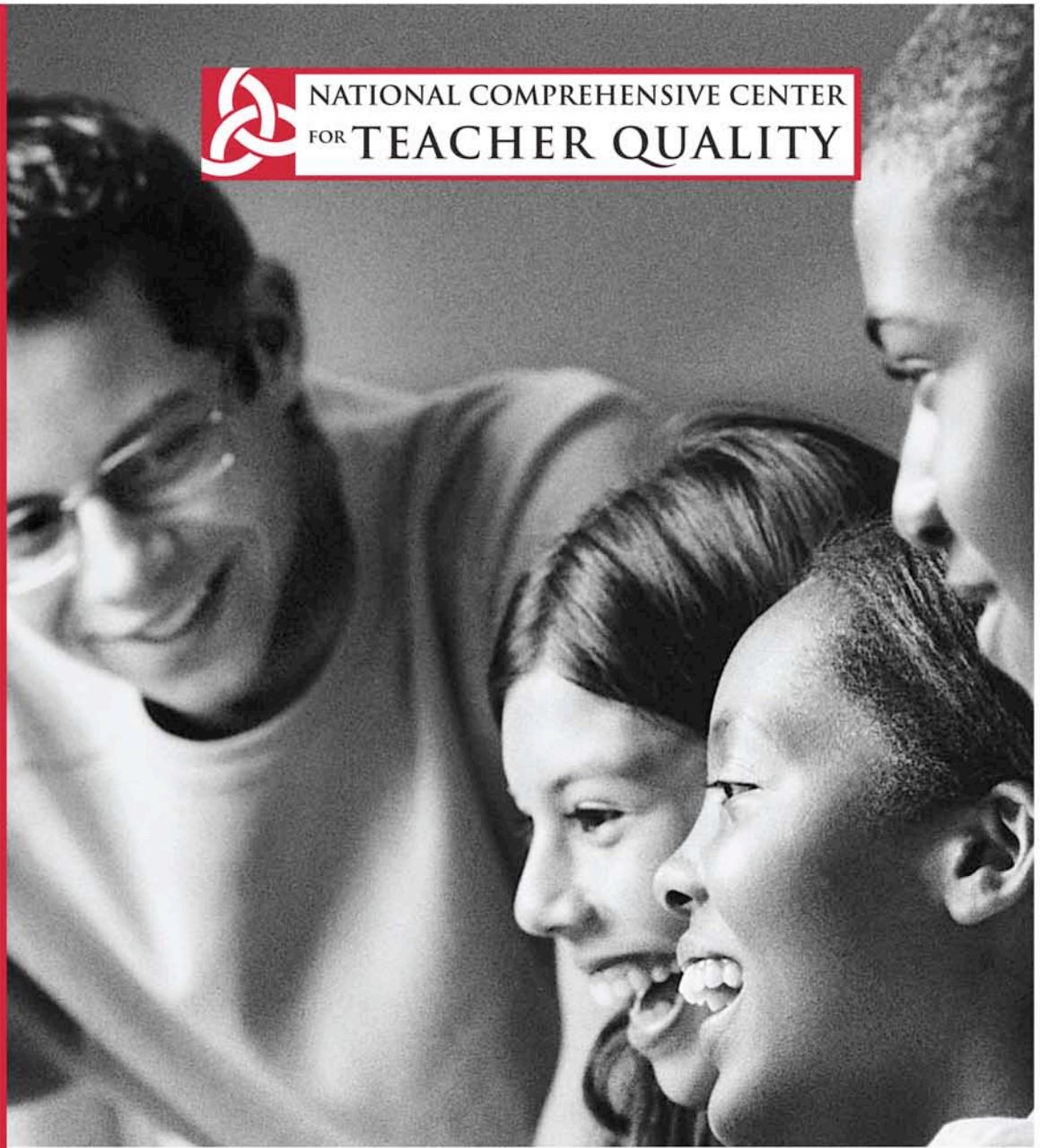NATIONAL COMPREHENSIVE CENTER
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Effective Classroom Management:

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December 2007

Regina M. Oliver
Daniel J. Reschly, Ph.D.
Vanderbilt University

1100 17th Street NW, Suite 500
Washington, DC 20036-4632
877-322-8700 • 202-223-6690
www.tqsource.org

2393_01/08

Contents

The Importance of Effective Classroom Management

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2001).

A significant body of research also attests to the fact that classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers & Tomic, 2000). Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Disruptive classroom behavior is a significant reason why teachers leave the profession (Ingersoll & Smith, 2003).

Disruptive behavior is a particular problem in classrooms of economically disadvantaged students (Kellam, Ling, Merisca, Brown, & Ialongo, 1998). Thus, the ability of teachers to prevent or address disruptive behavior becomes especially important in the context of the No Child Left Behind (NCLB) Act of 2001 and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. These federal laws place a high priority on improving results for students with historically low achievement (e.g., economically disadvantaged students) and students with disabilities. In addition, these laws embrace the following: teacher quality as a critical factor affecting student achievement; the amelioration of learning and behavioral disorders; and broad educational outcomes for students, such as high school completion and participation in postsecondary education and careers.

The inability of teachers to effectively manage classroom behavior often contributes to the low achievement of at-risk students and to their excessive referrals for special education (Donovan & Cross, 2002; Harrell, Leavell, van Tassel, & McKee, 2004). These effects are exacerbated by the current pattern of teacher distribution, which reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children (Clotfelter, Ladd, & Vigdor, 2005; Clotfelter, Ladd, Vigdor, & Wheeler, 2007; Peske & Haycock, 2006). Thus, many of the least capable teachers begin their careers teaching the most challenging students—with the predictable result being low student achievement.

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In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to the classroom management problems faced by new teachers. Although the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baker, 2005; Siebert, 2005). Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Siebert, 2005). The absence of supervised experience and professional development in the critical competencies of classroom organization and behavior management significantly reduces the effectiveness of many teachers, especially new teachers (Berliner, 1986; Espin & Yell, 1994).

The purpose of this paper is to provide research and recommendations related to teacher quality and effectiveness, specifically addressing the area of classroom management to improve outcomes in general and special education. Focusing on classroom organization and behavior management is necessary as a preventive approach for students who are at-risk for poor educational outcomes due to poverty, language status, minority status, and disabilities. This focus also is relevant to the general education classroom, where increasing numbers of students with disabilities are receiving instruction.

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The paper begins with a discussion of teacher preparation and professional development in classroom organization and management. It provides a tool outlining effective classroom management strategies to highlight the specific content and level of training that should be addressed in preservice teacher preparation. Next, it presents research and recommendations for improving teacher preparation. Finally, it outlines recommendations for improving professional development efforts.

Addressing Classroom Management by Targeting Improvements in Teacher Preparation and Professional Development

Improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development. There is no evidence to support the assumption that new teachers will just "pick up" classroom management skills given the experience and time. Although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys may be less an indication that teachers learn over time how to manage classrooms effectively and more a result of the fact that many teachers who did not learn classroom management skills simply have left the profession (Baker, 2005). Thus, improved teacher preparation and professional development in classroom management are critical parts of the solution.

Ongoing professional development in classroom management is essential for all teachers but especially important for new teachers. Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who may be assigned to classes with a large percentage of at-risk students. Overwhelmed by the needs and often unexpectedly disruptive behaviors of their students, these new teachers often are more reactive and more likely to respond to a student's inappropriate behavior by removing the student from instruction. Thus, students who already are at risk for poor academic and behavioral outcomes receive less instruction, and they fall further behind; subsequently, their minor behavioral problems escalate and they are more likely to be inappropriately referred for special education services. In addition, students with disabilities are significantly more likely to be suspended than students without disabilities; further, students with emotional and behavioral disorders are suspended at more than four times the rate of students in other disability categories (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). To address these concerns, school leaders need to ensure ongoing professional development in the area of classroom organization and behavior management.

In teacher preparation programs, greater emphasis needs to be placed on preparing both general and special educators to be competent and efficient at managing today's classrooms with their diverse range of learners. This approach means not only giving preservice teachers the intellectual understanding of the issues involved but also ensuring that they have ample opportunity for guided practice and feedback in implementing both preventive and corrective behavior management strategies.

Innovation Configuration for Classroom Organization and Behavior Management

This paper provides an innovation configuration matrix that can guide teacher preparation programs in the development of appropriate classroom management content. This matrix appears in the Appendix.

An innovation configuration is a tool that identifies and describes the major components of a practice or innovation. With implementation of any innovation comes a continuum of configurations of implementation from nonuse to the ideal. Innovation configurations are organized around two dimensions: essential components and degree of implementation (Hall & Hord, 1987; Roy & Hord, 2004). *Essential components* of the innovation configuration are listed in the rows of the far left column of the matrix, along with descriptors and examples to guide application of the criteria to coursework, standards, and classroom practices. The second dimension is the *degree of implementation*. In the top row of the matrix, several levels of implementation are defined. For example, no mention of the essential component is the lowest level of implementation and might be assigned a score of zero. Increasing levels of implementation usually are assigned progressively higher scores.

Innovation configurations have been used for at least 30 years in the development and implementation of educational innovations (Hall & Hord, 2001; Hall, Loucks, Rutherford, & Newton, 1975; Hord, Rutherford, Huling-Austin, & Hall, 1987; Roy & Hord, 2004). These tools were originally developed by experts in a national research center studying educational change and are used in the Concerns-Based Adoption Model as a professional development tool. They also have been used for program evaluation (Hall & Hord, 2001; Roy & Hord, 2004).

Use of this tool to evaluate course syllabi can help teacher preparation programs ensure that they emphasize proactive, preventive approaches instead of exclusive reliance on behavior reduction strategies. The innovation configuration included in the Appendix of this paper is designed for teacher preparation programs, although it can be modified as an observation tool for professional development purposes.

Research and Recommendations for Improving Teacher Preparation in Classroom Management

Changes to teacher preparation programs should focus on the following two recommendations:
(1) provide teacher candidates with instructional approaches for classroom management through coursework and guided practice with feedback, and (2) address the challenges facing teacher candidates and new teachers in creating a positive classroom context.

Recommendation 1: Provide Teacher Candidates With Instructional Approaches for Classroom Management Through Coursework and Guided Practice With Feedback

Teachers must focus on effective instructional strategies to prevent academic and behavior difficulties and thereby facilitate increased student achievement—especially among poor and minority students who tend to lag behind their more affluent peers. Effective teachers have higher rates of positive student responses to their instruction (Espin, & Yell, 1994). Students who are attending to academic tasks cannot at the same time be engaged in disruptive, off-task behavior (Carnine, 1976; Sutherland, Alder, & Gunter, 2003). Effective instruction minimizes disruptive behavior through higher rates of academic engagement.

Instruction that is effective in encouraging high rates of academic engagement and on-task behavior is characterized by several key features (Carnine, 1976):

- Instructional material that students find educationally relevant.

- A planned, sequential order that is logically related to skill development at students' instructional level.

- Frequent opportunities for students to respond to academic tasks. For example, the use of response cards, choral responding, and peer tutoring are ways to increase such opportunities (Christle & Schuster, 2003; Greenwood, Delquadri, & Hall, 1989; Lambert, Cartledge, Heward, & Lo, 2006).

- Guided practice.

- Immediate feedback and error correction.

Providing instruction at student-appropriate levels is particularly important. When students are presented with information and materials beyond their current skill level, they become frustrated and may engage in behaviors that avoid engagement in the lesson (Wehby, Symons, Canale, & Go, 1995). As a result, the teacher may remove the demand for their engagement or may remove the offending students from the instructional environment. Likewise, if the instructional level of the materials is too easy for students, they may engage in inappropriate behaviors out of boredom and lack of challenge. Increases in on-task behavior, task completion, and comprehension are positively associated with providing student materials that are at appropriate levels of instructional difficulty (Gickling & Armstrong, 1978). Students who are actively engaged and provided with frequent opportunities to respond to academic tasks are less disruptive and demonstrate improved academic skills (Sutherland & Wehby, 2001).

Considering the poor academic and social outcomes for students who are at risk, effective instruction becomes even more critical for this population. Although at-risk students enter the classroom with fewer academic skills and require increased instruction in order to accelerate learning (Donovan & Cross, 2002), they tend to

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receive far less instruction and praise than their peers who are not at risk (Wehby et al., 1998). Preservice teachers need to consider how the instructional environment may be experienced differently by at-risk students—compared with students who are not at risk—and adjust their instruction appropriately in order to increase successful learning opportunities for all students. Some students, for example, may require more opportunities for practice and review, lower reading-level texts, books on tape, or small-group instruction.

Highly effective instruction reduces, but does not fully eliminate, classroom behavior problems (Emmer & Stough, 2001). Effective classroom management requires a comprehensive approach that includes the following:

- Structuring the school and classroom environment.

- Actively supervising student engagement.

- Implementing classroom rules and routines.

- Enacting procedures that encourage appropriate behavior

- Using behavior reduction strategies.

- Collecting and using data to monitor student behavior, and modifying classroom management procedures as needed.

Use of the Classroom Organization and Behavior Management Innovation Configuration (in the Appendix) can assist teacher preparation programs in identifying gaps in critical components and level of implementation in their curriculum. Both special education and general education teachers require a common set of competencies regarding classroom management (Gilbert & Lignugaris-Kraft, 1997). Ideally, an entire course devoted to the critical components identified in the innovation configuration is preferred to content spread out across several courses. More detailed descriptions of the critical content is outlined in Recommendation 2 below.

In addition to ensuring the proper content, teacher preparation programs must provide appropriate field experience. Most preservice teachers conduct student teaching in classrooms with previously established classroom management plans and basic levels of classroom control already in place—circumstances that offer no practice in establishing and implementing classwide or targeted group strategies. One approach that addresses this issue is the professional development school model, which involves strong coordination between field experience and the teacher education curriculum. In this model, preservice teachers complete coursework on classroom management and participate in field experience with experienced teachers. They also have the pragmatic opportunity to practice classroom management in an actual classroom with feedback and support. Such programs already have demonstrated their potential to increase new teachers' classroom and behavior management skills (Emmer & Stough, 2001; Siebert, 2005). Instructional components such as journal writing, reflective activities, and portfolios provide opportunities for novice teachers to enhance their field-based

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classroom management competencies (Emmer & Stough, 2001). Given the advantages that professional development schools can provide, districts should develop strong partnerships with colleges and universities to strengthen training opportunities for both preservice and inservice teachers alike.

Recommendation 2: Address the Challenges Facing Teacher Candidates and New Teachers in Creating a Positive Classroom Context

Structuring a classroom so that it supports positive student behavior requires forethought and planning (Paine, Radicci, Rosellini, Deutchman, & Darch, 1983). Highly effective teachers structure the classroom environment so that it decreases the likelihood of inappropriate student behavior, increases desirable student interactions, and sets up students for success.

Effective classroom structuring requires attention to the following features:

- Creating a physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behavior.

- Making efficient use of classroom time, including transitions between various classroom activities.

- Ensuring that the nature and quality of student interactions is positive.

- Clearly communicating appropriate behaviors for particular classroom activities. For example, students may be expected to interact with one another during cooperative learning activities but not during independent work at their seats (Paine et al., 1983).

Classroom Rules and Routines. The use of rules is a powerful, preventive component of classroom organization and management plans. Rules establish the behavioral context of the classroom by specifying what behaviors are expected of students, what behaviors will be reinforced, and the consequences for inappropriate behavior (e.g., reteaching the behavioral expectation). If rules are stated or worded positively to describe the expected behavior, rather than what *not* to do, problem behavior is more easily prevented (Colvin, Kame'enui, & Sugai, 1993; Kerr & Nelson, 2002).

Educators have identified important guidelines for the construction of classroom rules:

- Rules should be kept to a minimum to allow students to remember them.

- Rules should contain language that is simple and appropriate to the developmental level of the students and classroom.

- Rules should be positively stated.

- Rules should be developed for various situations or contexts as needed (e.g. physical education class, field trips).
- Rules should be consistent with the schoolwide behavior plan (Martella, Nelson, & Marchand-Martella, 2003).

In addition to establishing rules, effective teachers also incorporate routines into their efforts to organize the classroom. Routines for turning in homework or engaging in small-group activities allow the classroom to run efficiently with fewer disruptions from students, thus enabling the teacher to attend to other aspects of instruction.

Highly effective teachers teach rules and routines systematically—not only at the beginning but also throughout the school year. They emphasize these rules and routines on occasions when increased violations are likely to occur (e.g., before school breaks) or if warranted by inappropriate behavior. This type of instructional approach to social behavior neutralizes the reactive or extreme approaches to behavior management that ultimately are ineffective (Colvin et al., 1993).

Strategies to Promote Student Use of Rules and Routines. After classroom rules and routines are established, strategies to acknowledge and encourage students' appropriate use of these rules and routines must be incorporated into the classroom management plan. Arranging consequences in order to increase desired behavior is a critical component of effective classroom organization and management. A large number of behavioral strategies are effective (Brophy, 2006; Stage & Quiroz, 1997), including specific, contingent praise (Becker, Madsen, & Arnold, 1967); a token economy system, in which students earn rewards for behavior (Higgins, Williams, & McLaughlin, 2001); and behavior contracts (Kelly & Stokes, 1984; White-Blackburn, Semb, & Semb, 1977). Like all behavioral reinforcement, however, these strategies are effective only if they provide initial reinforcement in close temporal proximity to occurrences of the desired behavior; also, they are more effective if they are linked to the classroom rules and expectations. (See "Promoting Good Behavior" on page 9.)

Highly effective teachers are able to implement such strategies appropriately to manage classwide behavior, the behavior of targeted groups of students, and the behavior of individual students as part of a comprehensive classroom-management plan. They also understand that no single strategy will be effective for every student at all times and in all contexts. Effective classroom management requires teachers to be adept at employing multiple strategies and to be skilled at recognizing when current strategies are ineffective and modifications are necessary. Practice with feedback from a supervisor or mentor is useful in developing these skills.

Techniques to Decrease Inappropriate Behavior. Strategies to encourage appropriate, prosocial behavior may sometimes fall short, so teachers with strong classroom management skills also use effective techniques to decrease inappropriate behavior by establishing predictable environments. Environments that are predictable and provide positive learning experiences are especially important for students who are at risk or have a disability. When environments are unpredictable, students will behave in ways that create predictability, even if it appears that they are causing more negative consequences for themselves. Observation studies in classrooms indicate that for at-risk students, receiving praise from the teacher for appropriate behavior or for correct academic responses is atypical and thus not predictable. Reprimands, on the other hand, reliably follow inappropriate behavior (Van Acker, Grant, & Henry, 1995), and the consequence of inappropriate behavior typically is either to remove the academic demands or remove the student from the environment. Consequently, students may resort to inappropriate behavior to increase predictability in the classroom environment and escape from academic tasks that are difficult.

Removing a student from the classroom appears to have positive effects for both the teacher and the student. The teacher receives relief from the inappropriate behavior, and the student receives relief from the aversive task. Unfortunately, both inappropriate student behavior and the teacher's removal of the student are likely to be repeated in the future. A *negative reinforcement trap* is created because both parties seem to benefit from a sequence of events that in fact has a negative influence on learning and achievement. Instead, changing the consequences of classroom behavior that interferes with learning and stopping the negative reinforcement trap require teachers to have knowledge and skills in the use of multiple classroom-management strategies.

Training on effective classroom management should give preservice and developing teachers adequate conceptualization of the critical content—not as discrete skills, but as a complete approach to management. For example, videotapes of classroom situations may provide a medium for discussion and analysis of classroom management applications (Emmer & Stough, 2001).

Another example of classroom management applications is the case method of instruction (Emmer & Stough, 2001; Snyder & McWilliam, 2003). Case method of instruction is a strategy to enhance a teacher's problem-solving and decision-making skills. By analyzing cases, teachers are able to apply their knowledge of classroom organization and behavior management to a real-life situation. This knowledge also should be integrated with pragmatic experiences in multiple classroom contexts, which provide practice to develop adequate competencies (Emmer & Stough, 2001). Professional development schools and supervised field experience are two ways that preservice and novice teachers can gain pragmatic experience.

Research and Recommendations for Improving Professional Development Practices in Classroom Management

Improvements to professional development practices should focus on the third recommendation of this paper: providing professional development on classroom management linked to schoolwide behavior support.

Recommendation 3: Provide Professional Development on Classroom Management Linked to Schoolwide Behavioral Support

The "train-and-hope" approach to professional development assumes that teachers will successfully and accurately implement content learned in professional development seminars (Stokes & Baer, 1977; Sugai & Horner, 2006). Yet without the resources and support linked with schoolwide systems, professional development likely will fail (Center on Positive Behavioral Interventions and Supports, 2004; Sugai & Horner, 2006). Schoolwide behavioral support provides the framework for prevention and the foundation for effective classroom organization and management. Effective classroom organization and behavior management are important because the classroom environment is a primary context where prevention occurs.

The prevention and amelioration of student behavioral problems must begin early. Otherwise, disruptive behavior becomes more severe and leads to poor social and academic outcomes (Kellam et al., 1998). School systems can no longer operate with a reactive paradigm of school discipline if the mandates of NCLB and IDEA are to be realized. Prevention requires schools to plan actively to meet the early behavioral needs of students before more intensive kinds of intervention and support are required and to avoid negative outcomes such as suspension.

"If antisocial behavior is not changed by the end of Grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured, but managed with the appropriate supports and continuing intervention."
—Walker, Colvin, and Ramsey, 1995, p. 6

Proactively planning to address the emotional-behavioral needs of at-risk students or students with disabilities must begin with a schoolwide effort that systematically addresses the behavioral competence of *all* students. A schoolwide instructional approach to student discipline—in which prosocial behaviors are taught just as academic skills are taught—can have a powerful effect on school climate. Schools that have implemented schoolwide behavior support have seen reductions in office referrals and reduced suspensions by as much as 60 percent (Turnbull et al., 2002). Such an approach gives students specific behavior skills, provides opportunities to practice the skills in the natural school environment, and

reinforces students positively for displaying the skills in their classrooms and social interactions.

The goal of this type of behavioral support is to establish environments that are safe, predictable, consistent, and positive (Lewis & Sugai, 1999). When the school context is positive and predictable, implementing classroom-level behavior support becomes easier (Sugai & Horner, 2006). In order to achieve this goal, schools must adopt a number of specific techniques or practices, such as the following:

- Identify several positively stated behavioral expectations that apply to all students and staff in all settings (e.g., "Be respectful").

- Identify behavioral examples for each expectation that replace inappropriate behavior (e.g., "Keep hallways clean" and "Use polite language").

- Teach and practice the expectations at the beginning of the school year and periodically throughout the year (e.g., before or after school holiday breaks).

- Use effective procedures that encourage and reinforce prosocial behavior (e.g., specific, contingent praise or a token economy).

- Use evidence-based practices to discourage and reduce inappropriate behavior
  (e.g., precorrection, overcorrection, time-out from positive reinforcement).

- Monitor the effectiveness of the schoolwide plan using data (Lewis & Sugai, 1999).

A recent review of state requirements for teacher certification reveals, however, that only a handful of states require special and general educators to have knowledge of schoolwide behavioral support. Moreover, fewer than half of the states expect principals to demonstrate competence in it (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007). Clearly, more work needs to be done to ensure that educators understand the conceptual framework for the prevention of behavior problems.

Schools individually should take a preventive approach and establish schoolwide behavior support systems that link classwide, targeted group, and individualized behavior plans to the schoolwide plan. In addition, schools should utilize staff with strong expertise to provide collaborative consultation to teachers experiencing difficulty with classroom management and student behavior. Strong administrative support is a critical factor in the successful development and implementation of such efforts.

Ongoing professional development on classroom organization and behavior management should be provided to novice or struggling teachers. A one-day refresher or the "train-and-hope" model likely will not be adequate for accurate

and sustained implementation of classroom management practices. The Classroom Organization and Behavior Management Innovation Configuration can be modified as an observation tool to determine the level of implementation of each component. Targeted professional development can be created based on an evaluation of current practices using the innovation configuration. Partnerships with professional development schools, education resource centers, or institutions of higher education are all ways that school systems can access resources and support.

Conclusion

The ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcomes. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management is therefore needed to improve outcomes for students in general and special education.

Teacher preparation programs should provide both special education and general education teacher candidates with coursework and guided practice with feedback on instructional approaches to classroom management. Highly effective instruction does not completely eliminate problem behavior, but it will reduce such behavior by encouraging higher rates of academic engagement and on-task behavior. Also, highly effective instruction makes classroom organization and behavior management significantly easier.

Teacher preparation programs and school systems also should address the challenges facing new teachers in creating a positive classroom context. This goal can be accomplished by providing content and supervised experience related to the components of classroom management outlined in the Classroom Organization and Behavior Management Innovation Configuration. Effective classroom management requires a comprehensive approach, including structuring the school and classroom environment, employing active supervision of student engagement, implementing classroom rules and routines, enacting procedures to encourage appropriate behavior, using behavior reduction strategies, and collecting and using data to monitor student behavior and modifying classroom management procedures as needed.

Ongoing professional development should be created to assist educators with establishing schoolwide behavior systems. Schoolwide behavioral support is the framework for prevention and the foundation for effective classroom organization and management. When the school context is positive and predictable, implementing classroom-level behavior support becomes easier and practices are more likely to be sustained (Sugai & Horner, 2006). Use of the Classroom Organization and Behavior Management Innovation Configuration can provide teacher preparation programs and school systems with identifiable gaps in content knowledge and application of the major components of classroom management. Partnerships with professional development schools, education resource centers, or institutions of higher education are all ways that school systems can access resources and support.

With the combined efforts of all stakeholders, the appropriate policies, incentives, and practices can be put into place. This approach will ensure that teachers can acquire the knowledge and skills necessary to manage classrooms effectively, thereby maximizing learning opportunities for all students, preventing disruptive behavior, and responding appropriately to the inappropriate behavior that

inevitably will occur. Improving teacher quality through effective classroom organization and behavior management is an important step in improving outcomes in general and special education for all students.

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Appendix. Classroom Organization and Behavior Management Innovation Configuration

Instructions: For each course syllabus, place an X under the appropriate variation score that meets the criteria specified from 0 to 4. Then indicate the number of the code in the Rating column. Score and rate each item separately.

Essential Components	Degree of Implementation					Rating
	Code = 0	**Code = 1**	**Code = 2**	**Code = 3**	**Code = 4**	
	No evidence that the concept is included in the syllabus.	Syllabus **mentions** content related to the concept by listing it (e.g., classroom environment, structure).	Syllabus mentions the concept and requires **readings** (at least two, either textbooks or journal articles) on the topic.	Syllabus mentions the concept, requires readings, and has either an **assignment, project, or test** on the topic	Syllabus mentions the concept; requires readings; has assignments, projects, or tests; and has **supervised practice** related to the concept through student-teaching activities.	Rate each item as the number of the highest variation receiving an "X" under it.
Structured Environment • Daily schedule is posted and clearly visible to students. • Environment is arranged for ease of flow of traffic and distractions minimized.						
Active Supervision and Student Engagement • Teacher scans, moves in unpredictable ways, and monitors student behavior. • Teacher uses more positive than negative teacher-student interactions. • Teacher provides high rates of opportunities for students to respond. • Teacher utilizes multiple observable ways to engage students (e.g., response cards, peer tutoring).						
Schoolwide Behavioral Expectations • A few, positively stated behavioral expectations are posted, systematically taught, reinforced, and monitored.						
Classroom Rules • A few, positively stated behavioral rules are linked to schoolwide expectations. • Rules are posted, systematically taught, reinforced, and monitored.						
Column Subtotals:						

Essential Components	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
Classroom Routines • Classroom routines are systematically taught, reinforced, and monitored within the context of the classroom (e.g., turning in homework, requesting assistance).						
Encouragement of Appropriate Behavior • Procedures acknowledge appropriate behavior at the group level (e.g., specific, contingent praise, tokens, activities, group contingencies, Good Behavior Game). • Procedures encourage appropriate behavior at the individual student level (e.g., specific, contingent praise; behavior contracts). • Data are collected on the frequency of appropriate behavior within the classroom environment.						
Behavior Reduction Strategies • Antecedent strategies are used to prevent inappropriate behavior (e.g., precorrection, prompts, environmental arrangements). • Multiple procedures are used to respond to inappropriate behavior. • Procedures are used to teach replacement behaviors and reteach appropriate behavior (e.g., overcorrection). • There is differential reinforcement (e.g., reinforcing other, competing behaviors). • There is effective use of consequences (e.g., planned ignoring, time-out from positive reinforcement, reinforcing around target student).						
Column Subtotals From Previous Page						
Column Totals						

For more information and access to any revisions on this innovation configuration, please contact Regina Oliver (regina.m.oliver@vanderbilt.edu) or Dan Reschly (dan.reschly@vanderbilt.edu)