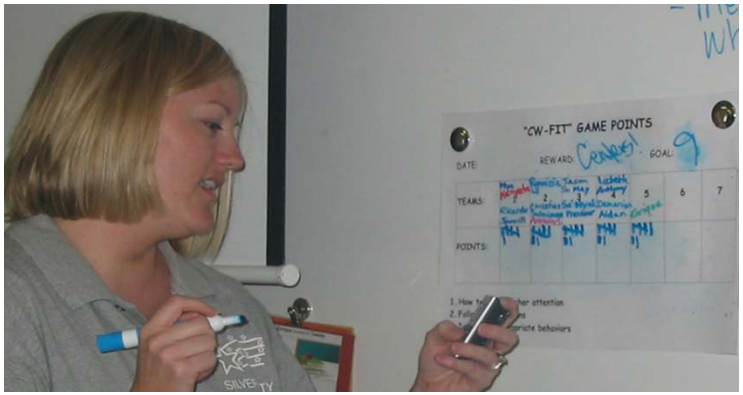
CW-FIT POINTS						
DATE:		REWARD:			GOAL:	
TEAMS:	1	2	3	4	5	6
POINTS:						

Teams

- Class divided into 3-6 teams
  - 2-6 students
  - Rows, tables, groups
  - Easily identifiable
  - Students know who is on their team
- Some students may need to be on their own team

Teachers Award Points

- Timer beeps
- Teacher scans each group
- Points awarded to each group actively engaged in appropriate behavior <u>at that moment</u>.
- Points awarded contingent on behavior of entire group



Teacher Praise

- When students/teams meet expectations
  - Behavior-specific
- Frequent
  - When timer sounds and throughout lesson
- To reinforce appropriate behavior
- Focus on groups and individuals
  - Especially students with challenging behavior

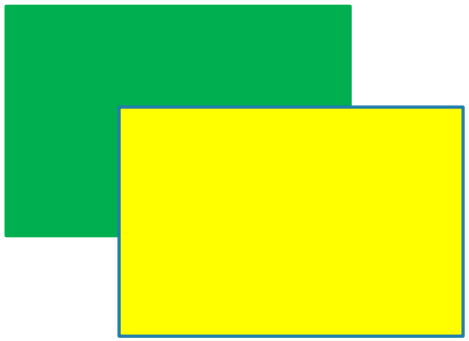
Rewards

- Quick activities or privileges
  - School supplies
  - Edibles
  - 2-5 min activity
  - Class or school-wide tickets
  - Talk time
  - Bonus choice time

CW-FIT Tier 2

Help Cards

- Escape/avoidance
- Need additional help with work
- Peer or teacher help

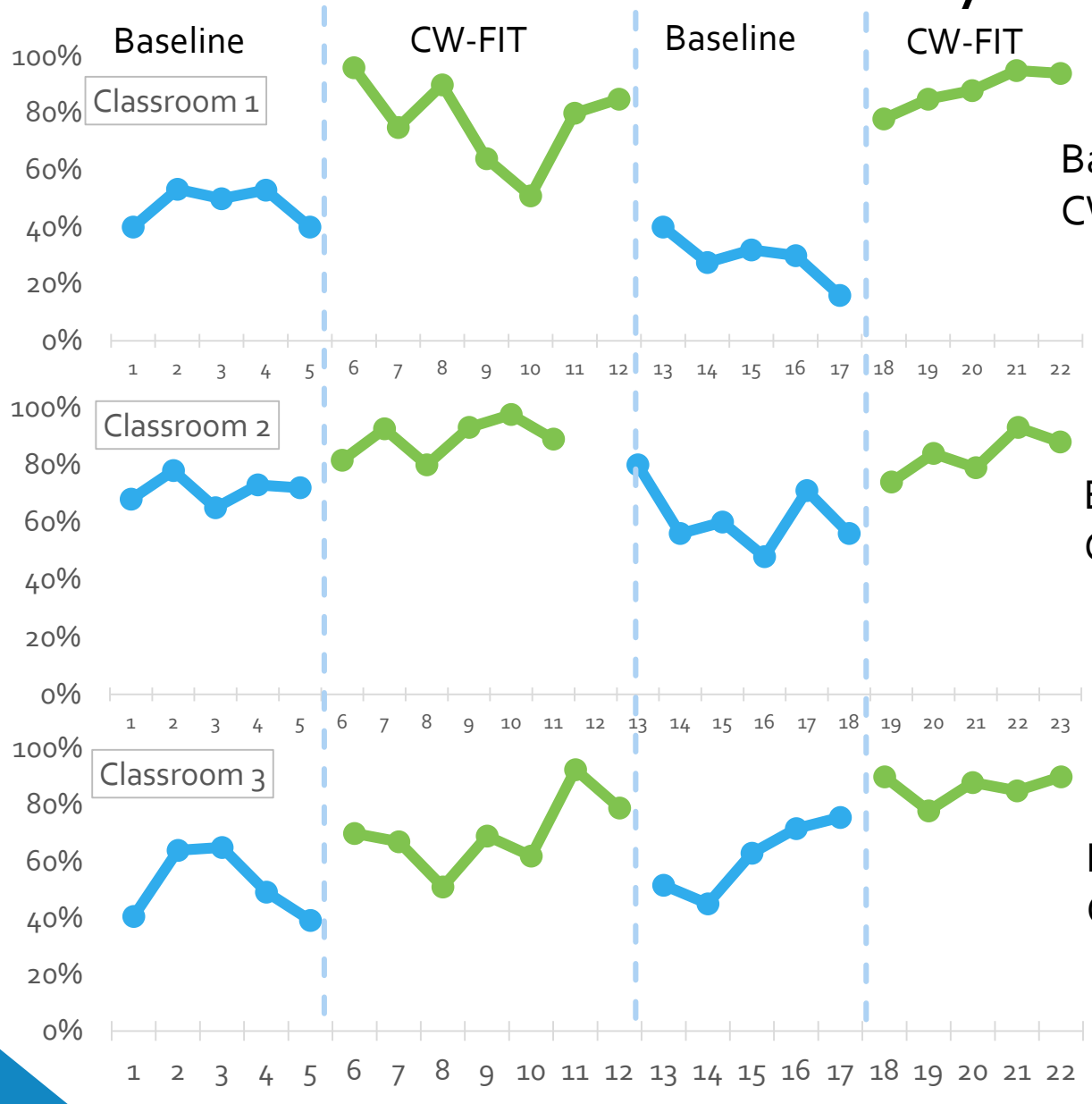


Self-Management

- Attention seeking behaviors
- Presented as a privilege

Name:	Date:
Points:	
CW-FIT Rules Respect Follow Directions Do your work	
TOTAL Points:	Goal:

CW-FIT Middle School Study 2017

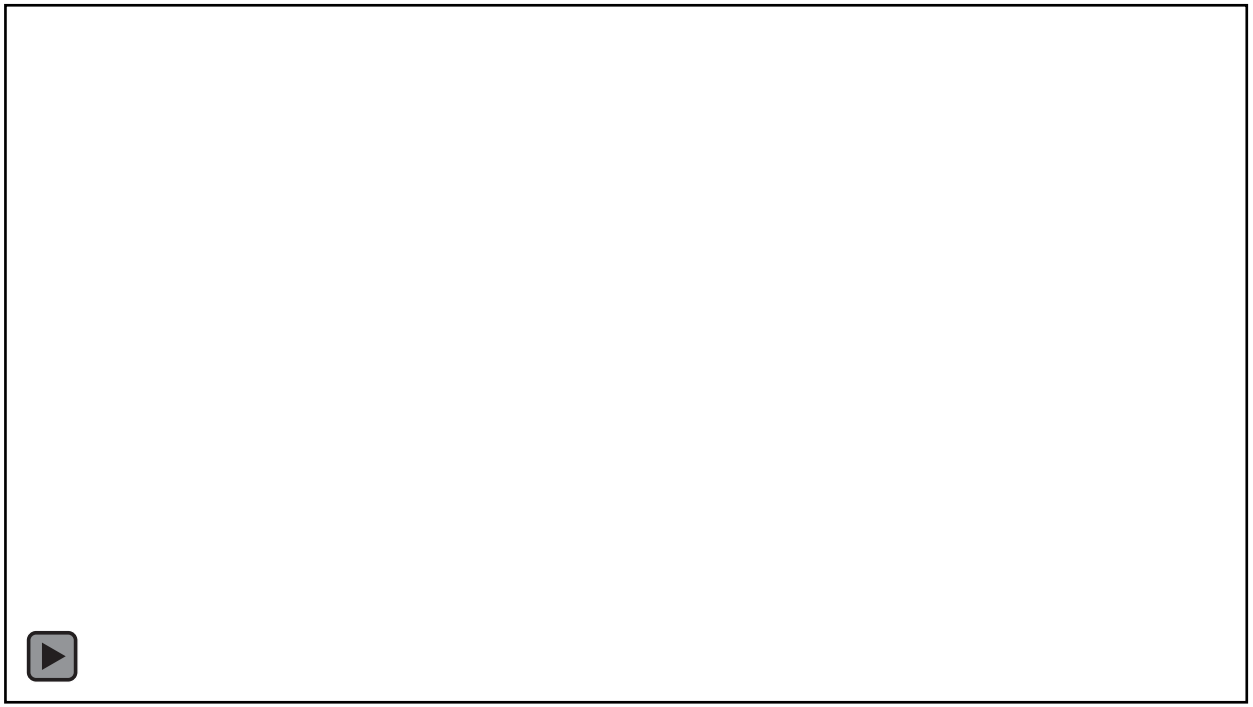


Baseline = 38%
CW-FIT = 82%

Baseline = 66%
CW-FIT = 87%

Baseline = 56%
CW-FIT = 77%

CW-FIT in 7th grade science



How does CW-FIT compare?

CW-FIT contains multiple evidence-based components :

- Antecedent strategies
- Use of a timer to prompt teacher behavior
- Active supervision
- Group Contingency
- Class-wide
- Self-Management
- Peer involvement
- Reinforcement

Discussion

- Problem behavior is a challenge
- There are evidence based classroom management strategies for use in middle school
- MS Teachers are encouraged to use these strategies
- CW-FIT is promising in middle school
  - Evidence based in elementary school

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Questions?

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